Usefulness of Translation Technology Training from Mexican Universities

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Background


➢ Translation training at university level

➢ Directed to instructors

• Results: Technology teaching in scanty courses.

• Reasons: not well-trained as students, lack of comprehensive knowledge of these tools.
Usefulness of translation technology training from Mexican Universities

Objectives

• To identify the use of technology by translators in real life tasks

• To learn about how training (or lack of it) affects professional translators in their work

• To compare or contrast professional translators’ use of technology with translation training from programs as reported in previous research work
Method

• 13 question-survey
  ➢ Participants’ background
  ➢ Nature of work
  ➢ Technology use
  ➢ Some perceptions (income)

• Convenience sampling
What kind of technologies do you use for translation assignments? How often do you use them?

- Search Engines (like Google, Ask.com)
- On-line dictionaries (monolingual-bilingual, like Wordreference or Cambridge)
- Bilingual concordancers (e.g. Linguee or TradoolIT)
- Term banks (for ex, IATE or TERMIUM Plus)
- Translation environment tools (like LogiTerm or Trados)
- Machine translation systems (e.g. Google Translate or DeepL)
- Translation memory systems (like the ones within Déjà Vu or SDL Trados, for example)
Results

Freelancer 72%
Work for a Company 24%
Work as a teacher 20%

Mexican participants

Bachelor’s 60%
Master’s 32%
Specialty 8%
Diploma 8%

1 year ago
36%
3 years ago
20%
10 years ago
24%
15 years ago
20%

1. Law
2. Medicine, Finance
3. Marketing, education
## Results

### Frequency of use of translation technologies

<table>
<thead>
<tr>
<th></th>
<th>Regularly</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Search engines</strong></td>
<td>80%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Online dictionaries</strong></td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Bilingual concordancers</strong></td>
<td>76%</td>
<td>20%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Term banks</strong></td>
<td>40%</td>
<td>32%</td>
<td>28%</td>
</tr>
<tr>
<td><strong>Translation environment tools</strong></td>
<td>36%</td>
<td>40%</td>
<td>24%</td>
</tr>
<tr>
<td><strong>Machine translation systems</strong></td>
<td>24%</td>
<td>48%</td>
<td>28%</td>
</tr>
</tbody>
</table>
What kind(s) of tool(s) and/or resource(s) do you wish you had learned more about at university? Select all that apply.

Answered: 25  Skipped: 0

- Search engines (e.g. Google...: 4
- Online dictionaries...: 4
- Bilingual concordancer...: 5
- Term banks (e.g. IATE o...: 15
- Translation environment...: 21
- Machine translation...: 8
- None
- Other (please specify): 2

0 10 20 30 40 50
Conclusions

• Further research

• Professional translators do not resort to the use of “core” translation technologies very often, but do use other electronic resources useful for accomplishing their tasks.

• There is a need of technology training reported by a few professionals in these studies, but not being dealt by some university programs.

• A mismatch in needs in terms of specialized fields, as professionals mostly work on legal and medical fields, but educators reported teaching just a little of specialized fields at college.
Q & A

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