
Embedding Technology in Teaching Translation
Inst. Dr. Ibtihal Mahdi AL-Tamimi
University of Baghdad /College of Languages
Department of English
Email: doc_altamimi@yahoo.com

ABSTRACT

Have you been paying your attention one day how do your students learn? Are they interpersonal, logical, spatial, musical, linguistic, Naturalist? Yes, but mostly they are digital learners. They were born in a digital world where they are expected to be able to create, consume, remix and share material with each other. Since students know how to use technology, then why teachers are not using it to teach? Have teachers ever been thinking of using the www (whatever, whenever, wherever) to teach their students? Are teachers reaching or engaging their students?

With the development of different kinds of translation theories, translation studies have greatly developed; however teaching translation has not been discussed thoroughly. In fact, the development information technology has had a wide range of effect on education, but traditional translation teaching is far from suitable for the current translation teaching.

This paper will answer the above questions .It deals with a new approach of teaching translation, i.e. embedding technology in teaching translation. It focuses more on teaching translation effectively and highlighting the role of technology in facilitating processes of both teaching and learning.

Mainly the aim of teaching translation is to improve student's language competence. However, three levels of the aim of teaching translation are explained and some disadvantages of traditional translation teaching (TTT) are discussed. Furthermore, a comparison is made between TTT and teaching translation with technology (TTWT).

It is found that embedding technology in teaching translation is an important technique that should be incorporated in the classroom .In addition; it gives opportunities to read and listen to authentic texts by providing learners or students with "real-world" data and context. It can not only enhance learning environment through group discussion and debate but also makes collaborative translation (working with peers).Finally some online resources are recommended for teachers such as www.proz.com , www.kwintessential.co.uk and some ways of using the internet in teaching such as *Blogs, Wikis, Podcasts, Youtube teacher, Online testing, ...* etc.

1. Technology in the Classroom

Technology can be defined as any electronic hardware or software that has an impact on: language instruction or practice, building cultural awareness, classroom management and teacher development .For example, digital cameras, computers, websites, chat-rooms (Bunting 2010)

According to Albion & Ertmer, 2002; Ertmer, 2005; Persichitte,Caffarella, & Tharp, 1999 technology courses have successfully shown advantages in developing the teachers' basic knowledge and skills and in changing the teachers' attitudes towards information technology and perceived self-efficacy when using technology .However, short-term exposure to technology does not prepare the teachers with the necessary skills and knowledge for integrating technology into classroom instruction effectively (Moursund & Bielefeldt, 1999). To facilitate teachers' positive attitudes in integrating technology in their teaching, they need to be exposed to technology being used in a pedagogically sound manner throughout their teacher education program (Bai& Ertmer, 2008).

Generally , McNabb, Valdez, Nowakowski, and Hawkes (1999) categorize teachers' use of information technology into the following four main areas:

1. Basic uses of technology: operating basic computer hardware and software Programs.
2. Instructional use of technology: using technology to design and develop instructional materials and resources to support different kinds of instructional strategies .
3. Administrative use of technology: using technology to manage information related to teaching and monitor students' performance.
4. Professional development uses of technology: using technology to access online resources, communicate with colleagues, and promote collaborations.

Specifically, Alcina (2008:96-99) [as cited in Kaplan (2010:487)] identifies five blocs of translation technologies as in below:

1. The translator's computer equipment – the elements related to the general functioning of the computer.

2. Communication and documentation tools – the concepts ,tools, and resources used by translators to retrieve information and data from other computers or servers and interact with clients ,other translators ,or specialists.
3. Text editing and desktop publishing – the tools for writing ,correcting ,and revising texts. Word processors, for example, incorporate spelling ,grammar ,and style checkers as well as revision functions that allow the translator(s) to modify a document while keeping the different revisions separate ,so they can later be accepted or rejected.
4. Language tools enabling translators to carry out a series of functions or tasks with their linguistic data and language resources – such sets of previously gathered data available online or on CD –ROM as dictionaries,glossaries,corpora,or terminological databases.
5. Translation tools further subdivided into machine translation systems (commercial or online) and computer –assisted translation (CAT) tools (e.g.) translation memory systems and terminology management systems).

On the other hand ,Vilarnau (2001) proposed a classification of computer

programs into five groups, depending on how they are related to translation:

1. Translation programs: word processors, assisted translation tools, machine translation tools, desktop publishing applications, HTML editors, software localisation tools, etc.
2. Translation aid software: databases, dictionaries and encyclopedias on optical discs, browsers, spreadsheets, spelling and grammar checkers, etc.
3. Programs for sending and receiving documents: e-mail, File Transfer Protocol (ftp), optical character recognition (ocr), voice recognition, etc.
4. Accessory translation software: compressors, coding programs, chat, web spiders, download management software, etc.
5. General programs: antivirus applications, firewalls, operating system maintenance software, etc.

2. The Aims of Teaching Translation

The main aim of teaching translation is to improve students' language competence, but teaching translation can be of three levels aim: first, to train students' basic translation skills including translation and interpretation through all kinds of text styles. Second, to widen students' horizon and improve their mother tongue language expressive competence. Third , to deepen the recognition of meaning and communication in translation process and establish multi -culture view.

Here is a comparison between the traditional way of teaching translation (TTT) and teaching translation with technology (TTWT):

TRADITIONAL TEACHING TRANSLATION (WITHOUT TECHNOLOGY) (TTT)	TEACHING TRANSLATION WITH TECHNOLOGY (TTWT)
TTT is teacher-centered.	TTWT is machine –centered.
TTT can be limited.	TTWT is unlimited.
TTT requires more time ,effort and plan (unpractical).	TTWT saves time ,effort, and well planned (practical)
TTT lacks motivation , excitement, efficiency .	TTWT is more motivated ,excited and efficient .
TTT is subjective.	TTWT is objective.
TTT provides non genuine data .	TTWT provides genuine texts : (real -world) data.
TTT offers priced materials.	TTWT offers free materials.
TTT looks less affective, students unengaged.	TTWT offers variety of activities & materials and looks more affective, students more engaged.

3.Web 2.0 , Blogs , Wikis , Podcasts , and Portfolios

These tools can be useful for both teachers and learners or students alike .

3.1 Web 2.0

Web 2.0 is an umbrella term which refers to a new generation of internet tools. It has democratized content creation that enable anybody to create and share content quickly. However , not all Web 2.0 content is new .The digital videos one can view on a website like YouTube have been available on the internet for years , but Web 2.0 sites can be accessible that allow users to take this content and mix and remix it to create something new. The benefits of that Web 2.0 offer can be as follows:

1. They are vast repositories of authentic material in multiple formats (text ,photos, pictures, audio and video)
2. They facilitate communication between people around the world with shared interests in a way that email and chat can't.
3. They allow students to create their own content quickly and professionally and thereby shift the classroom emphasis from static course books to dynamic tasks.

(Lewis , 2009:62)

The most common and accepted web technologies of all the new ones are blogs and wikis .They are both practical , easy to use , and require only basic technology skills to create and manage .

3.2 Blogs

A blog is an electronic journal where readers post their thoughts and opinions on a regular basis. It can be written by individuals ,groups , or organizations. In a blog , the author can share opinions , insights and links to related sites of interest .It can also be used to host discussions or projects. Unlike a website , a blog is dynamic and ever- changing ,i.e., it can remain in one constant state for an extended period of time .Furthermore , the main feature of a blog is the comment function .The author of a blog is the only one who can edit a post .Others who have permission to access the blog can comment on the blogger or the other readers comments .

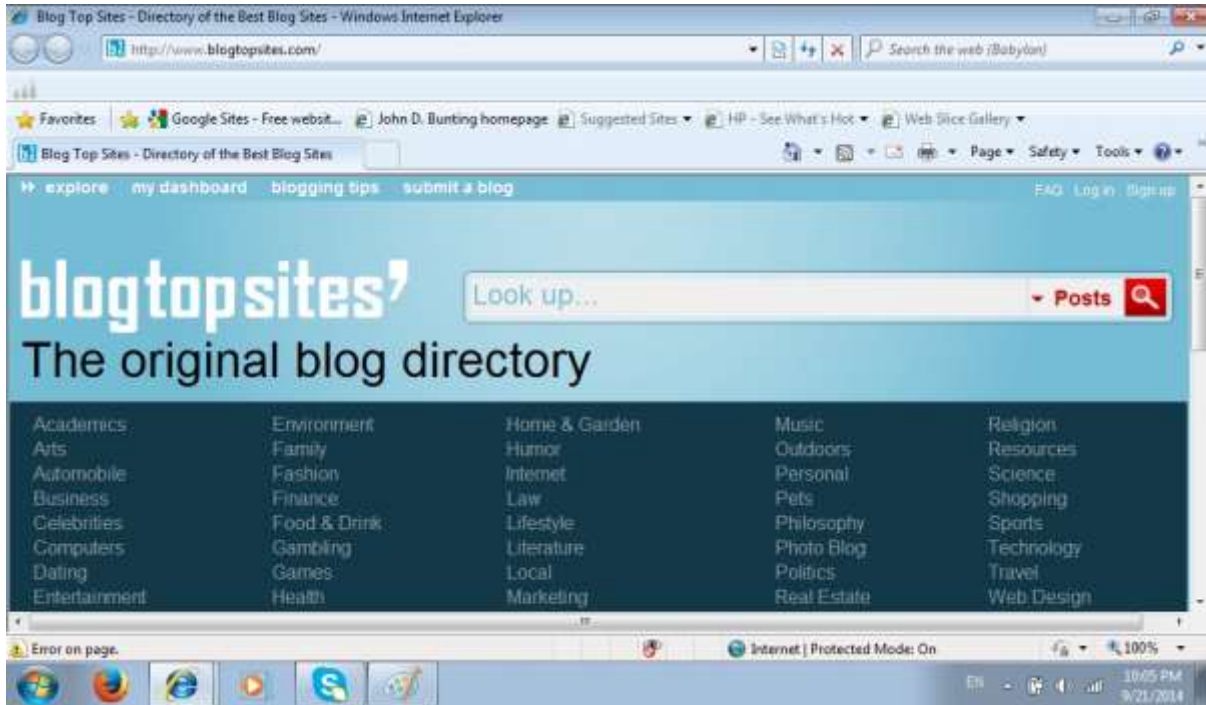
Four main types of blogs can be recognized in education :

1. A teacher blog : it can be used to communicate with students as well as colleagues both local and around the world and provide links to resources. For example, a teacher can post homework assignments .
2. Student blogs : it can be a communication tool to share student reflection with the teacher and their peers . It can also be used for a variety of writing assignments .

3. Class blogs : it can link to both individual student blogs and teacher blogs .This kind of blogs are useful in twinning projects .
4. Project or topic blogs : a blog can be created for a specific topic or project .When the project is over it can be deleted or ongoing .Blogs are not permanent .

(Ibid : 63-64)

See fig.1 below



3.3.Wikis

On the other hand , a wiki is a tool that makes people work together on a common webpage .They are built up by a group and are about collaborative work. It is useful to mention Wikipedia which is the mother of all wikis .It is an enormous collection of information that is editable by whoever registers at the site .It can be a starting point for teachers and students who need to check the information given in Wikipedia against other sources. Students should be taught how to look for information in the online encyclopaedia Wikipedia. However , a teacher can use a wiki as a class homepage where he can post messages and assignments as well as provide links to resources.(Ibid:65)

Furthermore , wikis can serve as an online place to keep information such as useful links , videos and audio clips , student work , and teacher commentary. See Fig.2 below .



The advantage of wiki is clear when learners can easily attach documents of different format types (text files, sound, picture and video files, etc.) from their work during the course or at home that goes with the goals of the course. These documents are briefly commented on where learners can select what they want to be assessed, choosing what they consider the best sample of their work, their most favorable side. Varela (2007).

Nevertheless , choosing between a wiki and a blog is very easy .If a teacher wants the students to comment on one central theme and their comments listed chronologically he will choose a blog , but a wiki is better if the teacher wants the activity to be a project edited by a group .(Lweis, ٢٠٠٩ : 69)

The differences and the characteristics between blogs and wikis can be summarized in the table below :

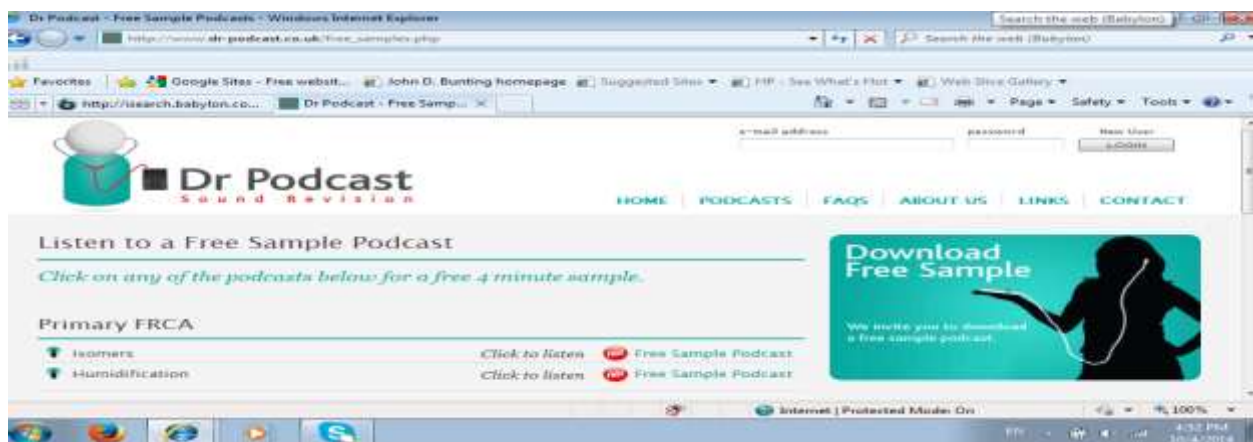
Blogs	Wikis
❖ Blogs are based on commentary	❖ Wikis are based on editing
❖ Once something is posted on a blog only the writer can edit it .Others can only add comments	❖ Anyone can edit anything on a wiki page .

❖ Blogs are organized chronologically	❖ Wikis have no predetermined structure (because they based on hyperlinks)
❖ Blogs tend to present a particular point of view (personal)	❖ Wikis are the product of multiple inputs.
❖ Blogs are useful for spreading information to the outside and linking with like – minded people or those with shared interests.	❖ Wikis are useful for developing internal communities and promoting collaboration .

Table (2) The differences between blogs and wikis (Adopted from Lewis,2009:69).

3.4.Podcasts

Another useful web technology is a podcast which is derived from the term iPod , the portable media player made by Apple computers and the word ‘ broadcast’. It can be defined as a digital recording delivered in a format that can be played on computer devices such as a desktop computer , a laptop , or a portable media player. Podcasts can be portable for both students an teachers and downloaded to the mobile players. A very popular podcast on the internet is Audacity. It is an audio editing programme which makes it possible to record digital audio and then edit it .It is like a traditional record with added tools to help eliminate background noise and add special effects.(Ibid:70).See fig.3 below :



3.3 Portfolios

Generally , portfolios are examples of student work that documenting student learning over time .The most widely accepted and famous portfolio assessment tool in the language teaching world is the *European Language Portfolio* (ELP) .It is divided into three key sections:

1. A language passport (listing official transcripts , exams)
2. A language biography (which includes learning goals , can –do statements , and self –assessment)
3. A dossier (which contains a body of work reflecting student learning and achievement)

(Ibid:72-73)

It is more and more employed in the teaching-learning process because of its utility as an assessment tool for instructors and self-assessment for learners.

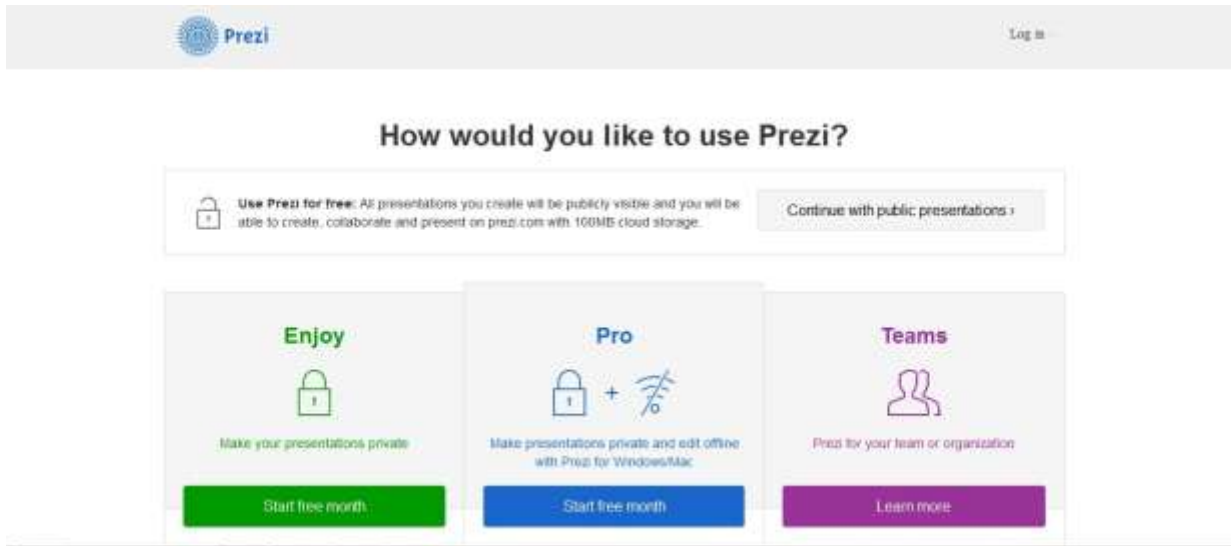
This digital resource gives samples of the personal development in a set area like the gradual achievement of one or several learning goals, as an assessment tool, as a *curriculum vitae*, and much more.

The portfolio has several advantages such as observing their progress and capacity for good performance ,learners become more self-confident and motivated , the instructors' assessment task becomes easier and even to justify the student's failure . At the same time, learners become familiar with an instrument they can use to reflect their lifelong learning evolution. Varela (2007)

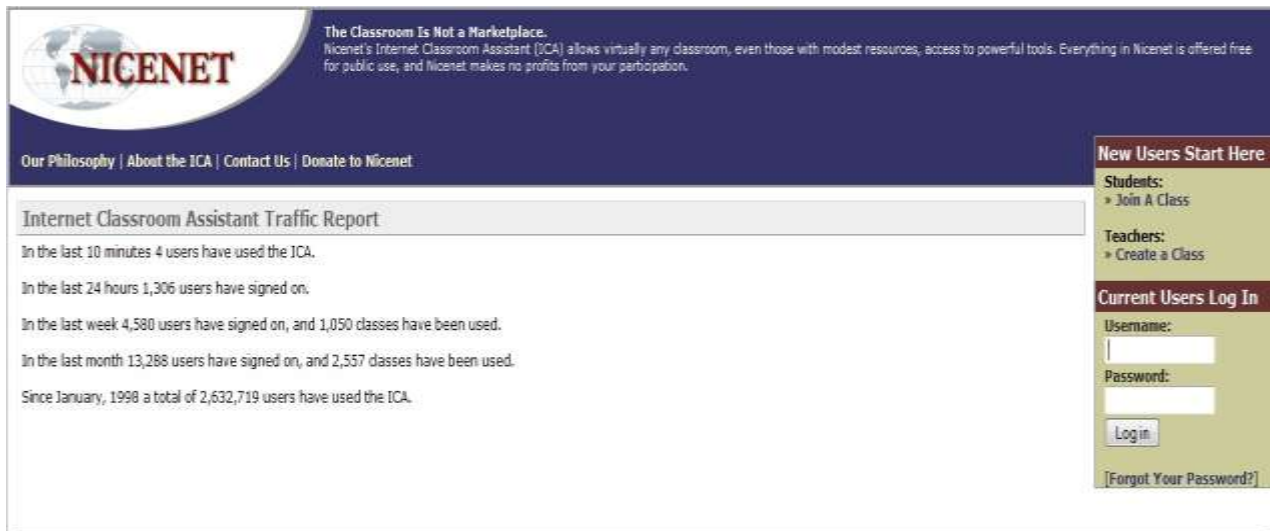
With the uses of the above mentioned tools , a learner or a student can acquire many skills that can facilitate the process of learning or help to reach the goals of the intended course .For example , wiki is focused on such skills as to improve research techniques, especially the technological ones, to practice translation techniques, and to strengthen learners' autonomy to learn by themselves and to assess themselves. The portfolio also can fulfill these skills.

Some of the useful teaching websites that can help in facilitating the process of both teaching and learning are explained below :

Prezi.com is a different way of presenting ideas by using a computer (instead of PowerPoint).See fig.4 below:

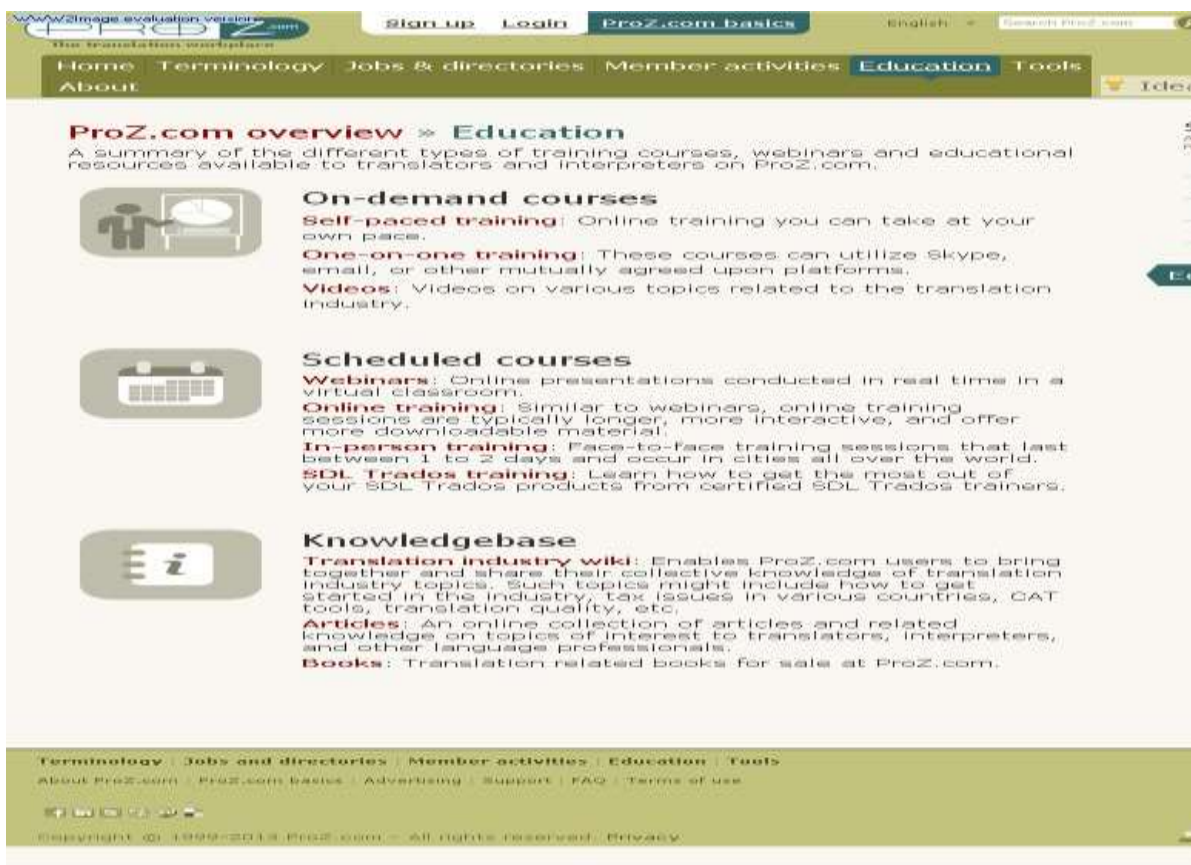


Nicenet.org is a good tool for online discussion among students (or among teachers). Fig (4) below shows the tool:



ProZ.com is a business- related social networking site for translation .It is used for translating one language to another. It reports recently more than 720,008 registered users, spanning more than 200 countries and territories worldwide. It is available in more than 45 languages and is being localized in 35 other languages. For example, it offers different types of training courses , webinars

and educational resources that can help both translators and interpreters .See fig.(5) below



Hot Potatoes is freeware for creating web – based activities and quizzes that includes six applications : interactive multiple-choice , short –answer , jumbled-sentence ,crossword ,matching /ordering and gap-fill exercises for the World Wide Web. It can be used for any purpose or project.

Youtube downloader is a software that enables anyone to download ,save ,and edit Youtube videos , therefore eliminating the problem of dead links to youtube materials.

For example, for consecutive interpreting rules follow the link below :

<http://www.youtube.com/watch?v=7FRh9fO9Vlk>

for Teaching Translation Series (1) see the link below :

<http://www.youtube.com/watch?v=nb0bn0pplas>

Conclusion

The increasing importance of the electronic communications and tools for translators, as well as of teamwork and social abilities, should lead us to rethink our teaching models and to integrate electronic tools and collaborative learning not only as means, but also as an objective in teaching translation .

The present paper comes out with the following :

- Embedding Technology in teaching translation is an important technique & should be incorporated in the syllabus of translation .
- This topic has extensive teaching and implications research.
- Technology should match individual teaching philosophy as well as teaching style.
- It gives opportunities for students to read and listen to authentic texts as well as for tutors to monitor student progress (through classroom management software, for example) as well as assessing their activities(through podcasts and portfolios)
- It can enhance learning environment by giving students flexible access to resources (such as dictionaries and websites.)
- It can be used as a communication tool to post comments and ideas to interact with others.

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تضمنين علم التكنولوجيا في تدريس مادة الترجمة
د. ابتهاج مهدي عبد الكريم
جامعة بغداد - كلية اللغات - قسم اللغة الانكليزية
ايميل: doc_altamimi@yahoo.com

الملخص:

هل أعرت انتباهك يوما ما على حقيقة كيف يتعلم طلابك؟ هل هم متعلمين تربطهم علاقة شخصية متبادلة مع الآخرين او هل هم منطقيين او مكانيين او موسيقيين او لغويين ام هم متعلمين من أنصار المذهب الطبيعي؟ نعم، ولكن في الأغلب هم متعلمين رقميين. ولدوا في عالم رقمي حيث توقعوا أن يكونوا قادرين على خلق وتبادل المعلومات مع بعضهم البعض. ولأن بعض الطلاب يعرفون كيف يستخدمون التكنولوجيا، فلماذا لا يستخدم المدرسين التكنولوجيا في التدريس؟ وهل يفكر المدرسون يوما في استخدام الشبكة العالمية العنكبوتية لتدريس طلابهم؟ وهل يجدون طرقا تقربهم من طلابهم؟

ومع تطور أنواع مختلفة من نظريات الترجمة، فقد تطورت دراسات الترجمة بشكل ملحوظ. ومع ذلك فإن تدريس الترجمة لم يتم مناقشته بشكل دقيق. وفي الواقع، فقد كان لتطور تكنولوجيا المعلومات مدى واسع من التأثير على التعليم، ولكن تدريس الترجمة التقليدي هو أبعد من تدريس الترجمة الحالي.

الدراسة الحالية ستجيب على الأسئلة المذكورة أعلاه. فهو يتعلق بمنهج جديد لتدريس الترجمة، أي انه يدمج التكنولوجيا في تدريس الترجمة. ويركز أكثر على تدريس الترجمة بفعالية وتسلط الضوء على دور التكنولوجيا في تسهيل عمليات التدريس والتعليم والتعلم على حد سواء.

الهدف الاساس من تدريس الترجمة هو لتحسين الكفاءة اللغوية للطلاب. ومع ذلك، يتم شرح ثلاثة مستويات من أهداف تدريس الترجمة وتم مناقشة بعض عيوب تدريس الترجمة بصورة تقليدية. (TTT) فضلا عن ذلك، يتم إجراء مقارنة بين TTT تدريس الترجمة التقليدي والترجمة وتدريس الترجمة باستخدام التكنولوجيا (TTWT)

وقد وجد بان دمج التكنولوجيا في تدريس الترجمة هو أسلوب مهم و ينبغي أن تندرج ضمن الفصول الدراسية المقررة فضلا الى ذلك فإنه يعطي فرصا للقراءة والاستماع إلى النصوص الأصلية من خلال توفير المتعلمين أو الطلاب بالبيانات التي تعود الى "العالم الحقيقي" والسياق. وهذه الطريقة لا يمكن ان تعزز بيئة التعلم من خلال المناقشة الجماعية والنقاش فقط ولكنها كذلك تجعل من الترجمة عملا تعاونيا مشتركا يشترك فيه جميع الطلاب مع اقرانهم . وأخيرا ينصح باستخدام بعض المصادر الالكترونية المهمة التي من شأنها ان تساعد المدرسين في تدريس مادة الترجمة وذلك باستخدام شبكة الانترنت ومثال على هذه المصادر: www.proz.com www.kwintessential.co.uk,

www.nicenet.com

وبعض طرق استخدام الإنترنت في التدريس مثل: Blogs, wikis , podcasts, Toutube teacher , online testing.