

Translation techniques and students' understanding of schoolscapes: Developing authentic material in teaching

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Abstract

This study explores the translation techniques used by Grade 10 students in the linguistic landscapes of selected schools in Sariaya East, Quezon Province in the Philippines. It addresses challenges in translation practices and the limited regional research on this topic. By analyzing 20 schoolscapes across these institutions, the study identifies students' dominant translation techniques, assesses their comprehension, and develops a teaching module to bridge theoretical knowledge and practical application. Findings reveal a strong reliance on literal translation, with modulation and transposition also frequently used, indicating areas for pedagogical improvement. To enhance language learning, a teaching module incorporating linguistic landscapes and translation exercises was created. This module fosters critical thinking, problem-solving, and cultural understanding, providing innovative strategies for language education. By integrating real-world translation practices into the curriculum, the study contributes to improving students' linguistic awareness and competency, supporting more effective language instruction in secondary education.

Keywords: *translation techniques, linguistic landscapes, authentic material, language teaching*

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1. Introduction

Translation, defined as the intricate process of conveying messages from the source text to the target language while preserving meaning, is critical for enhancing communication and comprehension across various educational contexts. As educational environments become increasingly multicultural and multilingual, effective translation plays a vital role in delivering knowledge accurately and inclusively. Linguistic landscapes (LL) or schoolscapes feature a wide array of languages, scripts, and symbols, necessitating effective translation techniques to support inclusive learning environments and facilitate clear communication.

Recent research has identified instances of inaccurate translation resulting from a translator's linguistic limitations and the improper application of translation techniques in public linguistic environments. Algryani (2022) examined translation techniques used in Bali's public space signage, identifying calque, literal translation, established equivalence, and reduction. In contrast, the study of Fitria (2018) on English-to-Indonesian abstract translations highlighted the use of transposition/shift, reduction/omission, amplification/addition, established equivalence, and borrowing, with transposition/shift emerging as the dominant technique. In addition, a qualitative study by Pendit et al. (2020) on the linguistic landscape of the Malukat temple found that literal translation was commonly used due to its straightforward, word-for-word approach.

In the Philippines, research on translation techniques has also been widely conducted, though in varied contexts. For example, Enriquez's (2019) translation of Visayan folklore revealed the frequent use of oblique translation, with borrowing, transposition, and adaptation commonly employed as sub-techniques. Similarly, studies on translation techniques in Filipino literature, specifically short stories like *The Necklace*, *The Pig*, and *The Gift of the Magi*, have identified the use of borrowing, modulation, transposition, equivalence, and adaptation.

Using authentic materials in the teaching and learning process, such as texts, songs, and audiovisual resources, enhances language lessons and enriches learners' experiences. These tools create opportunities for students to practice translation techniques in real-world contexts, helping them engage with language meaningfully. Immersion in authentic materials offers students practical insights into linguistic nuances, ultimately strengthening their communicative competence and cultural awareness. LL provides real-world, context-based

input, enabling students to develop deeper representations of the target language (Treve, 2023).

Motivated by the increasing significance of schoolsapes and the importance of translation in the teaching and learning process, the researchers conducted a study to explore how these elements could contribute to education. By developing authentic materials for translation instruction, this study aimed to improve language teaching practices and promote an inclusive learning environment for diverse learners.

2. Literature review

2.1 Different Types of Signs

Regulatory sign. Regulatory signs are primarily used to control and direct the movement of people and vehicles in a particular area. These signs are vital in ensuring order, safety, and compliance with established norms. Common examples include Stop, Yield, No Entry, No Left Turn, Speed Limit, and One Way signs (Zutobi, 2022). Such signage is critical in traffic control but also extends to public areas such as schools, where rules are communicated visually to influence behavior. Gorter et al. (2021) expand on this by defining regulatory signs as indicators of rules or norms that, when ignored, may lead to violations. These include instructions meant not only for vehicular traffic but also for public conduct, such as No Smoking, Keep Quiet, or No Littering, making them essential for maintaining discipline and structure in schoolsapes.

Infrastructural sign. Infrastructural signs function as navigational aids and identifiers within a physical space. They include labels or names placed on buildings, rooms, hallways, or utilities that provide clear direction and identification (Cacanog et al., 2021). Their role is to enhance spatial awareness and help users move efficiently within a given environment. Examples of such signs include Library, Science Lab, Principal's Office, or Emergency Exit. According to AGC Signs (2020), infrastructural signage is particularly useful in places like schools, hospitals, or offices, where efficient navigation is crucial. Gorter (2021) also points to infrastructural signs in broader contexts, such as road systems and public infrastructure, including street names, intersection signs, traffic lights, and entry/exit signs, which serve the same purpose of orientation and function.

Commercial sign. Commercial signs are primarily used for advertising and promotional purposes. They appear in the form of billboards, banners, window decals, and even vehicle wraps and are intended to draw attention to products, services, or businesses (Zutobi, 2022). In school contexts, commercial signs may include posters promoting school events, canteen menus, or sponsor banners for sports tournaments. Ziegler et al. (2021) emphasize that commercial signage plays a key role in shaping first impressions. For businesses, these signs communicate professionalism, reliability, and brand identity. A well-designed commercial sign may list services, operational hours, contact information, and promotional content, establishing a direct line of communication between the business and its audience.

Transgressive sign. Transgressive signage refers to signs or marks that fall outside socially accepted norms, either deliberately or inadvertently. These signs challenge or violate conventional semiotics and are often seen as visual disruptions in a structured environment (Kimura, 2019). Examples include graffiti, informal messages, stickers, or even discarded wrappers. According to Dictionary.com (2020), graffiti includes words, images, or drawings created on public surfaces without permission. Hanauer (2004, as cited in Kallen, 2023) argues that such signs have deeper social implications. They provide platforms for controversial, marginalized, or suppressed voices to enter public discourse. Whether seen as vandalism or artistic expression, transgressive signage becomes a form of literacy, often used by subgroups such as students to express their identities, frustrations, or resistance.

2.2 Translation Strategies

Vinay and Darbelnet's translation model, introduced in their seminal 1958 work *Stylistique Comparée du Français et de l'Anglais*, remains foundational in translation theory and practice. Their model identifies key differences between English and French texts and proposes a comparative analysis based on segmented translation units. Each segment from the Source Text (ST) is paired with its corresponding segment in the Target Text (TT) to assess which translation strategy has been applied (Nasser et al., 2022). This systematic approach underpins modern translation studies by categorizing techniques that maintain meaning, structure, and cultural context. Their model includes seven techniques, each useful

in different translation scenarios depending on the linguistic, semantic, or cultural challenges encountered.

Borrowing. Borrowing involves directly transferring a word from the source language (SL) into the target language (TL) without translation. This strategy is often used to retain cultural or linguistic flavor. Loanwords like *café* (French), *hamburger* (German), *kimono* (Japanese), and *kimchi* (Korean) are common examples (Kostas, 2021). Borrowing is most appropriate when a concept or term has no exact equivalent in the target language or when preserving authenticity is important. If the borrowed term is unfamiliar to the target audience, it is often italicized to indicate foreignness or novelty.

Calque. A calque, or loan translation, refers to a phrase translated word-for-word from one language into another. The term calque itself comes from the French word *calquer*, meaning "to copy" or "to trace" (Kostas, 2021). An example is the Spanish word *azúcar*, which is rendered as *asukal* in Filipino. Although this appears naturalized, it illustrates how one language can adopt structural elements from another while retaining its linguistic roots.

Literal translation. Literal translation is the direct word-for-word rendering of text from one language into another, without altering its structure or meaning (Pepper, 2022). It expands on calque by applying the same principle to entire sentences or longer expressions. For example, the Filipino song *Isang Linggong Pag-ibig* becomes *One Week of Love* in English. While grammatically correct, this type of translation may sometimes sound unnatural if not adjusted for idiomatic differences.

Transposition. Transposition involves changing a word's grammatical category without affecting the overall meaning of the sentence (Villabona, 2021). For example, a noun in the source language might be converted into a verb in the target language. Vinay and Darbelnet explain this with the transformation of "The boy hits the ball" into "The ball is hit by the boy" shifting focus and structure while retaining meaning. This process can be automatic or deliberate depending on the translator's stylistic goals.

Modulation. Modulation adjusts the message by altering its perspective or semantic category to achieve a more natural expression in the target language (Bbspanish, 2019). It is used when literal translation would sound awkward, even if technically correct. For example, the adjective expensive may be translated as not cheap, subtly shifting the linguistic perspective but maintaining the core idea. Modulation is essential in preserving fluency and idiomatic accuracy.

Equivalence. Equivalence aims to find expressions in the target language that convey the same meaning, cultural weight, and emotional impact as those in the source language (Postan, 2023). This often involves culturally grounded terms, such as translating "European tulips" into "Sampaguita" in the Filipino context. The translation is not literal, but it captures the symbolic essence of the original concept.

Adaptation. Adaptation, also known as cultural substitution, involves replacing cultural references in the source text with equivalents familiar to the target audience (Keji et al., 2022). This technique is particularly useful in literature and other culturally rich domains. For example, the French word cyclisme might be rendered as football in the UK or baseball in the US, depending on cultural relevance. Adaptation allows the text to resonate more deeply with the target audience without losing the original's intent.

2.3 Theoretical Framework

This study is grounded in Gilles's Linguistic Landscape Theory, which categorizes signs in public spaces according to their regulatory, infrastructural, commercial, and transgressive functions. This framework, commonly used in sociolinguistics, is applied here to analyze how language is visually used within school settings to influence behavior and learning (Duizenberg, 2020).

Linguistic Landscape Theory refers to the study of visible language use in public spaces, often used to analyze the social and cultural roles of language in specific environments. According to Gilles (2021, as cited in Ziegler et al., 2021), linguistic landscapes can be distinguished based on the functions of discourse types. These types are categorized into four major groups: regulatory, commercial, infrastructural, and transgressive. Gilles's framework is highly relevant to this study, particularly in educational

contexts where signs within school environments serve multiple communicative purposes. In this context, the theory helps interpret how signs around the school campus influence student behavior, orientation, cultural understanding, and language exposure.

In conjunction with this, Vinay and Darbelnet's translation model provides the analytical lens for examining how translation techniques are employed in students' interpretations of schoolscales. Their seven translation strategies, borrowing, calque, literal, transposition, modulation, equivalence, and adaptation, offer a structured approach for evaluating the effectiveness and cultural sensitivity of student translations in educational contexts.

3. Methodology

3.1 Research Design

This study employed qualitative corpus analysis, a methodology for conducting in-depth evaluations of linguistic phenomena based on actual communicative circumstances, digitally captured as language corpora and made available for online access, retrieval, and analysis. Qualitative corpus analysis is frequently used as the methodological basis for investigations that "take an investigative, inductive approach to the empirically based study of how the meanings and functions of linguistic forms [are] found in the corpus" (Hasko, 2012, as cited in Misnawati et al., 2024). This study focuses on analyzing translated texts in schoolscales to determine students' translation techniques and their comprehension of LL.

3.2 Justification for Qualitative Corpus Analysis

While a mixed-methods approach could incorporate statistical validation, qualitative corpus analysis was chosen because it enables an exploratory, inductive approach to understanding the nuanced linguistic choices students make when translating schoolscales. The study focuses on interpreting patterns, contextual meanings, and translation effectiveness rather than quantifying translation accuracy. Furthermore, corpus linguistics supports a text-centered, empirical approach that aligns with the study's objective of investigating the communicative and functional roles of translated texts in schools.

3.3 Data Collection and Corpus Selection

The study's primary data source consists of translated texts found in schoolscape across three secondary schools in Sariaya, Philippines. The corpus includes 20 translated texts from signage, posters, and official notices. Texts were purposively sampled based on their relevance to schoolscape and the presence of translation from English to Filipino or vice versa. The selection prioritized texts that exhibit diverse linguistic landscape types (regulatory, infrastructural, commercial, transgressive).

The corpus was systematically annotated to classify texts according to linguistic landscape categories and to identify translation techniques. Annotations were conducted by the researchers, ensuring inter-rater reliability through cross-validation and expert review.

3.4 Data Analysis Procedure

Corpus compilation and annotation. The collected schoolscape texts were categorized into regulatory, infrastructural, commercial, and transgressive types based on Gilles' (2022) classification. Each text was analyzed using Vinay and Darbelnet's (1958) model to identify translation techniques. Specific linguistic features and patterns were highlighted to assess how translation choices align with linguistic landscape functions.

Assessing student understanding of linguistic landscapes. Students were presented with photographs of schoolscape and asked to interpret their meanings. Responses were analyzed using an analytical rubric designed to measure comprehension of LL categories and translation accuracy. The rubric was validated through expert consultation and pilot testing to ensure its effectiveness in measuring understanding.

Evaluating the effectiveness of translation techniques. Effectiveness was assessed through student feedback, comprehension tasks, and expert evaluation. Comprehension tests were designed to measure whether students could correctly interpret translated texts and apply appropriate translation techniques. Findings were triangulated using student responses, researcher observations, and expert reviews to ensure validity.

3.5 Research Output: Translation Module Development

Based on the findings, the researchers developed an instructional module incorporating examples of translated schoolscape texts to contextualize translation instruction, guidelines on using translation techniques effectively for educational purposes

and recommendations for translators, school administrators, and educators on enhancing linguistic landscapes.

4. Findings and Discussion

The study used corpus analysis to examine various LL categories, including regulatory, infrastructural, commercial, and transgressive. This approach enables them to identify and analyze the categories and functions of different elements within the LL.

Table 1

Types of linguistic landscape

Schools	Regulatory	Infrastructural	Commercial	Transgressive
School A	2	1	-	-
School B	9	-	4	-
School C	3	-	1	-
Total	14	1	5	-

Table 1 illustrates the frequency of LL types in secondary schools in Sariaya, labelled as School A, B and C. Regulatory signs had the highest frequency, with 14 signages, followed by commercial signs with five, and infrastructural signs with one. However, there were no transgressive signs among the 20 schoolsapes, making it the least represented LL type in the secondary schools of Sariaya.

Table 2 provides valuable insights into students' comprehension of various linguistic landscapes in three secondary schools in Sariaya, Messages with high comprehension (above 70%)—such as "Maging matapat" (Be honest), "Tinuturo ang tamang daan" (Give directions), "Malinis ang paaralan" (Promote cleanliness), "Masamang mangbully ng kapwa" (Stop bullying), "Paalala bago pumasok" (Reminder before entering), and "Malaman ang proseso" (Giving instructions) indicate effective communication strategies. These messages resonate well with students, likely due to their direct relevance and frequent reinforcement. Continued emphasis on these topics can help maintain high levels of comprehension.

Table 2*Students' understanding towards linguistic landscapes*

Linguistic Landscapes	f	%	Comprehensi on Category	Implications
Bawal ang estudyante (Students are prohibited)	62	61	Moderate	Clarity needs to be reinforced.
Magkaroon ng disiplina (Have discipline)	37	37	Low	More emphasis is required in the curriculum.
Bawal ang bag (Bags are prohibited)	66	65	Moderate	Maintain continuous communication.
Kung ano ang ginawa mo ay babalik sayo (What you do will come back to you)	63	62	Moderate	Clarify the outcomes of actions
Bawal Manigarilyo (No Smoking)	66	65	Moderate	Use health education as reinforcement
Maging matapat (Be honest)	77	76	High	Continue to reinforce honesty
Pagsasanib ng dalawang bansa (Unification of two countries)	66	65	Moderate	Raising awareness of school history
Tinuturo ang tamang daan (Give Direction)	72	71	High	Effective communication method
Tinuturo ang tamang daan (Give Direction)	78	77	High	Consistent understanding, keep the message clear
Para malutas agad ang sira (Fix the problems quickly)	62	61	Moderate	Link to problem-solving abilities
Tinuturo ang tamang daan (Give Directions)	61	60	Low	The clarity and consistency must be ensure
Ipaalam na bawal magtapon (Inform not to litter)	60	59	Low	Improve environmental concern
Malinis ang paaralan (Promote cleanliness)	102	100	High	Emphasize value of cleanliness
Masamang mangbully Ng kapwa (Stop bullying)	73	72	High	Continue anti-bullying campaign
Paalala bago pumasok (Reminder before entering)	73	72	High	Effective strategy, maintain the visibility
Malamam ang proseso (Giving instructions)	75	75	High	Emphasise understanding, ensure that processes are followed
Ipaalam na nakakahawa ang basura (Health awareness)	70	69	Moderate	Raising education about healthy hazard
Para maging malusog ang katawan (Stay healthy)	62	61	Moderate	Link to healthy lifestyle education
Mga pagkain upang maging healthy (Foods to be healthy)	56	55	Low	Enhance education about nutrition
Malaman na bawal ang droga (Inform that drugs are prohibited)	60	59	Low	Strengthen education on drug prevention

Table 3 shows that the most common translation techniques used by respondents are literal translation, transposition, and modulation. Literal translation is the most common,

accounting for 36.58% of the total descriptors. Transposition accounts for 15.40% of the descriptors. Modulation follows closely, representing 35.35% of the descriptors. Borrowing accounts for 9.36% of the descriptors. Calque and equivalence are less frequent but still present. Adaptation is the least common, accounting for only 0.54% of the total descriptors.

Table 3

Translation techniques used by students in overall category

Descriptors	Frequency	Percentage
Borrowing	189	9.36
Calque	31	1.53
Literal	739	36.58
Transposition	311	15.40
Modulation	714	35.35
Equivalence	25	1.24
Adaptation	11	0.54
Total	2020	100.00

The data reveal the diverse translation techniques students employ in translating LL. Literal translation emerges as the most common approach, indicating a strong inclination toward maintaining the source text's original wording and structure. Modulation and transposition closely follow, suggesting frequent use of rephrasing and reordering linguistic elements for improved clarity or coherence in the target language. While less common, other techniques such as borrowing, calque, and equivalence also play essential roles in translation. Adaptation is the least used strategy, showing a limited preference for modifying elements to suit the cultural context of the target language. These findings highlight the complexity of translation work and the need for translators to carefully consider different strategies for effective and meaningful translations.

Integrating LL in the translation module for college students serves several essential purposes. The primary goal is to teach students practical translation abilities through real-world experiences. Introducing LL, which includes public signs, billboards, and notices, allows students to experience the immediate relevance and application of translation techniques. This approach increases cultural sensitivity and understanding, emphasizing the significance of context in accurate translation.

Firstly, LL is presented early in the module to help students understand abstract concepts by grounding them in concrete examples. The seven translation techniques, borrowing, calque, literal translation, transposition, modulation, equivalence, and adaptation, are discussed with LL examples demonstrating how they work in practice. For example, a “No Smoking” sign translated to “Bawal Manigarilyo” displays transposition, while the use of “Karma” demonstrates borrowing.

Secondly, students participate in group activities incorporating LL materials, promoting hands-on practice and collaboration. These activities require students to choose signs or notices and translate them using specified procedures before presenting and discussing their findings. This strategy reinforces academic knowledge and improves critical thinking and problem-solving abilities.

Thirdly, assessment tasks such as true/false questions and scenario-based reflections include LL examples to evaluate students' understanding and use of translation techniques. Reflection questions, such as translating a public safety alert, encourage students to consider the cultural implications of their translations.

Lastly, by completing the module, college students should demonstrate a solid understanding of translation techniques and their practical applications, along with a broader awareness of cultural context. This comprehensive approach ensures that students gain both theoretical knowledge and practical skills to deal effectively with real-world translation challenges.

The module output of the study on translation techniques and students' understanding of schoolscapes in Sariaya Secondary High Schools aims to provide practical recommendations and guidance for teachers and educators seeking to improve their language and culture teaching methods. The module outcome, which examines the impact of translation techniques on students' comprehension of their school environment, will offer tangible steps to enhance language teaching practices, promote inclusivity, and increase students' understanding of diverse cultures within the school setting. The study's findings and recommendations can be used to create modules or courses in language translation that aim to broaden students' translation knowledge and skills while also deepening their understanding of diverse cultures and languages. The module output is intended as a practical tool for teachers and educators to improve their teaching methods and foster a more inclusive and relevant learning experience for students from various language backgrounds.

The research areas considered in this study are all essential aspects of translation techniques and students' understanding of the schools' landscapes. The findings are based on the information gathered from the chosen respondents.

The types of linguistic landscapes in the three secondary high schools in Sariaya reveal several critical insights into the schools' use and visibility of different types of signs. Regulatory signs are the most prevalent type across the campuses, emphasizing safety and traffic control measures. In contrast, the scarcity of infrastructure signs, with only one observed, points to a potential need for clearer labeling and regulation of school facilities. Commercial signs promoting goods and services were also observed, indicating exposure to consumer culture within educational settings. The study found that visual aids effectively enhance students' understanding of discipline, honesty, and health messages. Themes like "Maging matapat" and "Tinuturo ang Tamang daan" were well-received by students in relation to cleanliness. Practicing good hygiene and sanitation inside and outside the school is essential.

The translation techniques employed by the Grade 10 students in the linguistic landscapes emphasize the widespread use of literal translation as a primary strategy. Borrowing and transposition also play significant roles in adapting content to different contexts, showcasing their importance in translation practices. Calque, modulation, equivalence, and adaptation are less utilized but still present, indicating a nuanced approach to translation depending on the context.

The researchers developed a module/learning activity sheet for teaching translation called "Translation Techniques" that uses actual photographs of various linguistic landscapes as examples for translation exercises. Each photograph presents unique challenges, requiring students to consider different translation techniques. By using authentic material, students can apply theoretical knowledge to practical scenarios, meaningfully enhancing their translation skills. The module/learning activity sheets encourage critical thinking, problem-solving, and effective communication, all essential aspects of professional translation practice.

5. Conclusion

The research areas considered in this study are all essential aspects of translation techniques and students' understanding of schoolscales. The findings are based on information gathered from the selected respondents.

This study highlights the significant role of linguistic landscapes (LL) in shaping students' translation abilities and comprehension. The findings emphasize that regulatory signs are the most prevalent in schoolscales, reinforcing order and safety across campuses. However, the absence of transgressive discourse presents an opportunity to promote critical thinking and alternative perspectives within educational environments. Students demonstrated a strong understanding of visual messages related to honesty and proper guidance, suggesting that these themes resonate effectively. However, messages related to discipline and health were only moderately understood, indicating potential areas for improvement in how such messages are conveyed.

Regarding translation techniques, students primarily relied on literal translation, modulation, and transposition, suggesting a preference for direct word-for-word translation and minor structural shifts for clarity. In contrast, the less frequent use of borrowing, calque, equivalence, and adaptation indicates that students may require further exposure and practice with these strategies. To address these gaps, the study proposes incorporating module-based learning activities that use real-world linguistic landscapes as translation examples. These instructional materials can enhance students' ability to apply diverse translation techniques, navigate cultural references, and interpret linguistic nuances in both academic and real-life contexts.

6. Recommendations

To enhance students' awareness of various types of LL, educational activities can be incorporated that foster a deeper connection to their school environment. Teachers are encouraged to utilize linguistic landscapes as authentic teaching materials, while school administrators should prioritize the development and improvement of schoolscales and promote the effective use of translation techniques. Future research can further explore similar themes, enriching language learning experiences and contributing to the creation of more inclusive and engaging school settings.

For students, active engagement with linguistic landscapes both within and beyond the school environment can deepen their appreciation for language diversity and cultural representation. Teachers should integrate LL studies into their lessons, allowing learners to analyze and interpret real-world linguistic features. School administrators can support this initiative by cultivating language-rich environments that celebrate multilingualism and cultural inclusivity.

Future researchers are encouraged to conduct comprehensive studies on linguistic landscapes, focusing on emerging trends and their implications for language use and identity formation. Interactive workshops and project-based learning may be implemented to allow students hands-on experience with translation techniques and LL analysis, thereby enhancing both their translation skills and cultural competence.

Teachers, on the other hand, can benefit from targeted training sessions on incorporating translation techniques into language instruction. These sessions would foster student interest and improve understanding of accurate translation practices. School administrators play a key role in supporting these efforts by enhancing schoolsapes and providing platforms for best practices in translation, ultimately contributing to a more effective and inclusive learning environment.

Students are also encouraged to actively engage with the developed authentic material module, which can significantly improve their language proficiency and cultural awareness. Teachers can incorporate this module into classroom instruction, offering students meaningful, hands-on opportunities to practice translating real-world educational linguistic landscapes.

Additionally, school administrators should support the implementation of the authentic material module by providing adequate resources and teacher training. Lastly, future researchers may expand the module's content and adapt its learning activity sheets for use in various educational contexts. By implementing these recommendations, students, teachers, school leaders, and researchers can maximize the potential of authentic materials and translation-based instruction, ultimately advancing language education practices.

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Institutional Review Board Statement

Throughout the research process, participation was also voluntary, and confidentiality and anonymity were assured. There was no formal Institutional Review Board (IRB) approval obtained as the research was done within the guidelines and authority of the school administration.

AI Declaration

The author declares the use of Artificial Intelligence (AI) in writing this paper. In particular, the author used *Quillbot* in searching appropriate literature, summarizing key points and paraphrasing ideas. The author takes full responsibility in ensuring proper review and editing of contents generated using AI.

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