

Incorporating Corpus Linguistics Tools in the Training and Professional Development of Lecturers in Translation Studies

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Abstract

This research explores the impacts and strategies for integrating corpus linguistics tools in training translation lecturers. The focus of the study is to evaluate how the integration of corpus tools in the training of translation lecturers can enhance their efficiency and professional development. Data was collected through the use of questionnaires from 114 lecturers in translation studies and Ph.D. researchers in translation. Analysis was carried out using relevant statistical tools. The research findings indicate that the use of concordance tools, such as AntConc, has a notable positive impact on the effectiveness of translation instructors in demonstrating language patterns to their students. The substantial levels of agreement highlight the potential of these tools in facilitating the integration of theory and practice in the field of translation education. Furthermore, the participants recognized the effectiveness of specialized corpus-based translation tools such as TransTool in providing domain-specific linguistic information for accurate translation decision-making. The use of corpus-based tasks and exercises has developed as a strategic approach that strongly resonates with translation instructors, facilitating a comprehensive comprehension of the integration of corpus linguistics and its significance for educational methodologies. The aforementioned result underscores the need to include experiential learning and practical involvement to improve the effectiveness of translation teaching. However, there was a varied opinion of the influence of web-based corpora, suggesting the need for a more nuanced comprehension of their advantages and difficulties within the framework of translation education. Following the findings, it is thus concluded that the integration of corpus linguistics mechanisms in the training of translation lecturers remains effective as they enhance the use of real-world data in their translation studies and the use of data generated from a wide spectrum of languages in teaching translation.

Keywords: corpus linguistics, translation, translation lecturers, professional development

1. Introduction

Translation lecturers play a significant role in determining the direction of translation studies, by providing potential translators with the information and skills they need. Translation lecturers are constantly advancing their professional development as the need for highly qualified translators rises in a more globally interconnected community. It is crucial to investigate and include various techniques and models in these lecturers' training to suit the changing demands of the translation industry. This study looks at how corpus linguistics, an effective strategy that has transformed linguistics, can be included in the training of translation lecturers. This research aims to improve translation training programs by investigating corpus-based methods and resources for lecturers' professional growth.

Recognizing the varied nature of the translation process, numerous methodologies and models have recently been included in the training of lecturers in translation studies. The communicative method, cognitive linguistics, and descriptive translation studies are a few approaches that have improved the curriculum by giving important insights into the cognitive, communicative, and socio-cultural components of translation. Translation lecturers may provide students with thorough and well-rounded instruction by embracing these approaches. Nevertheless, despite these developments, the use of corpus linguistics in translation instructor education is still comparatively understudied. The use of corpus linguistics, a research strategy that draws on vast electronic collections of written and spoken texts, may greatly improve

translation training. Corpus linguistics offers important insights into linguistic patterns, collocations, phraseology, as well as usage preferences by examining broad and representative language data. Corpus linguistics integration may provide lecturers with data to support their pedagogical choices and improve students' translation proficiency. Furthermore, corpus-based techniques provide lecturers chances for ongoing professional growth, allowing them to keep up with changing linguistic practices and translation trends.

The strategic role that data plays in the preparation of translation lecturers serves as the motivating factor underpinning this article. Tools for corpus linguistics provide a wealth of linguistic information that may be used to construct customized corpora for particular topics, authenticate translation exercises, and guide instructional strategies. Translation lecturers may gain from evidence-based teaching strategies, cultivating a better knowledge of translation processes, and promoting critical thinking among their students by integrating corpus-based approaches and tools into their professional development. The investigation of corpus-based methodologies in translation lecturer training has the potential to spur new ideas and enhance the discipline of translation studies as a whole. The importance of this research goes beyond the immediate context of the training of translation lecturers. This study intends to shed light on the possible advantages and difficulties connected with this strategy by examining the incorporation of corpus linguistics in the professional development of translation teachers. The results of this research may guide the creation of translation studies curricula and give insightful advice to educational institutions looking to improve their translation training programs. By demonstrating the practical uses of corpus linguistics in professional training situations, this study may also contribute to the larger area of applied linguistics. This research attempts to bridge the gap between theory and practice, equipping translation lecturers with the information and resources required to adequately train the next translator generations for the difficulties of the globalized world.

1.1 Research Objectives

The following research objectives are pursued in this paper:

1. To evaluate the impact of incorporating corpus linguistics into educational approaches for preparing translation lecturers.
2. To explore the strategies for the integration of corpus linguistics into the training of translation teachers

1.2 Research Questions

To gather the necessary and analyze the data, the following research questions, derived from the study objectives, are posed to guide the study process:

- A. What are the impacts of incorporating corpus linguistics into educational approaches for preparing translation lecturers?
- B. What are the strategies for the integration of corpus linguistics into the training of translation teachers?

2. Literature Review

2.1 A Review of Roles and Challenges of Translation Lecturers

Emerging translators' education and professional growth are greatly influenced by translation lecturers. They are essential in transferring to trainees the information, techniques, and abilities required to fulfill the changing needs of the translation profession. To properly educate students in the complicated and dynamic profession of translation, these lecturers must overcome several constraints. This section gives a general overview of the essential roles that lecturers in translation play and critically evaluates the difficulties they face when trying to modify their pedagogies to fit the evolving needs of the sector.

Lecturers in translation take on a variety of responsibilities that go beyond just disseminating ideas and language proficiency. They operate as mentors, helping students through the complexities of translating, providing insightful information about professional practice, and encouraging a critical and introspective approach. The significance of lecturers as role models who motivate students, establish a love for translation, and foster their professional identity is highlighted in the findings by Inés Recio Fernández (2019).

Additionally, translation lecturers facilitate learning by establishing lively, dynamic settings that promote participation, teamwork, and the improvement of problem-solving abilities. They create and provide courses that cover a variety of translation-related topics, such as cultural adaptation, ethical issues, and the efficient use of technology. According to Soffritti et al. (2020), lecturers play a critical role in offering feedback and direction to students and guaranteeing the ongoing development of their translation skills.

Lecturers in translation confront a variety of difficulties that may be examined and resolved in their training and professional development programs. One of these is the rapid development of technology. Due to the rapid advancement

of translation technology, lecturers must keep up with the latest hardware, software, and platforms. The usage of CAT tools, machine translation (MT), and post-editing procedures must be included in lectures by lecturers, who must also impart critical assessment skills to traverse the advantages and drawbacks of these technologies (O'Brien, 2018).

The shifting needs of the translation business provide another difficulty. Due to globalization, expanding areas, and changing market dynamics, the demands and expectations of the translation business are always changing. To prepare students for the future, lecturers must keep aware of these developments and provide them with a variety of abilities, including expertise in certain disciplines, intercultural competency, project management, and flexibility in text forms and formats (Koskinen, 2019).

The incorporation of transdisciplinary knowledge into translation pedagogy presents another difficulty. Intersecting with many other fields, including linguistics, cultural studies, technology, and commerce, translation is an interdisciplinary discipline. To ensure that students have a thorough awareness of the numerous elements impacting translation processes and results, translation lecturers must include these interdisciplinary viewpoints in their instruction (Gambier & van Doorslaer, 2016; Chesterman, 2017).

Creating professional networks and alliances is another problem. Both translation professionals and lecturers must establish and maintain strong professional networks. To preserve the relevance and currency of their instruction, lecturers must actively network with specialists in the field, take part in conferences, work with practitioners, and keep informed about changing translation techniques (Katan, 2018).

The issue of ongoing professional growth is an additional consideration. For students to remain current with developments in the translation industry, lecturers need continuing professional development. To continuously improve their teaching strategies and remain at the forefront of market trends, they need venues for peer collaboration, access to cutting-edge research, and chances for information sharing (Chesterman & Wagner, 2021).

2.2 Integration of Approaches in the Training of Translation Lecturers

To improve students' translation proficiency, numerous methodologies and concepts have been included in the training of translation lecturers over time. This section examined the integration of methodologies like the communicative approach, cognitive linguistics, and descriptive translation studies into the training of translation lecturers. We may learn more about these methods' advantages and drawbacks, as well as how they affect students' translation proficiency and the overall efficacy of instructor training in translation.

- i. **The Communicative Approach:** As a way to increase students' communicative ability and skill in practical translation assignments, the communicative method has been extensively utilized in the training of translation lecturers. This strategy, according to Shih (2017), stresses the value of context, the use of functional language, and the applicability of abilities in a variety of communication contexts. Translation lecturers may establish a learning atmosphere that mimics professional translation activity and promotes good communication by combining genuine texts, group projects, and real-world translation situations.
- ii. **Cognitive Linguistics Approach:** Cognitive linguistics is an increasingly popular approach for comprehending the mental functions involved in translation. Translation lectures may assist students in gaining metalinguistic awareness, cognitive techniques, and problem-solving abilities by analyzing how language is processed and represented in the mind. The study of Danks et al. (1997), concentrating on conceptualization, cognitive load, and mental representation, demonstrates the application of cognitive techniques in translating lecturer training. Students may better comprehend the cognitive components of translation and make wise judgments when translating thanks to this integration.
- iii. **Descriptive Translation Studies:** The training of translation lecturers has benefited greatly from descriptive translation studies (DTS), which provide an understanding of the socio-cultural, historical, and ideological aspects of translation. DTS promotes critical translation analysis, looking at how source and target texts relate to one another, and investigating how cultural norms and values affect translation decisions. Snell-Hornby's (2006) research indicates the incorporation of DTS in the training of translation lecturers, highlighting the significance of cultural competency and the capacity to negotiate complicated cultural relations.
- iv. **Corpus-based techniques:** Due to their practical grounding and the accessibility of extensive linguistic data, corpus-based techniques have become more popular in the training of translation lecturers.

The communicative approach could give less importance to formal correctness and aesthetic details. Despite its value, cognitive linguistics may face difficulties when used in actual translation jobs because of the intricacy of cognitive processes. Although they provide useful insights, descriptive translation studies may not completely represent the dynamic character of translation practice. Even while corpus-based techniques are rich in linguistic data, students may need to gain

certain technical skills and run into difficulties making sure the corpus is representative. Translation lecturer training has been improved by the incorporation of methodologies like the communicative approach, cognitive linguistics, descriptive translation studies, and corpus-based techniques, giving students a thorough grasp of the translation process. By using these strategies, lecturers may help students develop useful abilities, improve their ability to translate, and encourage critical thought. To satisfy the unique needs of their students and the requirements of the translation business, lecturers must, however, adapt their training approaches while keeping in mind the drawbacks of each approach.

2.3 The Nature of Corpus Linguistics and Integration into the Training of Lecturers in Translation

In recent years, corpus linguistics has evolved as a robust research strategy for studying language patterns, use, and variation by mining massive electronic collections of written and spoken texts. In the following section, we will go deeply into the core principles, procedures, and tools of corpus linguistics as a research approach. This section explains why and how corpus linguistics should be included in the education of translation lecturers. The depth of analysis may be improved with the use of annotation tools, which allow for the human or automated annotation of linguistic aspects and metadata (Ide & Suderman, 2007). To better interpret language patterns, visualization technologies help to graphically display data (Kehoe et al., 2013). These resources equip translation instructors to work with massive linguistic datasets and glean useful insights for classroom use.

The insights into language usage and variation provided by corpus linguistics have substantial importance to translation studies. Lecturers in translation studies may learn more about common collocations and discourse elements by analyzing massive corpora of translated texts (Laviosa, 1998). Understanding the preferences, conventions, and idioms of the target language is facilitated by such insight. Translation difficulties between certain language pairs may be detected and analyzed thanks to corpus linguistics (Mauranen & Kujamäki, 2004). These findings improve the training of translation lecturers by encouraging them to base their lessons on evidence and facts. There are several advantages all around when corpus linguistics is used to educate future translator lecturers. By highlighting the significance of corpus usage in translation practice, terminology creation, and specialized translation, Bernardini and Zanettin's (2000) study is illustrative of the introduction of corpus-based methodologies into the translation studies curriculum. Teachers of translation may benefit from corpus-based methods by having students engage in activities and complete assignments that mimic real-world translation situations (Bowker, 2002). Corpus tools, such as translation memory systems and word extractors, may be included in lecturer training for translators to help students get more comfortable with industry-standard software and develop their technical abilities (Bowker, 2016).

Several approaches may be used to teach translators to use corpus linguistics in their lectures. One method is to use corpora to create domain- or industry-specific translation resources (Matsunaga, 2015). Because of this, students may have access to specialized linguistic resources and equip themselves with the lexical expertise required for precise translation. Another approach is to have students practice translating by analyzing, comparing, and revising translations using real-world examples found in a corpus (Bernardini & Zanettin, 2004). Students' critical thinking and self-awareness of their learning processes are bolstered by these practical exercises. Teachers may better spot widespread misunderstandings among their students, correct erroneous beliefs, and provide specific suggestions for improvement by using corpus-based error analysis (Chang & Huang, 2012).

Several recommendations exist on how to most efficiently integrate corpus linguistics into the education of translation lecturers. Partington (2013) notes the importance of using corpora that accurately portray the linguistic requirements and translation contexts of the students' target languages. Student autonomy in using corpora for translation practice is facilitated by instruction in search strategies, annotation standards, and data interpretation (Thompson & Hunston, 2000). Students get a more nuanced grasp of translation processes and the function of language via the incorporation of reflective exercises that enable critical evaluation of translation decisions in light of corpus data (Scott, 2016). Community-driven tools for educating translator lecturers may be developed via increased collaboration between educators, researchers, and experts in the field (Larson, 2010).

Extant research demonstrates the productive use of corpus linguistics in the education of translation lecturers. For instance, Kruger and van Rooy (2017) used a blended learning method to improve the terminology and professional competence of their translation students. This approach combined corpus-based tasks with face-to-face training. Corpus technologies were also used by Santos et al. (2018) to create medical translation training corpora, giving students access to real-world language data with which to hone their expertise. These results show that corpus-based methods are useful for teaching translation and improving students' ability to translate.

2.4 Techniques for Integrating Corpus Linguistics into the Training of Lecturers in Translation

Training programs for translation lecturers could serve efficiently to include corpus-based approaches. Corpus-based

activities are becoming more popular in the classroom, and seminars and training sessions may be created to introduce lecturers to these ideas, approaches, and tools (Motta-Roth & Rodrigues, 2012). Involving lecturers in collaborative research initiatives that gather and analyze corpora is another way to get them interested and help them develop professionally (Lee-Jahnke, 2015). Lecturers in the field of translation may benefit greatly from incorporating corpus linguistics into their ongoing professional education to keep up with changes in language use, refine their teaching methods, and give students instruction that is grounded in empirical data.

There is much need for improvement in the quality and efficacy of lecturer training in translation when corpus linguistics is concerned. Teachers of translation may help their students gain expertise in their chosen fields by exposing them to real-world data in the target language via the use of corpora and corpus technologies. Students are encouraged to make evidence-based judgments throughout the translation process with the use of corpus-based methodologies. Furthermore, using corpus linguistics in professional development (PD) courses gives translation lecturers the tools they need to refine their pedagogical approaches and keep up with developments in the field.

Corpus linguistics is currently employed within the field of translation studies for several objectives, such as the detection of linguistic patterns characteristic of translated texts, the examination of word combinations, and the advancement of translation-specific language features. Many methodologies may be used to include corpus linguistics in the pedagogical training of translation teachers. The strategies included in this study comprise:

- i. The use of corpora in teaching translation theory and notions: Corpora may serve as valuable resources for illustrating fundamental translation ideas, including equivalence, naturalness, and fluency. An example may be provided by using a corpus to demonstrate the use of various translation procedures to get varying degrees of equivalence.
- ii. Utilizing corpora to enhance translation practice: Corpora may serve as valuable resources for illustrating both proficient and deficient translation instances. This may facilitate the enhancement of pupils' translation abilities. One illustrative use of a corpus is its ability to demonstrate the many ways in which various words or phrases may be employed in the translation of a certain notion.
- iii. Utilizing corpora for teaching learners in corpus-based methodologies: Corpus-based approaches include a range of techniques that are used to analyse corpora. These methodologies may be used to identify issues in translation, locate instances of both successful and unsuccessful translations, and formulate translation approaches. One illustrative use is using a corpus to identify commonly employed collocations within a certain language pair.
- iv. The use of corpora to enhance students' understanding of linguistic variance: Corpora may serve as valuable resources for examining the linguistic variations that occur among diverse registers, genres, and dialects. This practice may facilitate the enhancement of students' translation abilities and prevent the occurrence of mistakes resulting from a lack of awareness of linguistic variance. One illustrative use of a corpus is to demonstrate the phenomenon of polysemy, whereby a single word may exhibit many meanings depending on the surrounding context.

The approaches for incorporating corpus linguistics into the pedagogical curriculum of translation lecturers are continuously developing. Nevertheless, the aforementioned strategies have shown efficacy in facilitating the enhancement of pupils' translation abilities. In addition to the above procedures, there exist other alternative approaches to include corpus linguistics in the pedagogical curriculum of translation lecturers. These items encompass:

- a) The provision of training in corpus linguistics for lecturers. This will facilitate lecturers in comprehending the advantages associated with the utilization of corpora and enable them to employ them proficiently in their pedagogical practices.
- b) Promoting the use of corpora among lecturers in their research endeavours. This would facilitate the development of lecturers' proficiency in corpus linguistics and enable them to disseminate this proficiency to their students.
- c) Facilitating access to corpora for students. This will enable students to have access to corpora and use them for their translation research.
- d) The creation of instructional materials based on corpora.

The use of corpora enables educators to facilitate the enhancement of students' translation abilities and foster their awareness of linguistic variety.

3. Research Methodology

3.1 Study Approach

This study used a survey approach to investigate the integration and functions of corpus linguistics tools in the professional development of translation lecturers. The study used a quantitative research methodology to provide an unbiased evaluation of the roles and effects of corpus linguistics in the field of translation training.

3.2 Study Population

The study demographics chosen for this study consist of individuals who hold the position of translation lecturer as well as those pursuing doctoral degrees in the field of translation studies. The lecturers selected for the study are presently teaching studies in translation and other language-related at various institutions. Additionally, we have taken measures to guarantee that the chosen lecturers have a background in professional training within the field of translation studies, as well as actively engage in teaching translation to doctoral students. The doctoral researchers were also recruited from different universities. Each of them was meticulously selected based on a keen interest in doctoral research in translation studies. Consequently, the PhD candidates who have been chosen are those who have either conducted research on corpus linguistics in the field of translation during their master's programme or are now using any corpus linguistics technique in their doctoral dissertation. Ultimately, it is envisaged that participants, including lecturers and PhD students, would have included corpus linguistics methods at some point in their teaching, learning, or research on translation, mostly for professional growth.

3.3 Study Sampling

To determine the number of participants in the research, a randomized sampling technique was used. This approach ensured that all individuals who met the requirements for participation were allowed to take part in the study. In this study, a total of 39 lecturers in translation and 75 Ph.D. students specializing in translation research and teaching were included as participants. The determination of the sample size was based on a comprehensive assessment of the participants' profiles to ascertain their adherence to the specified criteria.

3.4 Study Tools

Following the adoption of the survey strategy in this paper, the questionnaire remains the most appropriate tool for the data collection process. The study participants received a digitally designed questionnaire that contained both demographic inputs and questionnaire items developed from each of the three research questions. Apart from the demographic variables, the third part of the questionnaire was developed using a five-point Likert scale (strongly agree as SA, agree as A, neutral as N, strongly disagree as SD, and disagree as D). These values were included to be able to measure the feedback from the participants statistically. Apart from the use of Likert scales in the questionnaire, there is the second section in the questionnaire that seeks to unveil the familiarity and importance of some corpus linguistics tools in translation lecturers' training.

3.5 Analysis Method

All the data was analyzed statistically, calculating the percentile values of responses. The results on the usage and impacts of the tools included in the survey were presented in charts wherein the percentile values are evaluated and presented. The feedback from the research questions is presented in descriptive statistics tables, wherein the percentages of the Likert scales, the mean, and the standard deviations were calculated.

4. Results and Discussion of Findings

The results of the data collected and the discussion of the findings of the results are contained in this section of the paper, which prompts the division of the section into two parts.

4.1 Results Presentations

Table 1. Results of the Demographic Variables

Groups	Variables	Repetition	Percentage
Main Categories	Lecturers	39	34.22%
	Ph.D. Students	75	65.78%
	Total	114	100%
Gender	Male	91	79.82%
	Female	23	20.18%
	Total	114	100%
Paper publication Status in	Published 1-3 papers	29	25.44%
	Published 4 or more papers	83	72.81%

translation	Never published any paper	2	1.75%
	Total	114	100%

One fascinating aspect of the research is the gender breakdown. There seems to be a disparity in gender in the sample, with 79.82% male and 20.18% female individuals. This breakdown may indicate prevailing attitudes or practices towards gender in the translation industry or at participating universities. Understanding the causes of this gap and its effects on translation training and education might benefit from more research. A large percentage of respondents (72.81%) have published four or more articles on translation-related topics, according to the study's results. This is indicative of substantial interest and research in the area. However, 25.44% of participants have only written between one and three articles and 1.75% have never published a paper on translation at all. This distribution indicates that the study participants were very engaged in academic and intellectual activities. Taken together, these results provide light on the demographics of the research population. Findings are significant in the context of translation education and professional development because of the larger number of male participants, the dominance of lecturers, and the predominance of persons with a considerable publishing record.

4.1.1 Result of Usage and Impact of Corpus Tools in the Training of Translation Lecturers

The first research question is based on exploring the impacts of the corpus tools in the training of translation lecturers. To explore the impact of the incorporation of corpus linguistics tools in translation studies, it is important to explore the usage of some of the tools and evaluate the importance of the tools in the professional development of translation lecturers. The findings are presented in two charts.

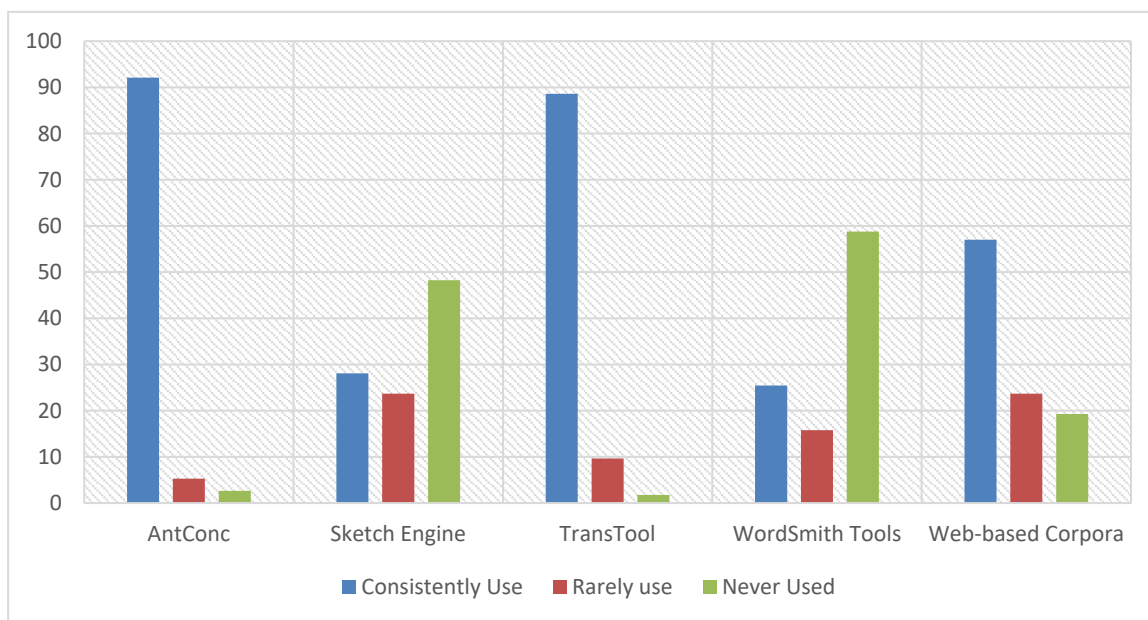


Figure 1. Results of the Usage of Corpus Tools in Professional Training

The evaluation of the utilization of corpus tools by translation instructors highlights the varied scope of tool implementation in the context of professional growth. While some products, such as AntConc and TransTool, have a steadily high utilization rate, others like Sketch Engine and WordSmith products show more fluctuating usage patterns. The comprehension of these use patterns may guide the development of more efficient training programs, considering the distinct requirements and preferences of translation instructors. In addition, the resolution of obstacles to utilization and the provision of more explicit instructions on the capabilities of corpus linguistics tools may enhance the overall effectiveness and seamless incorporation of these tools in the training of translation lecturers.

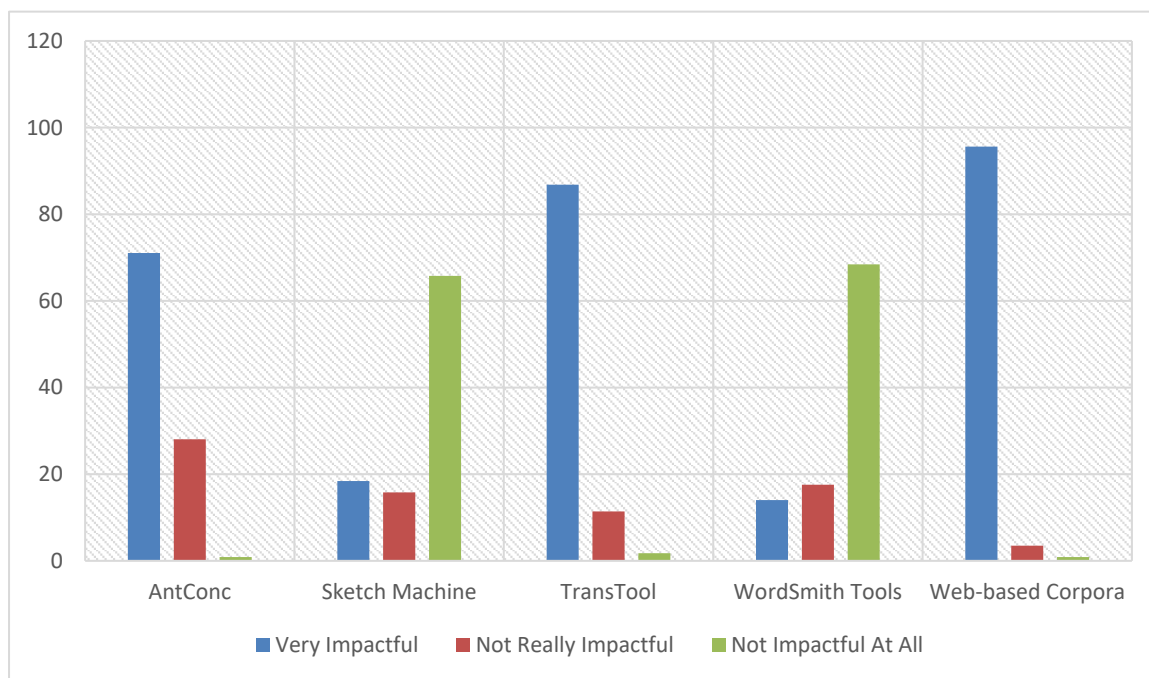


Figure 2. Impacts of the Corpus Tools in the Training of Translation Lecturers

From the data in Figure 2, the examination of the effects of corpus tools on the training of translation lecturers provides detailed observations on the perceived benefits of different tools in enhancing professional growth. The results emphasize the need for customizing tools to meet the individual requirements of translating instructors and students. Additionally, they acknowledge the possibility of more focused training programs to improve the perceived effectiveness of advanced technologies. The congruence between the perceived influence and the capabilities of online corpora underscores their potential in constructing a translation training experience that is more genuine and applicable in real-world contexts.

4.1.2 Strategies for the Integration of Corpus Linguistics in the Training of Translation Lecturers

The second research question focuses on unveiling and evaluating the strategies for the integration of corpus linguistics measures in the training of translation lecturers. Questionnaire items were developed based on the study questions and the findings are contained in Table 2 below:

Table 2. Results of Research Question 2

Question Items	SA	A	N	D	SD	Mean	Std. Dev
The use of concordance tools, such as AntConc, greatly increases the capacity of translation lecturers to effectively illustrate authentic language patterns to their learners.	23.73	63.2	5.07	6.13	1.87	4.08	1.17
The successful use of specialised corpus-based translation tools, such as TransTool, serves as a valuable resource for translation lecturers in providing students with domain-specific linguistic data to facilitate precise translation decision-making.	28.53	64.27	2.93	4.27	-	5.06	0.79
The incorporation of corpus-based tasks and exercises into training programmes for translation lecturers promotes a more profound comprehension of the incorporation of corpus linguistics, hence enhancing their pedagogical approaches.	30.13	63.74	4.53	1.6	-	5.19	0.65
The use of web-based corpora, which provide access to genuine instances of language usage, has a beneficial impact on the creation of instructional materials for translation lecturers and the design of assignments for students.	18.93	51.47	3.47	16.8	9.33	3.72	1.78

The results of Table 2 are consistent with the broader research trajectory, indicating that most translation instructors see

the use of corpus linguistics tools and tactics as beneficial for their professional growth and teaching methodologies. The robust consensus seen across many aspects underscores the potential of these tactics to have a beneficial influence on the professional development of translation instructors and, therefore, on the quality of education imparted to translation students. Nevertheless, the diverse range of opinions around online corpora indicates the intricacy involved in implementing certain approaches, hence necessitating a more detailed investigation of their advantages and difficulties.

5. Discussion of Findings

The results of the study have offered the usage, the impacts, and the strategies for the integration of corpus linguistics tools in the training of translation lecturers. The data shown in Figure 1 offers significant insights into the utilization patterns of different corpus linguistics tools for the professional growth of translation lecturers. The data provides insights into the extent of utilization for each tool, spanning from frequent use to seldom or non-existent usage. The aforementioned patterns provide insights into the preferences and rates of adoption of various corpus tools among the participants. This information has significant significance for the formulation and execution of successful professional development programs.

The concordance analysis tool is known as AntConc is regularly used, with a utilization rate of 92.1%. The significant rate of adoption observed indicates that AntConc has a major position in the professional growth of translation lecturers. The regular use of this tool indicates that translation lecturers acknowledge its significance in illustrating language patterns, collocations, and phraseology, significantly improving students' translation proficiency and critical analytical abilities.

In contrast, Sketch Engine demonstrates a distinct pattern. Based on the data, it can be seen that a mere 28.08% of participants reported consistent use of the tool, while a significant proportion (48.24%) said that they had never employed it. These findings suggest that the technology is not widely embraced by translation lecturers. The identified result may potentially indicate difficulties or obstacles in the process of accessing or comprehending the functions of Sketch Engine. Nevertheless, this observation also underscores the possibility for educators and institutions to provide more extensive instruction on the advantages and proficient use of this particular instrument. Such efforts have the potential to enhance its acceptance and implementation in subsequent periods.

The utilisation rate of TransTool, a dedicated translation tool based on corpus analysis, is consistently high, reaching 88.59%. The aforementioned outcome suggests that TransTool plays a significant role in the professional growth of translation lecturers. The probable motivation for its use is its practical utility in facilitating translation tasks and offering translation equivalents, which are essential proficiencies for instructors and students enrolled in translation programs.

WordSmith Tools, renowned for its extensive capabilities in analyzing corpora, has a use pattern that mostly favors seldom employed (15.79%) or entirely unused (58.77%) features. This result implies that WordSmith Tools may be seen as having a lower level of intuitiveness or accessibility in comparison to other tools. While some instructors specializing in translation may value the software's comprehensive analytical capabilities, a significant portion may see its intricacy as formidable. The potential rise in the usage of tailored training and assistance in the context of translating lecturer training might effectively address this gap.

Web-based corpora provide users with the opportunity to acquire authentic linguistic data from the actual world, and these corpora exhibit a very equitable distribution. A considerable percentage (57.02%) of participants exhibit a constant use of web-based corpora, whilst a smaller proportion (19.29%) refrain from using them altogether. The aforementioned mixed pattern indicates that some educators in the field of translation acknowledge the value of using web-based corpora for their authenticity. However, other educators have concerns over the dependability of the data or potential limitations in accessing such corpora. The promotion of the integration of web-based corpora with complementary technologies, together with the provision of instructions for their efficient use, has the potential to boost their uptake and usability.

The information extracted from Figure 2 provides a thorough comprehension of the perceived effects of different corpus tools on the professional development of translation lecturers. The aforementioned results provide insightful viewpoints about how these technologies assist in the advancement of professional development among translation lecturers. Upon closer analysis of the distinct tools, it becomes evident that each tool generates different levels of influence, which may be ascribed to their respective functions, user-friendliness, and compatibility with the pedagogical requirements of translation training.

The concordance analysis tool, AntConc, is notable for its high impact, as reported by 71.06% of the participants. This finding highlights the tool's substantial contribution to aiding translation lecturers in demonstrating language patterns and phraseology to their learners. This viewpoint is consistent with the findings of Baker's (2006) study, which emphasizes the significant impact of concordance tools on improving students' comprehension of language use and the difficulties associated with translation. The significant beneficial effects of AntConc may be ascribed to its intuitive interface and

practical relevance in the field of translation teaching.

The effect profile of Sketch Engine is characterized by a notable distinction, as shown by a mere 18.43% of the participants viewing it as very influential. The aforementioned discovery indicates that a significant number of participants may not completely recognize the tool's capacity to improve training for translation lecturers. This discovery aligns with the notion that the intricate characteristics of Sketch Engine may need more focused instruction and assistance (Motta-Roth & Rodrigues, 2012). The tool's perceived effect, which is comparatively smaller, might be used as a prompt for developing targeted training programs that highlight its vast capabilities and prospective benefits in translation training.

The perceived effect of TransTool is found to be 86.84%, suggesting its considerable importance in the training of translation lecturers. The outcome aligns with the tool's specific characteristics, which are designed to cater to translation needs. The impression of TransTool as being highly effective is consistent with the findings of Santos et al. (2018), which indicate that the use of specialized tools improves students' ability to acquire domain-specific language data and enhances their translation abilities. The aforementioned effect rating underscores the significance of developing tools that are tailored to the unique requirements of translation instructors and students.

The effect profile of WordSmith Tools is seen to be rather low, as just 14.04% of users perceive it to be very influential. This insight highlights the possible difficulties that arise from its intricate nature, which might impede translation instructors from fully using its powers. The results align with Larson's (2010) assertion on the need for accessible tools that are tailored to the educational environment. The somewhat diminished perceived effect of WordSmith Tools may lead instructors to contemplate the equilibrium between analytical capabilities and ease of use when choosing tools for translation instruction.

Web-based corpora have been shown to have a substantial influence, as indicated by a notable 95.62% of participants who see them as extremely influential. The aforementioned finding supports the credibility and utility provided by online corpora in familiarising translation students with realistic language use in real-life contexts (Katan, 2018). The congruence between the perceived effect and the actual usefulness of web-based corpora highlights the potential of these tools in augmenting translation instruction. The results of this study provide support for the use of web-based corpora in the training of translation lecturers.

The second research question sought to unveil the strategies for the integration of corpus linguistics in the training of translation lecturers. Table 2 presents significant findings that provide useful insights into the perspectives of translation lecturers about the incorporation of corpus linguistics tools and tactics in their training and pedagogical approaches. These findings provide insight into the trajectory and prospective outcomes of the study question, elucidating the efficacy of various approaches in augmenting the field of translation education.

The primary focus of the first survey item is to highlight the significance of using concordance tools, such as AntConc, to proficiently demonstrate language patterns to learners. The data reveals that a considerable proportion of respondents (23.73%) express a high level of agreement, while a majority (63.2%) agree, regarding the proposition that these technologies significantly enhance their ability to effectively communicate real language patterns. The obtained outcome is consistent with the study's aim of investigating approaches that improve the teaching techniques used by translation lecturers. The recognition of significance highlights the beneficial effects of these tools in rendering language patterns more concrete and readily available to students, thus enhancing their comprehension of the complexities and decisions involved in translating.

Regarding the second issue, about the use of specialized corpus-based translation tools such as TransTool, the replies garnered are especially notable. Based on the data, it is apparent that a significant percentage of respondents (28.53% strongly agreeing and 64.27% agreeing) see these tools as helpful resources. This suggests that the utilization of such tools has a beneficial impact on the training of translation lecturers. This discovery aligns with the objective of the study, which is to investigate approaches that facilitate the delivery of domain-specific linguistic information to students, hence promoting accurate translation decision-making. The collective agreement among participants serves to reinforce the need to integrate specialised tools that are in line with the specific requirements of translation lecturers.

The third component delves into the integration of corpus-based activities and exercises inside training programmes designed for translation lecturers. The data reveals a significant level of agreement (30.13%) and concurrence (63.74%) on the notion that integrating corpus linguistics fosters a more profound comprehension of the subject and improves teaching methodologies. This discovery highlights the congruence between the research trajectory and the perceived significance of experiential learning and active involvement. The high level of consensus indicates that translation lecturers find practical experience with corpus-based assignments to be very relevant, which may result in the development of more efficient teaching approaches in the future.

Finally, the fourth aspect explores the use of web-based corpora as a means to obtain authentic examples of language

usage. The data collected from participants' replies reveals a varied distribution of agreement levels. Specifically, a minority of participants (18.93%) agreed, while a majority (51.47%) maintained a neutral stance to some degree. Nevertheless, a significant proportion of respondents also indicate their disagreement (16.8%) and severe disagreement (9.33%) with the proposition that web-based corpora have a positive influence on the development of instructional materials and the design of assignments. The aforementioned result indicates a possible discrepancy in perspectives and underscores the need for more investigation into the perceived advantages of web-based corpora in the field of translation education.

6. Conclusions and Implications

This research collected significant views on the topic matter using an extensive survey questionnaire administered to translation teachers and Ph.D. students, therefore offering a complete viewpoint. The study's results illuminate several critical facets. The research findings indicate that the use of concordance tools, such as AntConc, has a notable positive impact on the effectiveness of translation instructors in demonstrating language patterns to their students. The substantial levels of agreement highlight the potential of these tools in facilitating the integration of theory and practice in the field of translation education. Furthermore, the participants recognized the effectiveness of specialized corpus-based translation tools such as TransTool in providing domain-specific linguistic information for accurate translation decision-making. The use of corpus-based tasks and exercises has developed as a strategic approach that strongly resonates with translation instructors, facilitating a comprehensive comprehension of the integration of corpus linguistics and its significance for educational methodologies. The aforementioned result underscores the need to include experiential learning and practical involvement to improve the effectiveness of translation teaching. However, there was a varied opinion of the influence of web-based corpora, suggesting the need for a more nuanced comprehension of their advantages and difficulties within the framework of translation education. Following the findings, it is thus concluded that the integration of corpus linguistics mechanisms in the training of translation lecturers remains effective as they enhance the use of real-world data in their translation studies and the use of data generated from a wide spectrum of languages in teaching translation.

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Authors contributions

Dr. Adawiya and Dr. kgasawneh were responsible for study design and revising. Dr. Adawiya was responsible for data collection. Dr. kgasawneh drafted the manuscript and Dr. Adawiya revised it. All authors read and approved the final manuscript. In this paragraph, also explain any special agreements concerning authorship, such as if authors contributed equally to the study.

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