ผลของการใช้ภูมิทัศน์ภาษาศาสตร์ภาษาอังกฤษเพื่อเพิ่มเสริมสร้างความสามารถด้านการแปล ของนักศึกษาที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศในระดับปริญญาตรี

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาผลของการใช้ภูมิทัศน์ภาษาศาสตร์ต่อความสามารถด้านการแปลของนักศึกษา ผู้วิจัยได้ใช้ทฤษฎีกล้องถ่ายรูปภาคสนาม (Camera Safari) ในการเก็บข้อมูลภูมิทัศน์ภาษาศาสตร์ในย่านธุรกิจของกรุงเทพมหานคร จากนั้นจึงนำข้อมูลที่ได้มาวิเคราะห์และจัดทำบทเรียนสำหรับนักศึกษาในรายวิชาการแปล ปีการศึกษา 2564 ณ มหาวิทยาลัย หัวเฉียวเฉลิมพระเกียรติ ผู้วิจัยได้ประยุกต์ทฤษฎีของ อัลกรันนี และซีริน (2564) โดยใช้แบบทดสอบก่อนและหลังการเรียนรู้ (Pre-Post-test) เพื่อดูผลการพัฒนาจากคะแนนการแปลที่นักศึกษาได้ทำการทดสอบ พร้อมทั้งเก็บข้อมูลความคิดเห็นเชิงคุณภาพ จากการสัมภาษณ์นักศึกษาและวิเคราะห์ข้อมูลเชิงสถิติโดยใช้ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และการทดสอบที (T-test) ซึ่งผลการวิจัยพบว่าในการทดสอบก่อนการเรียน คะแนนเฉลี่ยของนักศึกษาอยู่ที่ 31.88 ในขณะที่คะแนนการทดสอบหลังการเรียน เพิ่มขึ้นเป็น 38.02 ซึ่งแสดงความแตกต่างที่มีนัยสำคัญทางสถิติที่ 0.00 นอกจากนี้ ผลการวิจัยจากการสัมภาษณ์สรุปได้ว่า ภูมิทัศน์ ภาษาศาสตร์เป็นแหล่งความรู้ที่มีศักยภาพในการพัฒนาความสามารถด้านการแปล การตระหนักรู้ทางภาษา ทักษะการคิด อย่างมีวิจารณญาณ และเป็นแรงจูงใจในการเรียนรู้ของนักเรียน การศึกษานี้ได้แสดงให้เห็นถึงมุมมองใหม่ ๆ และข้อดีของการใช้ ภูมิทัศน์ภาษาศาสตร์เพื่อส่งเสริมการเรียนรู้ของนักศึกษาที่ใช้ภาษาอังกฤษเป็นภาษาต่างประเทศ

คำสำคัญ: ภูมิทัศน์ภาษาศาสตร์ ความสามารถด้านการแปลภาษา การสอนภาษาอังกฤษ นักศึกษาระดับปริญญาตรี ที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

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Effects of Using English Linguistic Landscape to Enhance the Translation Ability of EFL Undergraduate Students

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Abstract

This study is to investigate the effects of using linguistic landscape (LL) on students' translation ability. LL in business areas of Bangkok were collected through Camera Safari Method and analyzed, then designed as translation teaching materials for students who enrolled in Translation Course at Huachiew Chalermprakiet University in 2021. Applying the framework of Algryani & Syahrin (2021), a pre-test was administered before the implementation of LL materials. A post-test was then conducted to observe the translation score improvement together with the qualitative findings from students' interviews. The research statistics included mean, SD, and T-test. The findings revealed that in the pre-test, the average score was 31.88 while that of the post-test increased to 38.02 showing statistically significant difference at 0.00. The findings from the interviews revealed that using LL as teaching materials and designing suitable learning activities can be used as a potential methodology to develop students' translation ability, language awareness, critical thinking skills, and learning motivation. In addition, this study has shown a new insight into the advantages of using LL to enhance the students' learning in EFL situations.

Keywords: Linguistic landscape, Translation ability, English language teaching, EFL undergraduate students

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1. INTRODUCTION

Learning English can be enhanced through various sources, including available linguistic landscape (LL). The written text in local LL can also be connected to the literacy skills of both native language learning and second language acquisition. Landry and Bourhis (1997) posited that linguistic landscape (LL) of a given territory, region, or urban agglomeration include "the language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings" (p.25). The orientation on language and contextual knowledge allows the application of LL in teaching since LL offers new possibilities for working with linguistics signs. Students can discover new forms and functions of languages and the analysis of linguistics signs has a positive effect on language learning and critical literacy. What is of importance is the encouragement of learners' critical reflection on forms and functions of linguistics in LL (Clemente, et al. 2012). LL plays a vital role as an authentic and updated classroom material in EFL studies. LL can be utilized in language teaching and learning not only for native languages but also foreign languages. Through the use of LL as an educational tool, learners are engaged in literacy activities outside the classroom context, therefore, relating their classroom learning experiences to authentic language in the community. This can help learners develop knowledge of text genres, language use, and appropriateness in an authentic context (Algryani and Syahrin, 2021). One of the problems in teaching translation is the lack of appropriate materials and textbooks. The available translation textbooks are outdated and not very stimulating for the students. With the benefit of LL studies mentioned above, the researcher was interested to apply LL as a supplementary material for teaching translation for EFL undergraduate students. Moreover, there are very few studies on advertisement translation in Thailand. Thus, the findings of this study can be a useful pedagogical implication and filling the research gaps in this field.

2. RESEARCH OBJECTIVES

In this study, LL was applied as an authentic material to enhance students' translation ability as well as language awareness. Therefore, the researcher decided to use LL to teach advertising translation through authentic and up-to-date language use in LL. The rationale for this investigation of students' translation skills through the use of LL is to provide an additional pedagogical resource in the teaching and learning of language and translation courses. The investigation focused on these two specific areas.

2.1 To explore the effects of LL on EFL undergraduate students' translation ability when using LL as a teaching and learning resource for an advertising translation course.

2.2 To probe the opinions of the participants on the use of LL as an authentic teaching material.

3. RELATED RESEARCH

3.1 Linguistic Landscapes in Language Pedagogy

Several studies have investigated the application of the linguistic landscapes as teaching and learning materials. Lazdina and Marten (2008) studied the linguistic landscape as a tool in research and educational multilingualism among the master's degree students of philosophy by investigating societal multilingualism. Its advantages included the efficient collection of large amounts of data. The research was conducted as students' individual home-work in a city in Latvia called Rezekne, and in group work during the week-end trips to another three cities under the framework of a small project financed by Rezekne University College. The results of LL study can reveal the language diversity and culture in the

City of Latvia. Apart from the sociolinguistic information, LL has been used as a meaningful source for learners to practice simple translation.

Shohamy and Waksman (2009) stated that LL can be a rich context for learning about the ways in which meanings are constructed and manipulated using a variety of devices. Similarly, Sayer (2010) studied the use of LL as a pedagogical resource. He presented a framework that distinguishes between intercultural and intracultural uses, as well as iconic and innovative uses of English on signs. In the EFL classroom, he used public signs to analyze the social meanings of English and he also supported that an LL project allowed students to think creatively and critically about the language. The results illustrated that in most EFL settings throughout the world, students' opportunities to expose and practice beyond the classroom walls are limited. So he presented the concept of using LL in the classroom and explained how EFL teachers could use LL to encourage students to investigate the social meanings of English in their community.

Clemente, Andrade and Martins (2012) studied the use of LL as a textbook in a Portuguese primary school in a project called "Learning to read the world, learning to look at the linguistic landscape" by presenting an exploratory study describing different strategies for language awareness in a primary school context. The project focused on different ways to read the world, decoded its linguistics, and cultural and biological landscapes. The findings presented that the children achieved the ability to recognize and interpret LL.

Rowland (2013) studied the pedagogical benefits of LL project in Japan. This article examined the claims made by various scholars regarding the use of LL as a pedagogical resource within multilingual educational contexts. The study supports the idea that pedagogical linguistic landscape projects can be valuable to EFL students in a variety of ways, particularly in the development of students' symbolic competence and literacy skills in a multiliteracies sense.

Hewitt-Bradshaw (2014) studied LL as a language learning and literacy resource in Caribbean Creole contexts. The study applied aspects of the concept of LL to Caribbean Creole language environments, and discussed a range of texts that can inform teacher classroom pedagogy and the design of teaching resources in language and literacy education. It is suggested that images from the environment in language and literacy instruction have the potential to make the process of language learning more motivating and appealing to Caribbean students.

To sum up, according to the above related studies, LL can be used to play an important role in language pedagogy in order to develop teaching and learning material with authentic and contemporary use of language.

3.2 Linguistic Landscapes and Translation

Apart from the benefit of LL in language learning, several studies have employed LL as motivating sources for translation courses particularly advertising discourses. Velasco, Sánchez and Rodríguez (2007) conducted the research entitled "Using Multimedia Materials in the Teaching of Scientific and Technical Translation" illustrating that to meet the new teaching challenge, translation teachers must place special emphasis on the importance of the non-textual information involving multimedia texts. Furthermore, they should adopt a more dynamic approach towards audiovisual translation (AVT). The results of the research aimed to design teaching materials for audiovisual, scientific, and technical translation. They also claimed that the materials particularly audiovisual resources highlighted benefits for all users in the acquisition of

other subjects and terminology while there were some constraints on translation through visual and acoustic materials.

Cenoz and Gorter (2013) focused on instances of multilingual signage as a combination of linguistic resources and argued that through trans-languaging, a student can foreground the co-occurrence of different linguistic forms, signs, and modalities. It can thus be concluded that trans-languaging using the LL approach can advance on the study of multilingualism. The multilingual signage also contributes to the multilingual competence of the students because languages displayed in public space can also be useful for learning second languages.

Kuşçu and Ünlü (2015) studied teaching translation and suggested a lesson plan on translation of advertising through the use of authentic materials. In the study, they used commercials, slogans and logos from daily life as the materials in the lesson plan. Their paper was assumed to be a creative and contributive study for the teaching of translation of advertising and genre-based teaching of translation.

In 2021, Algryani and Syahrin studied utilizing learners' LL as pedagogical resource in the translation classroom with a case study in the Sultanate of Oman. One of their objectives is to explore the effectiveness of LL as a teaching and learning for translation course. Their study used LL as teaching materials with a group of the students studying in this course. The results illustrated that the use of LL provided students with an opportunity to put into practice the translation theories they learned in class. Moreover, LL helped them in developing critical and analytical skills.

According to the studies above, we can see that LL is a practical and suitable material in translation to provide an authentic use of language from which to acquire English as a second language. For translation, especially on advertising translation, LL plays a vital role as an updated material to open students' mind with the real language use in their community. Moreover, advertising translation is a complex skill that requires special integration of language and functions, target audiences, core message, and the high impact. Several studies related to advertising translation view that adaptation or trans-creation in translation has been a more common strategy than the concept of literal translation (De Pedro, 1996; Nord, 1991). In the study of Fan (2017), strategies for translation of English commercial advertisement were suggested. From the perspective across cultural communication, commercial advertisement translation involves differences in social custom, language and humanistic environment. Some strategies including free translation, creative translation, and idiom translation were proposed.

4. METHODOLOGY

4.1 Conceptual Framework

The researcher adapted the framework of Algryani and Syahrin (2021) for investigating students' translation competency by using LL as a teaching and learning material. This study aimed at examining whether the utilization of LL can enhance students' language awareness and translation ability. The design of the course materials has been based on 100 photos derived from the Camera Safari. Before the implementation of the course, the pre-test was conducted. The course instruction included the presentation of photos from LL and asking students to elicit information about the advertisement through a classroom discussion. After 8 units of instruction, the post-test was administered to compare the translation score improvement. In this research, the researcher applied their study by picking one of the processes to examine the students' translation ability. The diagram below presents the conceptual framework of this study.
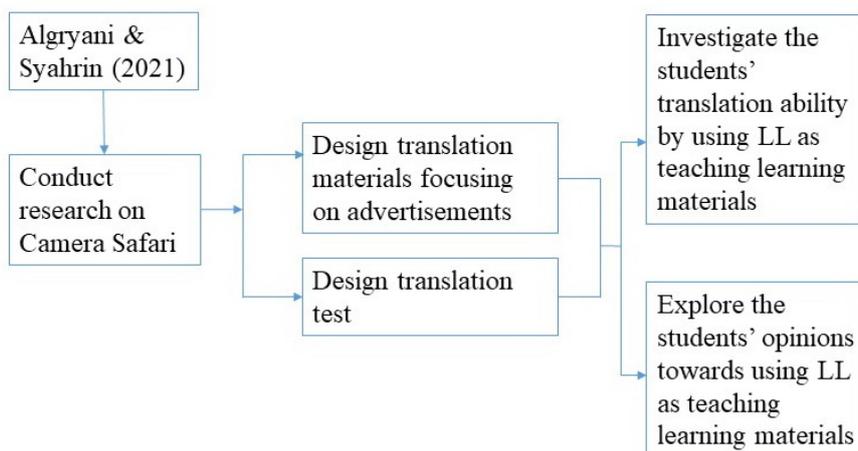
Picture 1 Conceptual Framework Diagram

4.2 Research Design and Data Collection

This study has been designed as a mixed research method consisting of qualitative data from LL and an interview and quantitative data from pre-test and post-test scores. The researcher employed Camera Safari to collect data in 2 business areas in Bangkok, i.e. Siam Square and Silom Road because these two areas are main business and tourist areas in Bangkok where English language is used a lot. Camera Safari is a method of LL data collection initiated by Hancock (2012) and consists of taking pictures of posters, traffic signs, business advertisement boards, etc. in the community. After the analysis of language use in LL, the researcher used the analyzed data to design a test and teaching materials for advertising text translation. The developed lesson plan was validated by 3 experts with the IOC value of 0.92. The translation test was piloted with the reliability value of 0.70 and the IOC of the scoring rubric of 0.87. The structure interview with 4-open ended questions was employed to explore the in-depth data from students' opinions. At the beginning of the semester, the students were assigned to do the pre-test. During the semester, one hundred photos from LL were used as materials for advertising translation in this course. Finally, at the end of the semester, a post-test was administered to the participants. The students were also asked for their opinions through a structured interview. For data analysis, mean, SD, and t-test were used to investigate the significant differences of their translation skill improvement. The qualitative data were analyzed through content analysis.

4.3 Scope of Participants

Data in this research were collected during the second academic semester with 31 English major students who enrolled in the translation course at Huachiew Chalermprakiet University in Bangkok. The type of sampling used in the study was the convenient sampling method. They were EFL undergraduate students of English majors. By the completion of this course, students were expected to be familiar with the key concepts in a translation theory such as borrowing translation, literal translation, adaptation and compensation translation. They also were expected to get the skills in advertisement translation such as free translation, simple and clear literal translation, creative translation, and adaptive translation. They were required to do the pre-test and post-test and join the structured interview.

5. FINDINGS AND DISSCUSION

5.1 Translation Ability Improvement

The test consisted of 10 advertisement posters for participants to translate from the English text into Thai. The scoring rubrics are categorized into 5 areas adopted from the framework of Khanmohammed and Osenlo (2009) including translation accuracy, language equivalent, target language and register, grammar and text style, and miscellany with the total score of 50 points.

To answer the first research objective about the effects of LL on students' translation ability, quantitative data were collected by means of the translation test mentioned above. In the pre-test, the mean of the translation score was 31.88 with SD at 5.68 while in the post-test, the students gained higher scores at the mean of 38.02 with SD at 5.02.

Table 1 T-test Result of LL in Translation

	Test Value = 0				
	Mean	SD	df	sig. (2-tailed)	95% Confidence Interval of the Difference
					Lower
Pre-test score	31.88	5.67	30	0.000	30.43
Post-test score	38.02	5.15	30	0.000	33.30

The t-test result revealed that the participants' scores in the post-test at 38.02 sharply increased from those of the pre-test (31.88) with the significant difference at 0.00. The mean difference was significantly increased in the post-test meaning that the students gained a significant improvement.

This suggested that LL was a useful tool for teaching and learning translation and enhanced students' language ability (Kuşçu and Ünlü, 2015; Cenoz and Gorter, 2013). The authentic language used in LL required students to criticize and analyze content and language forms before the step of translation. This was a major reason for the improvement of the students' translation ability (Algryani and Syahrin, 2021). LL also acted as a contemporary educational material based on the trend of the market and a community festival. This is another method to bring the city to the students to see the use of language in the real world (Shohamy and Waksman, 2009). In a translation aspect, especially advertising translation, LL plays a vital role as an updated material to motivate students and provide learning experiences with real advertisements in the society (Kuşçu and Ünlü, 2015) as can be seen in Pictures 2.

Pictures 2 Examples of LL used for Advertising translation

5.2 The Opinions of the Participants on the Use of LL as a Translation Material

The students' opinions were gathered from 31 participants through the structured interview. Their answers were recorded, transcribed, and then analyzed to find the theme emerged. The broad domains derived from the interview were coded as follows: bridging theory and practice, motivating learning interest, providing authentic language use, and raising linguistics awareness. There were 2 inter-raters to validate the content analysis with the agreement percentage of 84%.

5.2.1 Bridging theory and practice

The findings from the answers of open-ended questions showed in-depth information that can describe the improvement of students' translation scores. All of the participants enjoyed the lessons utilizing LL as a part of the translation instruction of which 97.2% reported that the use of LL aided their understanding of the translation theory. The following are some excerpts from the students' answers.

Student 2 : " I have come to know the rules for translating advertisement, formality of language, and language functions."

Student 9 : "We get to see examples from real life of what we learned theoretically, so, it made it easy for us to translate."

Student 13 : "I've learned to apply what I've studied in translating the real-life advertisement."

5.2.2 Motivating learning interest

The students' perspectives on the use of LL were positive. They reported that the materials were more interesting than previous materials.

Student 6 : "It's interesting because some of the pictures are in everyday life. It made me curious and wanted to learn to understand."

Student 7 : "It made the lesson more interesting with less boring in the translation class."

Student 17 : "In my opinion, I do like using the real advertising posters because I can see and get to the point clearly."

5.2.3 Providing authentic language use

The use of LL gave learners the opportunity to see language in real-life situation which contributes to the enhancement of language proficiency.

Student 1 : "The benefits from learning through advertising posters are new vocabularies which are different from the textbooks and I know how to translate advertisement terms properly."

Student 5 : "I can learn more from advertisement boards because it contains a variety of language functions and some beautiful elaborating words that I have not seen before."

Student 18: "It gave me more information about advertising because each advertisement board contains suitable words for a certain function, e.g. on sales."

5.2.4 Raising linguistics awareness

During the lesson, the students developed an awareness of both language accuracy and linguistics features in LL. The students were encouraged to identify errors in LL language together with lexical accuracy while analyzing.

Student 2 : "I like advertising boards because it is fun to learn how the language is used in advertising."

Student 9 : "I think it is a good teaching material and I like the way we discuss the use of language in translation."

Student 21 : "With the help of advertising boards, it is easy to understand the objectives of the advertisements and how to select the proper words."

The findings of the students' opinions revealed that they perceived the use of LL as a part of classroom discussion positively. The findings support the results of the Cenoz and Gorter's study (2013) that there is a relationship between the learners' exposure to the language of public signs and their language awareness. The data showed that the students preferred authentic real-life language use. These findings were also reflected in the previous researches such as the works of Seyer (2010) and Hewitt-Bradshaw (2014). Hewitt-Bradshaw observed the use of public texts in the classroom which revealed strength in 3 areas, i.e. language awareness, communicative competence, and the process of language learning. One of the crucial findings of this study is the motivation of the students to engage with their learning and local community.

6. CONCLUSION

To conclude, as seen in the t-test result and the students' opinions, this research revealed that using LL as an authentic material in translation was able to enhance the students' translation ability as well as their critical and analytical skills. The findings support the study of Algryani and Syahrin (2021). They stated that the use of LL provided students with an opportunity to put into practice the translation theories they had learned in class. Moreover, LL helps students in the development of critical and analytical skills. In the class, LL is a powerful tool to use as a teaching material in order to gain students' attention and interest. Findings from this study showed that many students agreed that LL acted as a hook to catch their attention and motivated their learning interest. Also, Rowland's study (2013) supports the idea that pedagogical linguistic landscape projects can be valuable to EFL students in a variety of ways, particularly in the development of students' symbolic competence and literacy skills in a multiliteracies sense. In conclusion, this research has examined the utilization of LL for the enhancement of students' translation ability and language awareness. Through the use of LL, the students have higher motivation and articulate positive opinions. The students also reported that the use of LL enabled them to see an authentic language in their own communities. Finally, the use of LL in the classroom provided the students with the opportunity to develop their creativity, critical thinking, and literacy skills.

7. RECOMMENDATIONS

One of the problems in teaching translation in Thailand is the lack of updated textbooks. LL can be an alternative source to modernize translation textbook and make language acquisition more interesting and relevant to students. However, teachers must acquire necessary knowledge about LL, be creative, and apply their theoretical knowledge in practice in order to make LL an efficient medium for teaching materials. They have to deal with language styles, functions, and other linguistics features in applying LL to become a suitable material. Obviously, public signs are not designed for teaching a language and most of the time, signs contain single words, a short utterance, and only sometimes full sentences. Thus, a careful selection of public signs is necessary by choosing the signs that contain useful vocabulary and correct language use. One of the dimensions found in this study is the development of students' pragmatic competence. Texts on public signs often include different speech acts, indirect language, and intercultural diversity. Another factor that complicates the use of LL in the classroom includes the limitation of language use in one advertisement board. As a result, a high number of advertising boards are required to allow for the varieties of language. Another limitation of this study is the lack of a multimodal factor in advertisement, for example, the use of different kinds of font to convey the hidden feeling, the use of color tones, and the use of pictures. Therefore, it is recommended that further study in LL should include the role of multimodal or systematic functional linguistics of linguistics landscape.

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