SECOND LANGUAGE LEARNING: FINDING WAYS TO INTEGRATE SUCCESSFULLY ICT RESOURCES AND RIGHT STRATEGIES FOR LANGUAGE LEARNING, TRANSLATION AND INTERPRETING

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There is no such thing as a computer-aided cure-all that will make a poor translation into a good one. However, used properly, the right tools can help good translators improve the efficiency and quality of their work (Austermühl, 2001)

DATA COLLECTION

BA Translation and Interpreting

Undergraduate students

Univ. of Málaga

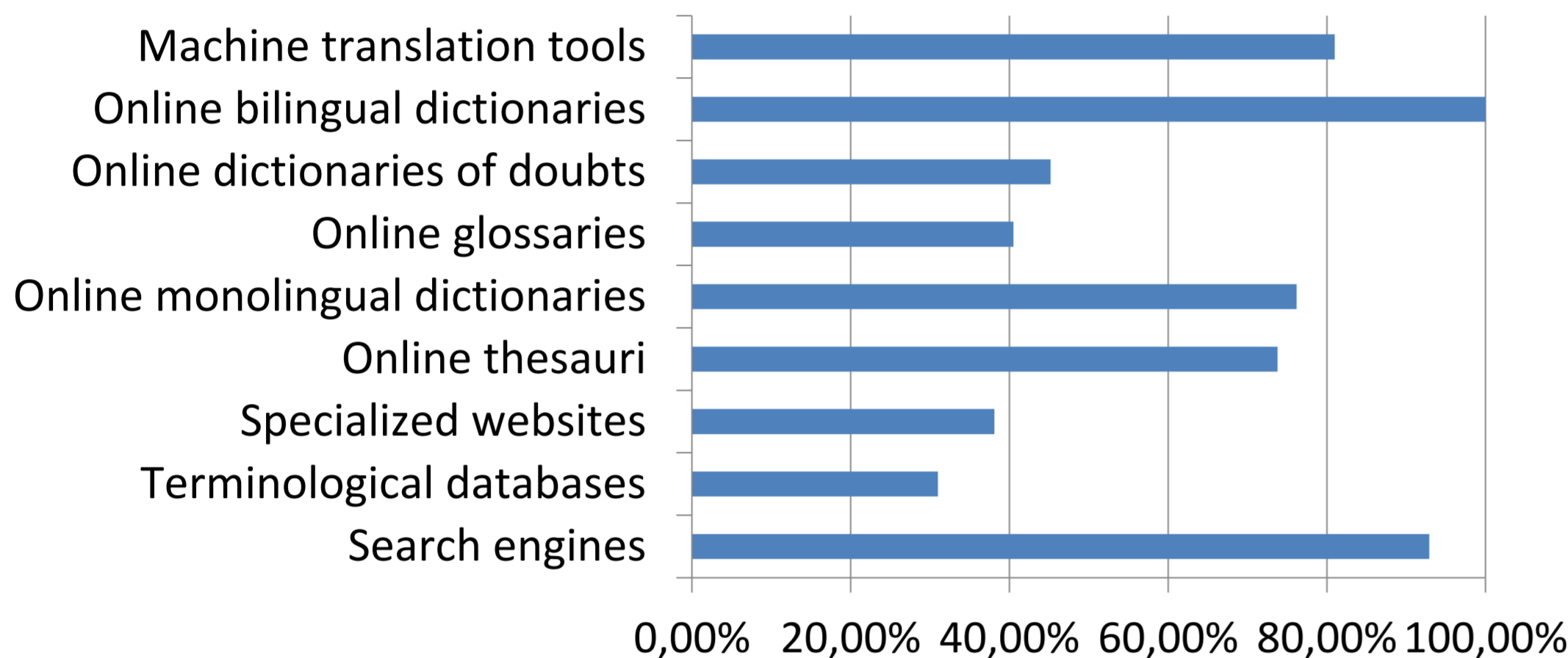Pie chart — legend: 1st year, 2nd year, 3rd year, 4th year. Values: 0,0%, 47,6%, 38,1%, 14,3%
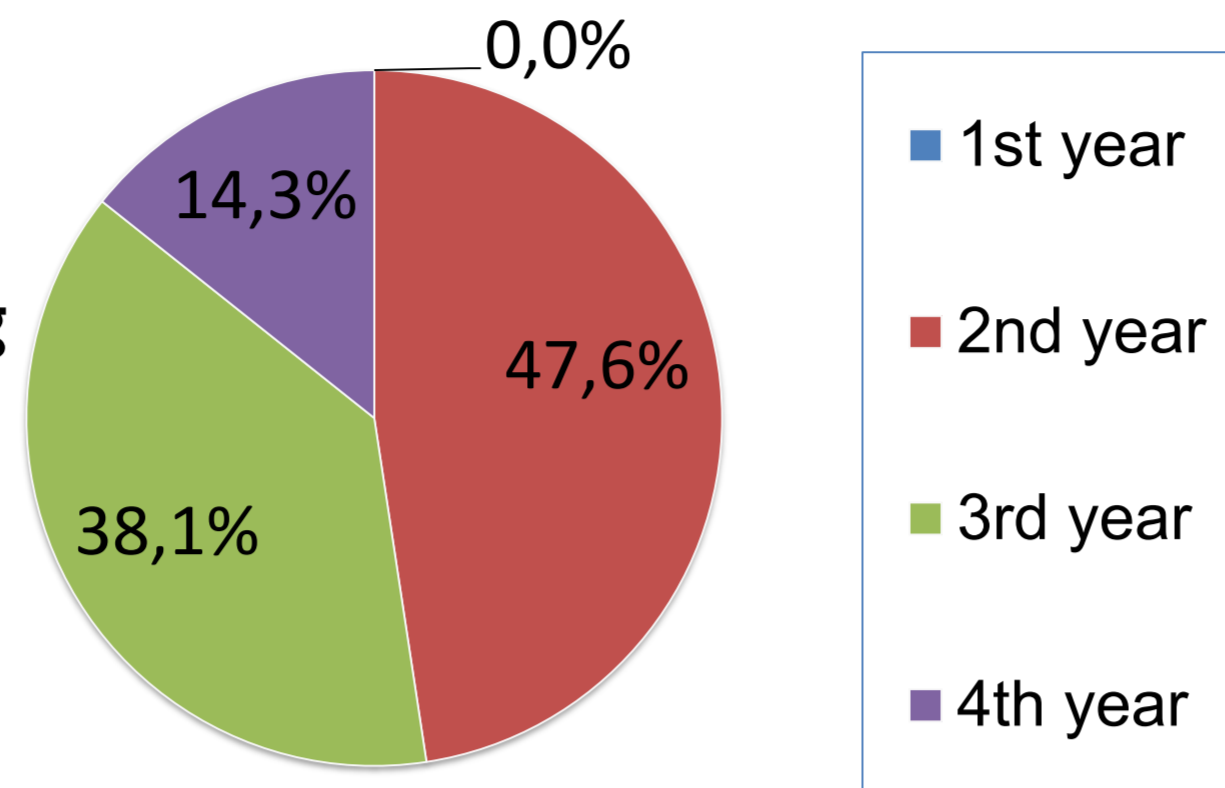
Students start translating general texts during their 2nd year from/into their first foreign language.
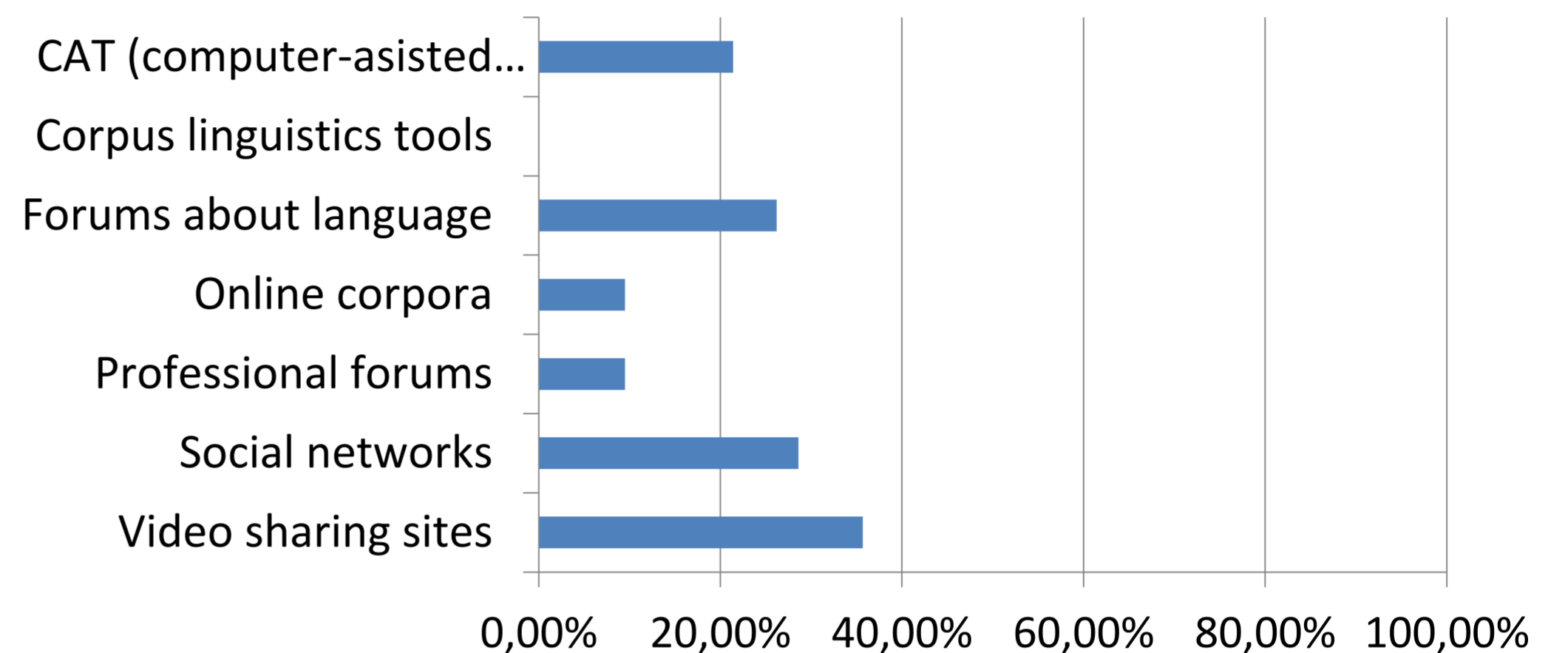
During their 3rd year, they start translating specialized texts from/into their first foreign language and general texts from/into their second foreign language.

During their 4th and final year, students take modules on specialized texts both from/into their first and second foreign languages.

Online tools most used by students

Bar chart categories: Machine translation tools, Online bilingual dictionaries, Online dictionaries of doubts, Online glossaries, Online monolingual dictionaries, Online thesauri, Specialized websites, Terminological databases, Search engines. Axis: 0,00% 20,00% 40,00% 60,00% 80,00% 100,00%

Online tools least used by students

Bar chart categories: CAT (computer-asisted...), Corpus linguistics tools, Forums about language, Online corpora, Professional forums, Social networks, Video sharing sites. Axis: 0,00% 20,00% 40,00% 60,00% 80,00% 100,00%

OBJECTIVE 1: LEARN HOW TO TAKE ADVANTAGE OF LESS FREQUENT TOOLS AMONG STUDENTS

Students tend to use those tools they consider to be the easiest. However, there are also some tools they are very familiar with (such as social networks and video sharing sites) **which they do not use as not only are they of how these could be of help for translators, but students also find them unreliable.**
We will also introduce **corpus linguistics tools** and encourage students to use them, as many scholars have proved their usefulness for translators and interpreters (Varantola, 2000; Seghiri, 2011), although students still unknown their existence or consider them to be difficult to use.

Our aim is to present how they could benefit from these resources; for example:

• Introducing them to different forums or groups, empowering them to critically evaluate whether the information provided is reliable or not.

• Considering audiovisual material a useful tool to get familiarised with new topics they have to translate about, especially as part of specialised texts.

• Giving students instructions to be able to compile their own corpora thanks to corpus linguistics tools.

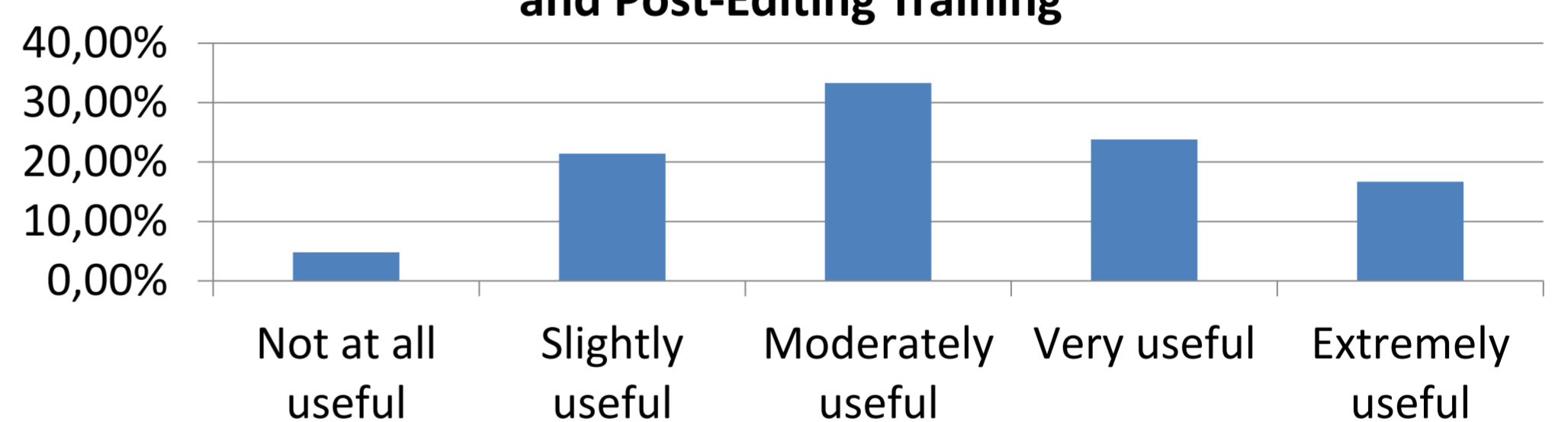## OBJECTIVE 2: INTRODUCING MACHINE TRANSLATION AND POST-EDITING TRAINING

81 % of the students confirmed having used MT tools.

However, only 11,9 % of them find them reliable resources.

Machine translation is becoming commonplace and it behoves translation scholars and teachers to reflect such changes in their scholarship and teaching (Kenny and Doherty, 2014; Killman, 2016) and, therefore, extend the uses of MT in our curriculum (Rossi, 2017).

Postediting is the process in which the post-editor edits, modifies and/or corrects a text that has been translated by a machine translation system.

Students' attitude towards Machine Translation and Post-Editing Training

Bar chart categories: Not at all useful, Slightly useful, Moderately useful, Very useful, Extremely useful. Axis: 0,00% 10,00% 20,00% 30,00% 40,00%

MACHINE TRANSLATION: PROS AND CONS

PROS	CONS
Future translators should be equipped with new skills in order to survive in the new professional market (Çetiner and Işisağ, 2019).	Make sure that MT does not interfere with any other fundamental competences in translator training; e. g. terminological or document research competence (Rossi, 2017).
MT lighten the load of documentation when translating (Killman, 2016).	Longer phrases are less frequent and less statistically reliable (Koehn, 2010).
MT may help with vocabulary and word choice (Sahin and Dungan, 2014).	MT is not always able to select the most suitable choice when words can be translated in more than one way (Killman, 2016).
MT encourage the use of post-editing, a new scenario for translators that is changing the professional market and should be included in translators' training.	MT is still limited in its ability to process certain text genres.
MT combined with post-editing could improve the quality of the translations while improving also translators' level of productivity.	Free-web MT may not ensure client confidentiality and that could constitute legal and ethical barriers (Kenny and Doherty, 2014).

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