Learning specialised vocabulary through reverse subtitling in the context of translation and interpreting training

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Abstract

This study explores the didactic role of active interlingual subtitling in the teaching and learning of English as a foreign language for trainee translators and interpreters. It focuses on the acquisition of specialised vocabulary, particularly relevant in this context as preparation for mandatory courses in specialised translation that constitute the backbone of the 3rd and 4th years of the translation and interpreting degree at the Universidad de Las Palmas de Gran Canaria, Spain. A classroom study is described in which students of an English-language course (B2+) produced reverse subtitles (from Spanish into English) for audiovisual material containing technology-related vocabulary. Qualitative and quantitative data were collected in a set of pre- and post-tasks that helped compare their achievements regarding the use of technical terms before and after the subtitling work, as well as from a questionnaire about their feelings regarding the subtitling experience administered at the end of the activity. The results revealed that active reverse subtitling had a positive effect on the acquisition of specialised vocabulary. The combination of the practice of translation into English, the use of multimodal material, and the need to use a computer program played an important role in fostering students' interest in didactic subtitling.

Keywords

Didactic subtitling, foreign language learning, translator and interpreter training, specialised vocabulary learning, audiovisual translation

1. Introduction

The teaching and learning of foreign languages (FL) have been dealt with at different educational stages using a variety of methodologies, ranging from traditional grammar-translation to more innovative approaches. Among the latest methods, audiovisual translation (AVT) is gaining ground as a motivating way of enhancing the experience of FL learning (Baños & Sokoli, 2015; Lertola & Talaván, 2022).

Subtitling has been used in FL learning for different purposes at different education levels. It has proved helpful in the acquisition of vocabulary (Díaz-Cintas & Wang, 2022; Lertola, 2012) and cultural knowledge (Borghetti, 2011), as well as in the improvement of grammar (Ghia, 2007). Other scholars have paid special attention to its use for the enhancement of written and oral comprehension and production skills (Ávila-Cabrera, 2021; Ávila-Cabrera & Corral Esteban, 2021; González-Vera, 2022; Talaván, 2010; Talaván & Rodríguez Arancón, 2015). An extensive review of the literature on the many applications of active and passive use of subtitling can be found in Torralba-Miralles (2020), who highlights the benefits of active subtitling. Her emphasis on this method is because although both active and passive uses of subtitling have proved advantageous in the field of language learning, active subtitling implies direct involvement of the students in the learning process since, by undertaking subtitling tasks, they feel like and imagine themselves as subtitlers.

While in the initial education stages subtitling – and AVT modes to that extent – can contribute to the teaching and learning of FL, it can be very useful in tertiary education. Not only does it help improve the knowledge of the FL, but it can also be applied to specific professional contexts in which prospective graduates may develop their careers. The use of either intralingual (same language) or interlingual (from one language to another) subtitling greatly depends on the aim of the teaching and learning activities. Yet, it is the latter form that is commonly regarded as "translation proper" (Jakobson, 1959, p. 233) in the strictest sense.

As for translation as a didactic tool for FL teaching and learning, although it has long been rejected for many reasons (i.e., it recalls the criticised traditional grammar-translation method, it only fosters reading comprehension and writing production skills, and it can increase interference of the mother tongue in FL acquisition), "since the early 2000s, a significant increase in publications in this domain suggests its revitalisation as new approaches and conceptualisations of translation in the language classroom are being explored" (Pintado Gutiérrez, 2018, p. 1). Together with these positive experiences, the inclusion of descriptors for mediation by the Common European Framework of Reference for Languages (CEFR) in its Companion Volume (Council of Europe, 2018) has helped reinstate translation as a recognised and justifiable method. Among the ways in which mediation usually occurs, the CEFR distinguishes mediating a text, which "involves passing on to another person the content of a text to which they do not have access, often because of linguistic, cultural, semantic or technical barriers" (Council of Europe, 2020, p. 91). This refers to mediation as a cross-linguistic activity which involves plurilingual competence. Translating a written text either in speech or in writing is one of the scales comprised by mediation activities.

The study described in this paper explores the active use of interlingual subtitling as a didactic tool in the teaching and learning of English as a FL for would-be translators and interpreters. Specifically, it aims to establish whether the classroom application of this AVT practice can help these particular students acquire specialised vocabulary, which constitutes a particularly relevant aspect in this training context as preparation for subsequent mandatory courses in specialised translation. The latter constitute the backbone of the translation and interpreting degree – particularly the syllabi for the third and fourth years – at the Universidad de Las Palmas de Gran Canaria, Spain.

In this study, twenty-two students of an English course (level B2+ of the CEFR) produced reverse, interlingual subtitles, from Spanish into English. The audiovisual material used contained a substantial amount of vocabulary related to technology. Qualitative and quantitative data were collected through both in-class observation and a questionnaire.

2. Translators and interpreters' needs and the role of specialised vocabulary

At the Faculty of Translation and Interpreting, students are expected to acquire a series of competencies at the end of their studies that guarantee they are prepared for professional performances and the market. The role and relevance of lessons focusing on specialised vocabulary for these learners imply that any FL teaching methodological proposal ought to be aligned with the final aims of the degree. Generally speaking, translators and interpreters require excellent intercultural communication skills, enabling them to carry out their profession in a wide variety of contexts. To achieve this goal, students work towards the acquisition of the so-called *translation competence*, which, in turn, entails a set of skills and types of knowledge, including linguistic skills.

According to PACTE's (2003) model, translation competence consists of a series of interrelated sub-competences including (1) a bilingual sub-competence (pragmatic, textual, sociolinguistic and lexical knowledge in two languages), (2) an extralinguistic sub-competence (bicultural, encyclopaedic and subject knowledge in special areas), (3) a translation knowledge sub-competence (how translation works and its professional aspects), (4) an instrumental sub-competence (use of documentation resources as well as information and communication technologies applied to translation), and (5) a strategic sub-competence (this affects the other sub-competences and controls the translation process). Regarding the latter, Cerezo Herrero (2019a, p. 89) explains that "its role will vary depending on the directionality of the translation (direct or reverse translation), the pair of languages, the specialization (technical, legal or audiovisual texts, etc.), the translator's experience and the context where the translation takes place."

While translation knowledge, instrumental and strategic sub-competences are specific to translation competence, bilingual and extralinguistic sub-competences can also apply to those who master two languages as well as those who have extralinguistic knowledge and use the FL in a specialised professional area (e.g., economics, business, and law). However, translator and interpreter trainees' command of the FL necessarily goes beyond those requirements inasmuch as they may use the FL in contexts requiring a certain degree of knowledge in a range of specialist areas (Adab, 2008).

It is in this sense that FL teaching and learning in the context of translation and interpreting training is considered within the realm of languages for specific purposes (LSP). Cerezo Herrero (2019b, 2021), for example, considers that language teaching for translator and interpreter trainees should focus on a specific methodology as a branch of LSP. In the same vein, Clouet (2021, p. 62) states that language teachers in this training context "should quickly move from a general language approach to a more professional and specific approach, tailoring course contents to their students' needs." Consequently, the specific needs these students have regarding FL acquisition impose the use of teaching methods that focus on their future professional needs, including fostering awareness and command of the different text types and genres that translators and interpreters may have to deal with in their professional career, and contrasting the FL with their mother tongue at linguistic, phonological, textual and register levels (Cerezo Herrero, 2019a).

During the first and second years of the Degree in Translation and Interpreting at the Universidad de Las Palmas de Gran Canaria, lessons are mainly devoted to language learning (both native language and FLs) as well as an introduction to theoretical and practical translation. In the third

and fourth years, compulsory specialised translation courses expose students to practical work in different fields such as tourism and business, finance and law, science and technology, and media, among others. This is the reason why second-year FL courses endeavour to address these fields and utilise text types, genres, vocabulary, and grammar that are appropriate for each of the above-mentioned fields of specialism.

Translation courses are designed so that students work out of FLs into Spanish. An optional course on reverse translation (out of Spanish into English) was introduced a few years ago. Although reverse translation usually requires more written production effort from the FL learners and may result in texts that present more language mistakes than direct translation, if the text to be worked on in the classroom is chosen according to the students' FL level, it can be a very effective learning method. Studies by Carreres (2006) and Pintado Gutiérrez (2020) have pointed to the usefulness of this practice as a motivating and helpful tool to enhance FL learning. Particularly, Díaz Alarcón and Menor Campos (2013) argue that reverse translation allows for faster development of the FL since learners become aware of the similarities and differences between the languages in contact and can thereby assimilate FL structures and vocabulary as well as identify language mistakes. Furthermore, in the practice of subtitling as a tool for language learning, reverse translation has proved efficient for the enhancement of writing skills (Ávila-Cabrera, 2021).

The second-year B2+ English-language course comprises units on a variety of specialised topics: academic English, legal English, English for economics and business, scientific and technical English, and English for the world of medicine, where students start to get acquainted with these fields. The focus on specialised vocabulary pursues the development of language competences with a strong focus on subsequent specialised translation work.

It is relevant to bear in mind that oftentimes didactic subtitling activities are practised in contexts where students will most probably not become subtitlers, their main aim being to learn specific linguistic aspects of English through this AVT mode as a motivating tool (Torralba-Miralles, 2020). However, the students participating in this study needed to produce professional subtitles and may, in the future, pursue a professional career in AVT. Hence, interlingual subtitling practice was beneficial for them in a twofold manner: first, by enhancing their FL learning and, secondly, by introducing them to AVT. This establishes a beneficial connection for their FL learning with subsequent courses on translation.

3. The study

Twenty-two students participated in the preliminary study described in this section, which was carried out in the 2021–2022 academic year. The participants were undergraduate students enrolled in the four-year Degree in Translation and Interpreting at the Universidad de Las Palmas de Gran Canaria and attended this English-language course, which is the most advanced English-language module in the programme. According to the syllabus, the course aims to ensure the acquisition of a proficient, specialised level of spoken and written skills in English and ultimately enables students to work successfully in the translation and interpreting industries. Students' English proficiency is considered to be B2+ of the CEFR at this stage. Among the learning outcomes expected from students attending this course are the following: to understand a wide variety of complex texts; to use English fluently and effectively for social, academic, and professional purposes; and to produce clear, well-structured, and detailed texts using complex language structures.

The sessions explained in this paper took place while students were working on scientific and technical texts. They had no previous subtitling experience, nor had they engaged in reverse translation practice. As an introduction to the use of active subtitling for language learning

purposes, students had to produce English subtitles for the first four and a half minutes of an authentic clip taken from the Internet (a 2012 French documentary entitled *Nanotechnologies : la révolution invisible*, by ARTE France, CBC Radio-Canada, Docside Production and NHK). A science documentary was selected because, as an instance of specialised discourse, it contained terms belonging to a specific field, and this specialised vocabulary "can oscillate from very specialised to rather popularized forms" (Vyzas, 2022, p. 50).

Although the selected documentary is a French production, the clip used had been dubbed in Spanish. The excerpt chosen had an audio track comprising the voice of a narrator (an off-camera voice in Spanish) as well as two monologues delivered in English and one in French. The latter had been rendered into Spanish via voiceover, meaning the Spanish translation was superimposed. The video combined static and moving images – i.e., figures, graphs, simulations of micro- and nanoscopic elements, people, streets, cities, futuristic scenes, and laboratory devices – all of which helped students link the vocabulary with how it was depicted on screen. The reason for choosing this particular video clip was because the specialised topic was related to the thematic unit they were starting at that moment (i.e., scientific and technical English). Moreover, dialogues and narrations had an adequate speed and required students to make an effort to reformulate and reduce utterances without being too challenging.

3.1. Description of the sessions

The proposed methodology relies on task-based learning, which, as Talaván (2013) puts it, helps both teachers and students to move from guided activities (focused on video and subtitling) to semi-guided ones, such as debates, and more autonomous subtitling activities both inside and outside the classroom.

Interlingual subtitling is useful not only by itself as a learning task but also because it can be complemented with exercises addressing skills such as speaking, writing, and mediation. In this study, pre-tasks were carried out before the subtitling exercise and aimed at contextualising and familiarising students with the topic at hand as well as with the basic aspects of subtitling software and practice. The post-tasks, proposed after completion of the subtitling activity, had a twofold aim: first, they allowed the teacher to observe the students' performance in the creation of subtitles and their use of field-specific vocabulary, as well as to assess the vocabulary assimilation, which was the main purpose of the subtitling task; and, secondly, they allowed students to get feedback on their work and recommendations to improve, whilst also becoming aware of the different aspects and contents on which they worked.

Two in-class sessions were designed, lasting approximately four hours in total, with autonomous work to be completed between the sessions (see Table 1).

Session	Step	Description	Duration	Type
One **(±2 h)**	1	Speaking in English. General discussion on the genre 'documentary'	10 min	Pre-tasks
	2	Watching the video and taking notes in Spanish	15 min	
	3	Speaking in Spanish. General discussion about the content of the video	15 min	
	4	Writing a summary in English about the video	20 min	
	5	Downloading Aegisub and reading basic instructions about software and subtitling	25 min	
	6	Reverse subtitling (first minute of the video)	25 min	Main task
Autonomous work	7	Reverse subtitling (second and third minutes of the video) at home	Time needed	
Two **(±2 h)**	8	Reverse subtitling (last minutes of the video)	35 min	
	9	Speaking in English. Comment on subtitled versions produced by the students with a focus on specialised vocabulary	35 min	Post-tasks
	10	Writing a summary in English about the video	20 min	
	11	Vocabulary exercise (glossary)	15 min	
	12	Filling in a questionnaire	5 min	

Table 1. Session plan (source: author)

The teaching and learning activities included autonomous work outside class hours, for which no time estimation is given. Students could work at their own pace and take as much time as needed. This independent work consisted of producing Spanish-into-English subtitles for the second and third minutes of the clip using the dedicated software.

3.1.1. Session One

Step 1. Speaking in English. As a warm-up task, and in order to develop text-type awareness among students, a general discussion was conducted on documentaries, which revolved around their features and function as well as the topics usually handled in scientific productions of this kind. Students shared their own experiences as viewers of audiovisual texts. Among the questions proposed during the in-class discussion were: Do you usually watch documentaries? What is a documentary? What are documentaries produced for? What is their main purpose? What are common topics in documentaries?

Step 2. Watching the video and taking notes in Spanish. Students watched the video clip twice while taking notes on the most significant aspects. This step aimed at contextualising the topic and familiarising students with basic concepts related to nanotechnology. Approaching the topic in Spanish made it easier for them to become familiar with the specialised field, in line with Larsen-Freeman's view that "the native language of the students is used in the classroom in order to enhance the security of the students, to provide a bridge from the familiar to the unfamiliar, and to make the meanings of the target language words clear" (2000, pp. 101-102).

Step 3. Speaking in Spanish. The students spoke about the general and specific ideas of the text. This task gave them the confidence to talk about a topic with which they were not yet fully familiar.

Step 4. Writing in English. The students wrote a summary (around 120 words) of an imaginary mediation situation in which they explained the content of this part of the documentary to an

English-speaking friend. No dictionaries could be used, so these summaries provided evidence as to students' ability to explain the content in English with some degree of precision before the subtitling task. This particular activity was essential to compare their command of specialised vocabulary before and after active subtitling.

Step 5. Downloading and using the computer software. The students used a free, desktop-based subtitling editor that cannot produce translations and transcripts automatically. Students were given basic subtitling instructions and guidelines (e.g., subtitle length, number of characters, segmentation and line breaks) as well as a tutorial on how to use the software (i.e., downloading the files into the software, inserting subtitles, checking the number of characters).

Step 6. In-class reverse subtitling. The students worked on the production of subtitles for the first minute of the clip. From here onwards, they were allowed to use dictionaries and other documentation resources and could exchange ideas with classmates. Bearing in mind that this was the first time they had used the software, translating a minute of the video, into their FL, proved challenging.

3.1.2. Autonomous work

Step 7. Reverse subtitling (individual work). The students created subtitles for two more minutes' worth of video as homework. Individual work at their own pace helped them grasp the basic commands and functions of the subtitling software and workflow at an introductory level.

3.1.3. Session Two

Step 8. In-class reverse subtitling. The students continued subtitling until the task was completed. Feedback between peers was allowed.

Step 9. Speaking in English. The students read the subtitles produced by their peers and commented on them whilst keeping in mind specialised vocabulary and grammatical correction. Students discussed strategies to keep the number of characters per second and per line within the required values while using specialised vocabulary in grammatically correct sentences.

Step 10. Writing in English. The students wrote a second summary of the video (around 120 words). After being exposed to the topic at hand, students were expected to employ specialised vocabulary in this activity, although they were not specifically instructed to do so. The ability to express the main ideas of the video clip and the number of technical terms used correctly were the main assessment criteria.

Step 11. Vocabulary exercise. The students were given an incomplete glossary containing the 36 terms used in the documentary extract they had watched, in which they were given the term in Spanish and had to provide the English equivalent. A range of terms and specialised expressions were included in the glossary (e.g., *atom addition, silicon atom, nano dimension, matter, quantum tunnelling, scanning tunnelling microscope*, and *probe*). This exercise allowed students to check and assess vocabulary acquisition. For the teacher, it was an instrument to determine their degree of assimilation of specialised vocabulary out of context.

Step 12. Questionnaire. Students were asked to fill in a short and simple opinion questionnaire containing one open-ended question ("What else have you learnt through the subtitling exercise?") and four closed-ended questions to gauge their perception. As for the latter, the predetermined responses were on a rating scale as follows: I strongly disagree, I disagree, I agree, I strongly agree, and I don´t know. The Likert-scale questions were as follows:

- Did you enjoy subtitling?
- Did you enjoy translating into English?
- Do you think you have learnt new vocabulary?
- Do you think you have improved your grammar?

This questionnaire was helpful not only for the teacher as an instrument to determine whether vocabulary assimilation had been achieved but also for the students since they had to consciously reflect on the subtitling experience.

3.2. Results

The session plan described above produced different outcomes and results that provided evidence of the effectiveness of the whole experience.

The first summary produced by the students (N=22) showed their lack of vocabulary resources in relation to the topic of the video they had watched, and 77% of them (17) did not reach the number of words required (120 words). In general, they could use common expressions related to technological and scientific advances (e.g., *development, explore, expert, revolution, invention, evolution, advance*, and *experiment*), which are also found when talking about other topics in daily contexts. However, their summaries contained a mean of only three technical terms related to the main topic, and these were sometimes spelled incorrectly (e.g., "*tunel*" instead of "*tunnel*"; "*materia*" instead of "*matter*"; "*moleculs*" instead of "*molecules*"). The only word they all used correctly was the denomination of the specific topic (nanotechnology), which they had already seen written in French (*nanotechnologie*) on the screen as part of the title of the documentary.

Regarding the second summary, the number of nanotechnology-related terms used by the students in their writing varied between a minimum of four and a maximum of thirteen, with a mean of nine terms by summary. Crucially, 82% (18) reached the required number of words (120 words) and 63% (14) used 10 or more terms correctly in this exercise, which differs considerably from their performance in the first summary. Some of the specialised terms they included were scanning tunnelling microscope, nano dimension, atom addition, nanometre, and probe.

As for the glossary, a more guided exercise, the number of correct responses (out of 36 in total) varied between 20 and 36. It is worth noting that 73% of students (16) scored higher than 30. It is difficult to directly correlate the achievement of such good results with one sole factor. On the one hand, the sequence of tasks in the second session, once the subtitling activity had been completed, included a discussion and correction session, the writing of the summary, and then the completion of the glossary, which taken together constitute valuable repetition and consolidation of the specialised vocabulary. On the other, the nature of the glossary activity requires only the recollection of the specific English equivalent of the Spanish term rather than the context as a whole, a much more focused activity than the written production of a summary, which may also have contributed to the high scores observed.

Regarding the opinion questionnaire, the results for each close-ended question are given in brackets (Table 2). The students' responses to Q1 and Q2, which asked them if they had enjoyed subtitling and reverse translation, respectively, showed that reverse subtitling had a motivating effect on them. At the same time, through Q3, they all recognised the effectiveness of the subtitling practice in learning new vocabulary. Finally, as an additional benefit of this learning experience, most of them (16 students) admitted to having improved some grammar aspects when answering Q4. This is the only question where negative responses have been provided (6 students). Although the activity was not specifically designed for learning or

improving grammar, producing subtitles in English requires the production of utterances that adhere to grammatical rules. The students' efforts to create grammatically correct structures will have forced them to pay attention to these aspects, although they may not have been as aware of the attention paid in this sense as they were of the acquisition of new specialised vocabulary, which is how the activity was framed.

Question	Answers
Q1. Did you enjoy **subtitling**?	I strongly disagree (0), I disagree (0)
	I agree (5), I strongly agree (17)
	I don´t know (0)
Q2. Did you enjoy **translating** into English?	I strongly disagree (0), I disagree (0)
	I agree (6), I strongly agree (16)
	I don´t know (0)
Q3. Do you think you have learnt new **vocabulary**?	I strongly disagree (0), I disagree (0)
	I agree (5), I strongly agree (17)
	I don´t know (0)
Q4. Do you think you have improved your **gramma**r?	**I strongly disagree (3), I disagree (3)**
	I agree (15), I strongly agree (1)
	I don´t know (0)

Table 2. Likert-scale questions 1 to 4 and answers (source: author)

The students' answers to the open-ended question ("What else have you learnt through the subtitling exercise?") revealed that they acknowledged that through this experience they learnt not only specialised vocabulary but also how to use the subtitling software (5 students), how to produce subtitles that fulfil a set of criteria, e.g., a limited number of characters per second and per line (11 students), how to condense and simplify sentences (7 students), and they acquired an awareness of the importance of mastering both the foreign language and the software (2 students), and of the difficulty of subtitling (4 students). The total number of responses is higher than 22 since some students gave more than one answer. Some examples of the students' open-ended responses include "I have learnt that translating subtitles is a stringent activity that requires not only proficiency of the language but also computer literacy", "How to condense sentences and make them clearer", and "I learnt some strategies to simplify a text."

These answers show that together with technical knowledge of the software and the basics of subtitling, the students became aware that (reverse) subtitling is a difficult task involving a variety of skills. Similar results have been found by Ávila-Cabrera and Corral Esteban (2021) in their study of the use of reverse subtitling for English learning in the field of commerce. The students understood the relationship between this FL learning methodology and a series of skills, including digital skills.

Subtitling was approached here at an introductory level, fostering students' interest in acquiring advanced knowledge not only of subtitling but also of other AVT modalities. As Koletnik (2020, p. 342) posits, the introduction of translation exercises "in future translators' additional language teaching, which complements monolingual tuition, is supportive of the development of their translation skills." From a different point of view, Boyko (2019, p. 123) argues that "the life-long process of language learning and translation are inextricable: the translator will never stop evolving as a language user and translation learner." The views of these two authors support the synergy between AVT translation as a tool for FL acquisition and

as a goal for the mediation of meaning, the latter being one of the core skills that prospective translators and interpreters need to develop.

4. Conclusion

This study aimed to ascertain whether, and if so how, the active use of (didactic) active, reverse subtitling could help enhance translator and interpreter trainees' acquisition and use of specialised vocabulary in English as an FL. The training context of the study, the different steps of the session plan and the outcomes and results of the activity were described. Although didactic audiovisual translation (DAT) has been widely exploited for the acquisition of a variety of skills and knowledge, including vocabulary, the acquisition of specialised vocabulary through this means is still quite unexplored in the context of translation and interpreting training.

The results obtained from the observation of students' performance in the activities of the session plan, together with their responses to the short questionnaire, revealed that the practice of reverse subtitling had a positive effect on the acquisition of this type of vocabulary, as well as other additional learning outcomes. The students not only learnt and used specialised vocabulary related to nanotechnology but also stated they had learnt the basic functions of the subtitling software as well as how to condense sentences, among others.

The practice of reverse translation, together with the technological component introduced by the subtitling software, and the fact that this activity was different from the usual types of exercises students undertake may have created a motivating setting for the acquisition of specialised vocabulary. This constitutes an aspect of FL learning that students usually find tedious and tend to associate with memorising word lists. This finding regarding the motivational setting for learning corroborates previous studies including Neves (2004) and Sokoli *et al.* (2011). Another important factor is the fact that the training method responds to their professional needs, as detailed above. Through this experience, the students had the opportunity to envisage their future as professional translators. Consequently, although these activities can be time-consuming and students must first learn the basics of the subtitling software, which must be considered when designing this type of activity (Fernández-Costales, 2021), the upsides of efficient learning and motivation may well outweigh the possible drawbacks in terms of the time investment and preparation needed. The session plan designed for the study included a series of tasks that not only allowed the effectiveness of the training activities to be measured, but also increased students' awareness of their progress.

As a follow-up study, and in order to propose new research avenues, similar session plans could be extended to larger groups of students as well as applied over a longer period of time. For instance, it would be appropriate to develop activities where students have to use previously acquired vocabulary in speaking and writing exercises. This article has shown that active reverse subtitling can help students learn specialised vocabulary as well as acquire other types of knowledge related to their role as translator and interpreter trainees.

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