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Usefulness of Translation Technology Training from Mexican Universities

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Background

- Previous study: Peña, A. (2018). Use of technologies in Mexican translation programs. Unpublished manuscript.
- 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.

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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

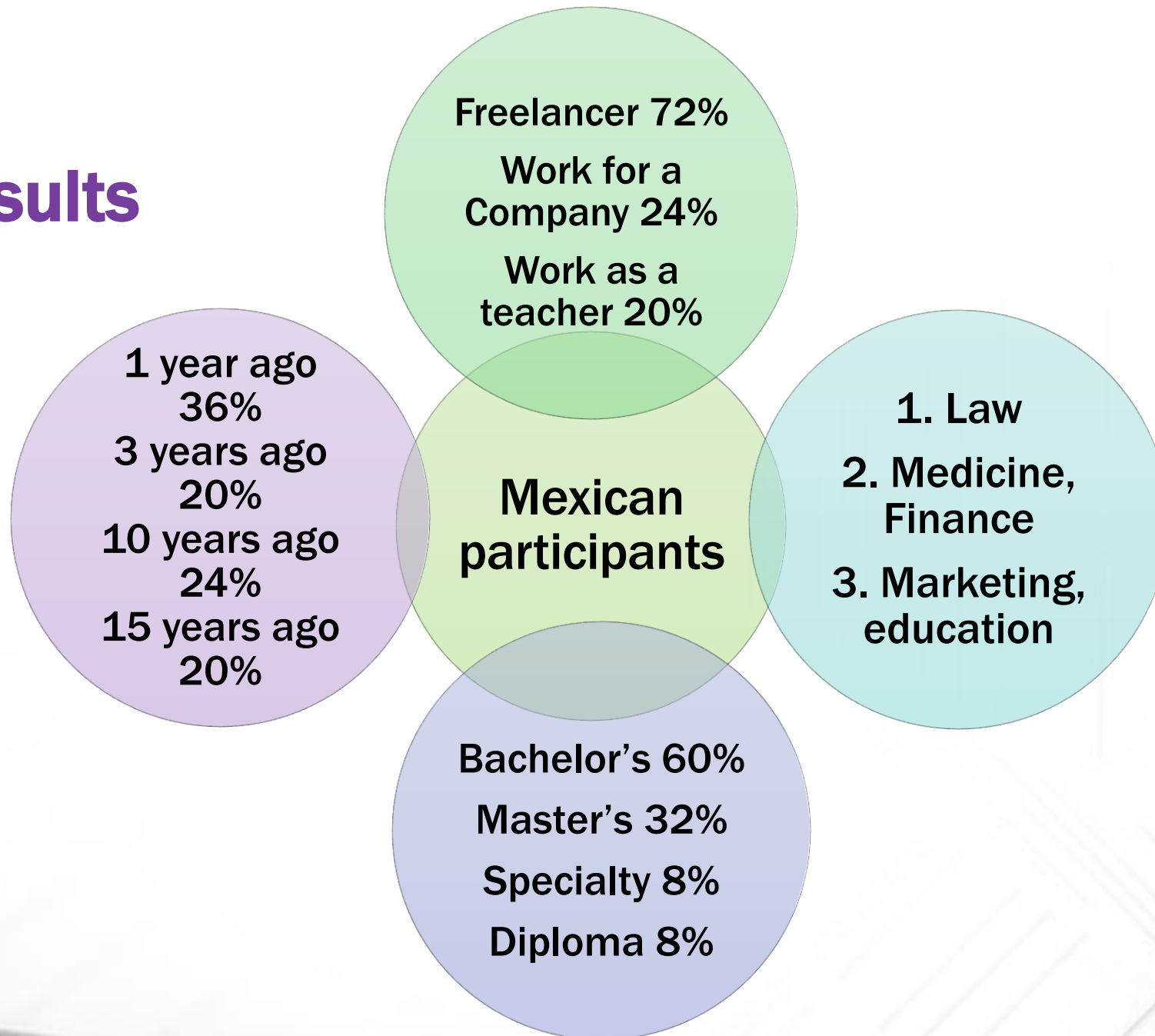
Method

Example: item 5 in the survey

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 TradooIT)
- 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



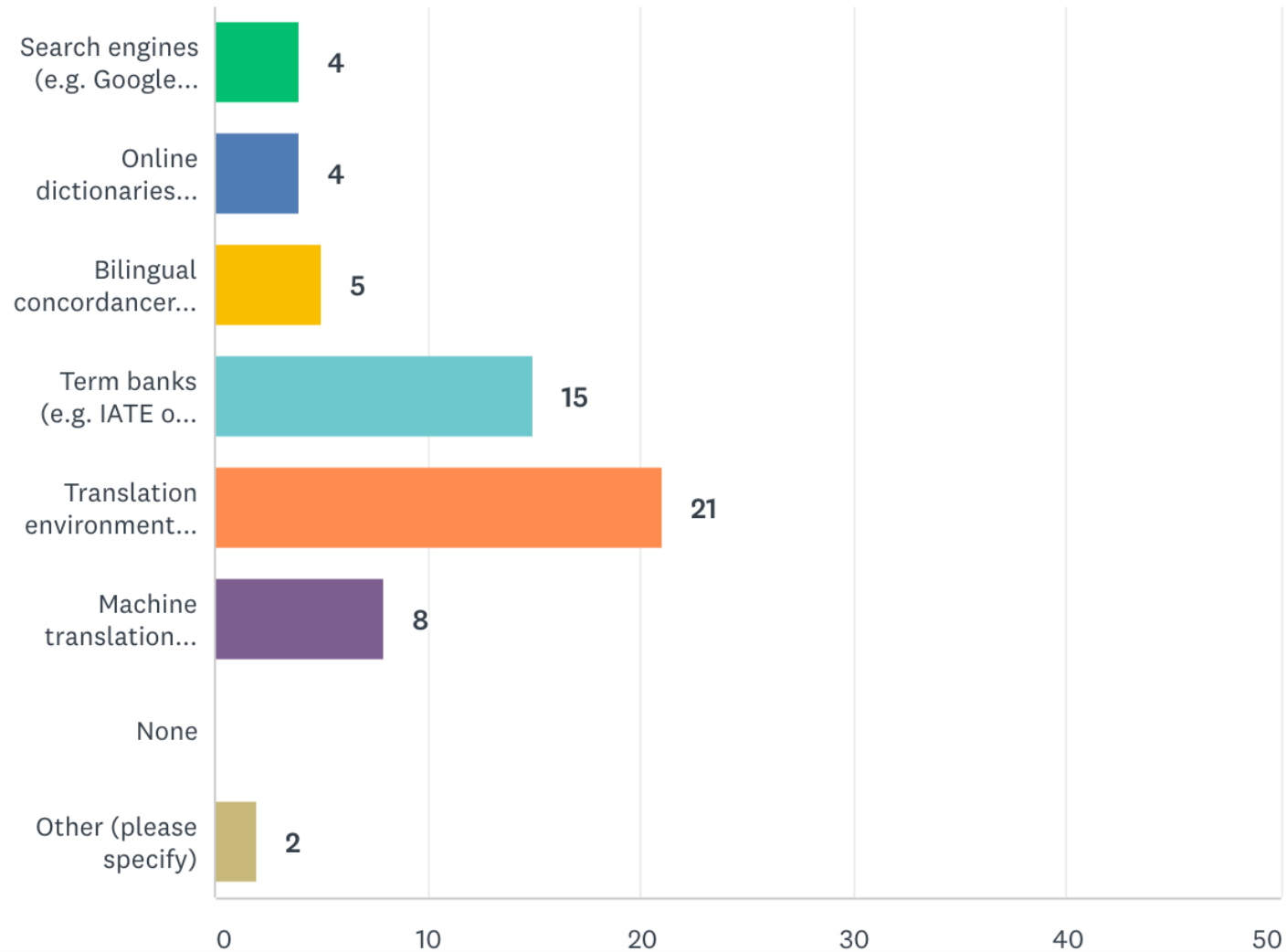
Results

Frequency of use of translation technologies

	Regularly	Sometimes	Never
Search engines	80%	20%	0%
Online dictionaries	100%	0%	0%
Bilingual concordancers	76%	20%	4%
Term banks	40%	32%	28%
Translation environment tools	36%	40%	24%
Machine translation systems	24%	48%	28%

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



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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