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An Analysis on the Type of Technology Used by Lecturers and Students in
Translation Courses provided by Tertiary Level Institutions in the Caribbean.

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ABSTRACT

In this digital world, technology has been implemented in the foreign language learning environment of many universities in the Caribbean, more specifically in translation courses. This project explores the use of modern-day technological tools such as Information Communication Technologies (ICT) and translation technologies in translation courses at three UWI campuses in the Caribbean. Tools such as web applications, internet resources, online databases and glossaries, and translation technologies and software were considered as the main types of technology used in order to gather data from students and lecturers associated with the translation courses at the undergraduate and postgraduate level of the Mona, St. Augustine and Cave Hill campuses of the University of the West Indies. This study revealed that the incorporation of technological tools in the teaching practices of translation lecturers and the academic lives of translation students, holds many benefits and provide support to students in their translation studies.

Keywords: Translation technologies, Internet, Translation Courses, CAT tools, ICTs, Caribbean, Tertiary Level Institutions.

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INTRODUCTION

With the advancement of technology over the years and its incorporation in our daily lives, this use of technology has presented itself in the various translation courses provided by the three University of the West Indies' (UWI) campuses located in Trinidad and Tobago, Jamaica and Barbados.

Translation and translation studies have provided new opportunities in the field of education and foreign language learning, especially in the Caribbean, due to its geographical location and its context of multilingualism.

From computer assisted translation (CAT) tools, to the internet, these technological resources play a major role in the generation of knowledge, information retrieval, extraction and processing (Ivanova 131). This paper aims to investigate the extent to which technology is used in these classrooms at three different UWI campuses in the Caribbean, as well as aiming to identify how this use of technology aids translation students.

Rationale

The researcher discovered that due to the lack of information presented about the use of technology in translation studies in tertiary level institutions in the Caribbean, it is necessary to conduct this study in order to apply to the region. It is important for the universities, so that they can identify benefits and drawbacks surrounding this specific topic. This study can act as a vantage point for lecturers and course coordinators of these translation courses and how technology can and should be implemented in the classroom setting.

Objectives

The study aims to identify what type of technology is used in translation courses at the undergraduate and postgraduate level at all three UWI campuses as well as what support these tools provide for translating students. It is important to determine to what extent these technologies are used in the classroom and how lecturers implement them in their teaching practices. It also aims to understand to what extent these students interact with these tools and how it aids them in their translation studies.

Research Questions

1. What type of technology is used in the translation courses at undergraduate and postgraduate level at the three UWI campuses?
2. To what extent are these tools used by students and lecturers?
3. What kind of benefits do these tools provide for translation students in these courses?

Methodology

This study follows a qualitative approach and feedback was received from lecturers and students at three of the UWI campuses within the respective translation courses. The study used a total of six (6) undergraduate translation courses. These six courses include SPAN 2503 and SPAN 3002 at the Mona campus, SPAN 3504 and SPAN 3505 at the St. Augustine campus and SPAN 3504 and FREN 3101 at the Cave Hill campus.¹ The Masters in Translation at the UWI Mona campus, and its respective translation courses, were also used in this study. UWI was used

¹ SPAN 2503; Spanish Translation II, SPAN 3002; Spanish Translation III, SPAN 3504; Spanish Translation I, SPAN 3505; Spanish Translation II, SPAN 3504: Spanish Translation and FREN 3101; French Translation.

as the primary tertiary level institution to be examined because of its various locations throughout the Caribbean region.

Data Collection

In order to receive responses from lecturers, semi structured interviews were conducted on Zoom to the lecturer of the two Spanish translation courses at UWI Mona, Spanish to English Translation II (SPAN 2503) and Spanish to English Translation III (SPAN 3002), the lecturer of Spanish Translation I and II (SPAN 3504 and SPAN 3505) at the St. Augustine campus and the respective lecturers of Spanish Translation (SPAN 3504) and French Translation (FREN 3101) at the Cave Hill campus. The coordinator for the Masters in Translation at UWI Mona was also interviewed to provide feedback on this degree program as a whole. In order to understand the extent to which technology is used in their teaching practices, they were interviewed about the type of technology used in their translation courses and how these technologies are beneficial for students and their work in translation.

Responses from the students enrolled in these translation courses were then collected through an online questionnaire which was sent to their lecturer to be distributed during the time that this study was conducted. Students' participation in this questionnaire was voluntary and a total of five (5) responses were received, three from the undergraduate level at the Cave Hill campus and one each from the undergraduate and postgraduate level at the Mona campus. The questionnaire provided answers on what kind of technological tools students use in their translation studies as well as explaining how these tools aid in their academic lives.

Conclusion

Technology has seamlessly made its way into our daily lives, as well as in the education sector. Translation studies and courses are now equipped with the use of technology in order to carry out new tasks and activities. In order to analyse the use of technology within translation courses provided by the three main UWI campuses in the Caribbean at the undergraduate and postgraduate level, this study was undertaken by receiving feedback from both lecturers and students associated with these translation courses. The following chapters demonstrate previous scholarly articles and studies in the Literature Review, the presentation of findings from the study carried out by the researcher and the discussion of these findings.

CHAPTER ONE

Literature Review

The use of technology across the globe has increased exponentially in the past couple of years with digital systems such as computers and smartphones finding its way into our education systems. A range of technologies have been implemented in the classrooms, especially in the context of foreign language learning through translation courses. Using internet resources, translation technologies and software, within the classroom allows for students and teachers to access the necessary resources and tools needed to teach the curriculum (Tamara 68). This chapter outlines and draws information from previous literature concerning the types of technological tools used, translation technologies, the effectiveness and advantages of these tools as well as technology in professional translation.

Types of technological tools in foreign language teaching

Information and communication technology tools can refer to a wide variety of hardware and software in order to tackle a wide variety of problems and provide new ways to approach different tasks. It can include systems that provide information such as databases and encyclopaedias to communication tools such as social networking sites and forums (Ivanova 131). Technologies that have emerged over the years with respect to translation and second language teaching consist of information resources, information processing tools, technology mediated communications, tools for storing and managing information, translation software and tools for information seeking.

With the rise in globalization and the impact of the internet, the teaching of the use of electronic/computer assisted translation (CAT) tools can be considered an essential tool for

translation students. In addition, Computer Assisted Language Learning (CALL) and Technology Enhanced Language Learning (TELL), which are approaches that promote the use of technological resources in teaching foreign languages, have been used more frequently. Digital technologies have integrated themselves into the foreign language syllabus (Bax 19).

Knowing how to use technology to produce high quality translations and products should be one of the main goals of translator training and should be introduced into the curriculum at a very early stage (Austermuhl 333).

Translation Technologies

As technology extends itself into the world of translation, resources and tools used in this field have reached professional and academic circles. Translation technologies are divided into two main categories which are machine translation and computer assisted translation (CAT).

Computer Assisted Translation (CAT) Tools

According to Ivanova (132), “CAT tools have become the leading technology in the translation industry.” Many of these CAT tools carry out a wide range of functions. They can include translation memory software, language search-engine software, terminology management software, alignment software, subtitling software and other things. At the centre of CAT tools is translation memory (TM) which is a database that allows for a translator’s already translated text to be saved along with the original source text and can therefore provide the translator with pairs of text that can be reused when translation other texts with similar linguistic make-up. The use of TM holds the main advantage of preventing repetitive work and guarantees text uniformity which is particularly beneficial for teams of translators. A well-known example

can be the use of Trados where specific segments and phrases are kept in a memory database so that translators do not need to repeat said phrases back into the software. Just like Trados, there are many other CAT tools that provide similar and different functions in order to complete the necessary task.

Machine Translation

This form of technology requires no human intervention and consists of automated translation provided by a computer software that translates text from one language to another. Well known machine translation programs such as Google translate, are changing the way in which students interact with foreign languages (Clifford et al. 109). The use of machine translation has progressed over the years and proves to be used more frequently by the general public (Craciunescu 3).

The Internet and Information Communication Technology (ICT)

Information communication technology and the internet possess many features and characteristics under their belt. It can be hard to define what is considered a technological tool and what is not. Averkieva and Kachalov (51) defines internet technologies as methods, techniques and forms of introducing internet resources into the foreign language process. By using this definition, the internet and information communication technology can refer to anything from computers to online applications, websites and anything in between. The internet forms a key part of the technological infrastructure within information communication technologies and contributes to the process of e-learning.

The Internet plays a substantial role in our Information Age and creates avenues for unlimited possibilities. Online learning and other factors associated with it are only made possible through the use of the Internet and “has created a physical and geographical freedom for translators that was inconceivable in the past” (Craciunescu 2). It consists of many resources, from online terminology databases to internet search engines, that can aid translators in their work on a daily basis. A significant number and amount of information available on the internet nowadays has exceeded its expectations. The internet can also provide additional language activities that can allow students to practice in other areas of language learning. The internet can act as a vital source of information and can provide educational resources for teachers and students (Khakimullina et al. 247).

The internet, and by extension the computer, is the core enabler of e-learning. As of January 2022, 62.5% of the world’s population has internet access.² Access to the integrative computer assisted language learning tools such as the internet is extremely notable as large percentages of the population are internet users. Tools such as online dictionaries and translation programs support students in their foreign language learning (Noytim 140). Hence, with the availability of these resources, translation and interpreting students can find information about a variety of topics and content and should know “where and how to find information,” (Stoian and Simona, 5346).

² Digital 2022 Global Overview Report, *DataReportal*, 2022, <https://datareportal.com/global-digital-overview#:~:text=4.95%20billion%20people%20around%20the,our%20journey%20towards%20universal%20accessibility>.

The effectiveness of technological tools on translation students

Technology poses a great advantage in multiple aspects allowing ease of access to information, speed, flexibility, easier communication and many other things. Thus, the integration of this technology in the world of translation has become unavoidable.

The Internet and Information Communication Technology (ICT)

The internet provides persons with unlimited access to certain tools needed for translation such as online dictionaries, websites, forums, databases and many other things in order for translators and students to find informational content regarding their task. The teacher plays an important role in implementing this technology where Ghavifekr and Rosdy (175) concluded that teachers who implemented technology driven activities through the use of the internet, made learning more effective and students appeared to be more engaged during class lessons. Previous research also determined that students prefer to use technology, especially computers, in order to enhance their language learning skills (Nomass 115) and some students can prefer e-learning over conventional and traditional learning methods (Abdelouahed 40). Students are able to do their respective tasks outside of the classroom and work on an independent level with the use of technology. Thus, these students spend their time seeking information anywhere at any time (Noytim 188). Students are no longer confined to the classroom or specific areas and are able to access quality information and resources from wherever they desire. Furthermore, students have acknowledged that e-learning can improve many of their critical thinking and problem skills as well as providing them with the necessary aid in expanding their knowledge when learning a foreign language (Abdelouahed 41).

The internet can be accessed through many methods such as smartphones and computers. Reading emails, news, videoconferencing as well as retrieving information, can be easily done through your web explorer and acts as a “virtual library at one’s fingertips,” (Kamal 11).

Students are able to fetch information from around the world such as obtaining cultural and language resources in order to enhance their translation and foreign language skills in a matter of minutes. Furthermore, if lecturers are not easily accessible for personal help, students can log onto their devices and receive assistance from the many resources available online as well as contact their professors via email or other means.

Students' knowledge of ICTs also plays a key role in their lives as professional translators. Hence, a study through which North American job advertisements in translation and language services were analysed, it concluded that although knowledge on translation-specific technologies were only required in a small percentage of ads (20%), basic knowledge of information technology was a fundamental skill required by 60.5% of employers (Bowker 969). It can be noted that their use of this information technology in the classroom can act as a serious advantage in the labor market. Exposure to these technologies in their lives as students increases their familiarity to these technologies and improves their ICT skills, preparing them for their introduction into the professional work of translation.

Qualitative and quantitative data surrounding the use of the internet and ICTs in translation studies specifically and its effect on translation students shows to be very limited. Most research is concentrated on the effects of this technology on foreign language students rather than those who particularly study translation. Hence, gaps in the research with regards to this aspect of the internet and ICTs as a learning resource have yet to be filled.

Translation Technologies

Ivanova (133) highlights that teachers should equip students with the necessary skills required to effectively use CAT tools in order to satisfy employers who favour professional

translators that are trained in computer-assisted translation software. Ivanova further explains that “students acquire not only technological and information mining competences but also develop other competences specified by EMT.”

Previous research examining the effectiveness of translation technologies in translation studies has shown that user-friendly technological tools have allowed translators the ability to translate their work and projects. It can be concluded that with the integration of technology in the practice of translation studies has created the increased use of CAT/electronic tools which aid in increased productivity and allows practicing or professional translators to work at a much faster rate (Odacioglu and Kokturk 1087). It also provides a new perspective on traditional translation theories and methods. Moreover, the study by Odacioglu and Kokturk, suggests that the integration of technology in collaboration with theoretical and practical methods in translation teaching is important for translation students to use in the ever-growing localisation market. Due to the increased need for more translation output within large companies and organizations, students familiarizing themselves with these technologies in their classes will be beneficial for them in their professional lives.

Erwen and Wenming (16) suggests that it is largely known that the objective behind teaching translating students the ins and outs of CAT technology is so that they can conform to its increased societal demand. They further argue that it is important for students who are majoring in translation to become familiar with CAT technology due to the fact that in this modern day and age, translators’ knowledge about CAT tools is seen as a redeeming quality so that they can produce “high-quality, high-efficiency translations in limited time,” (Erwen and Wenming 16). Their article highlights that this also serves as advantageous for students when they enter the professional world looking for jobs.

Anton's paper on '*The Impact of Technology in Professionalizing Translation Graduates*,' argues that allowing students to familiarize themselves with the virtual environment and promoting the use of technological tools that enhance the translation process is effective in professionalizing their graduates. Anton's analysis closes the gap between previous studies as little to no research has been done with respect to the Caribbean region. However, Anton's paper is strictly limited to the country of Jamaica as well as only limited to the Master of Translation in their university.

Limitations to integrating technological tools in the classroom

There is a need for increased computer and translation technology literacy between translation students. Restrictions surrounding time and finances also make the teaching of translation-specific technologies quite difficult. These restrictions may be even harder to solve in the Caribbean context where "students' access to certain CAT tools is almost impossible" and including these technologies into their teaching practices will be a problem (Anton 141). Anton also highlighted that these limitations present themselves during the implementation of these technologies within the translation programmes in their MA: Translation (Spanish/French), provided by the University of the West Indies, Mona.

Austermuehl (327) points out that there are other factors that contribute to the lack of integrating these technologies in translation education such as the fact that many translator trainers do not possess the expertise to incorporate these technologies into their translation practices. He also identifies other reasons as well such as "slow institutional processes in allowing universities to offer new courses or degree programs, lack of access to funding, tools and industry partners; attitudes of teachers and students."

In addition, some students may not be equipped to handle such technologies due to their lack of knowledge surrounding it. In order to determine student's readiness to handle these technologies, previous research concluded that many students do not have the level of expertise needed to work with computer-based language learning materials (Winke and Goertler). Furthermore, students' use and perceptions towards these tools are shaped by their attitude towards embracing these new technologies among other factors such as readiness and willingness to use new technology. Contextualising this within the Caribbean is important due to the region's "lack of consistent internet access and technological resources," (Anton 143). Thus, students can experience different levels of computer and digital literacy that will equip them with the skills and necessary comfort to use computers and certain technological tools.

There are multiple types of technological tools that can be implemented within the classroom from the internet to translation software. With the numerous advantages these tools hold, their effectiveness on the foreign language and translation student is evident. However, certain constraints can make the incorporation of these tools difficult. The following chapter presents the data gathered from the lecturers and students enrolled in the translation courses at the St. Augustine, Cave Hill and Mona campus of the University of the West Indies.

CHAPTER TWO

Presentation of Findings

This chapter presents the data collected from students and lecturers associated with the translation courses offered at the Mona, St. Augustine and Cave Hill campuses of the University of the West Indies. It examines the type of technological tools used in the classrooms and how lecturers and students interact and incorporate these tools into their teaching and learning practices as well as the benefits they provide.

Types of Technological Tools Used by Translation Students

Students enrolled in these translation courses completed an online questionnaire in order to determine what type of technology these students use in their courses and the benefits surrounding its usage. Initially, students were asked to explain what motivated them to pursue a course in translation. 60% of students responded that they would like to become professional translators with the remaining stating that they are interested in the language and its culture.

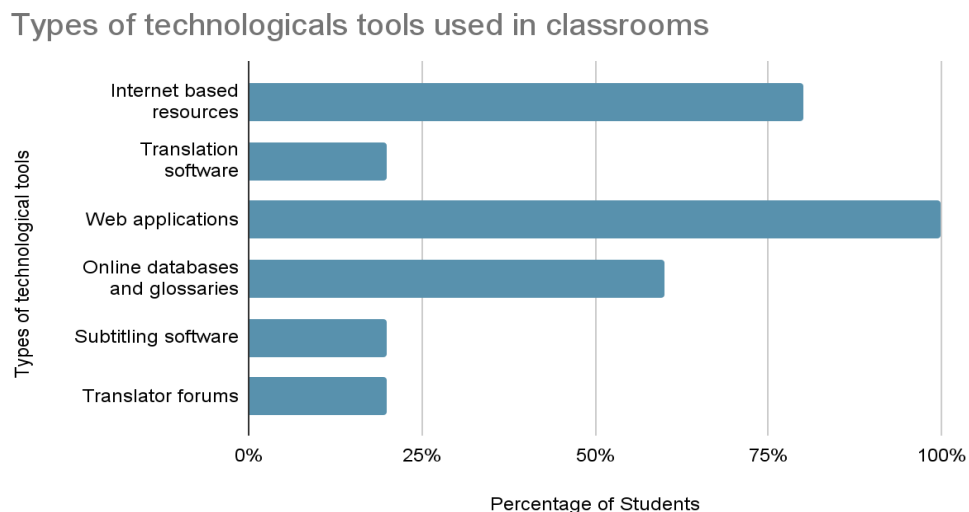


Figure 1: Types of technological tools used in classrooms.

The Internet and Information Communication Technology (ICT)

Web application software such as Microsoft Office and Google workspace were the technological tools most used by students followed by Internet based resources such as Youtube and interactive activities such as Kahoot. Web application software was mainly used as a form of document editing and sharing in order to submit assignments and Internet based resources were used as a way to teach course material.

Translation Technologies

A small percentage of participants picked translation software such as CAT tools, specifically Trados, translator forums and subtitling software such as Ageisub as other tools that were used. These translation technologies are only used by 20% of students and are used sparingly throughout the semester in activities related to translation projects and subtitling videos.

To what Extent are these Technological Tools Used by Students

The frequency at which these tools are used

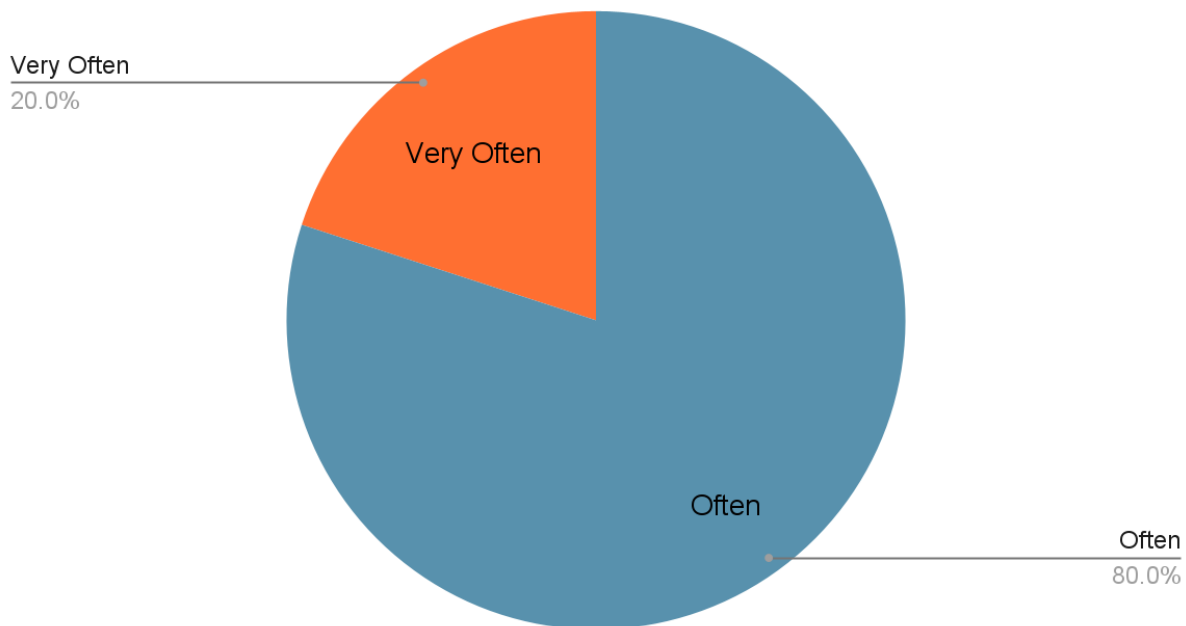


Fig. 2. The frequency at which these technological tools are used by Students

Students were given five options ranging from very often, often, rarely to never in order to showcase the frequency at which these technological tools are used. From the pie chart shown above, a large majority of 80% said that they use these tools often whereas 20% of students use these tools very often. The remaining choices of rarely and never both had a total of 0% of students choosing these options. Students were then asked to identify which tools they use more often than most to which the majority (60%) replied by choosing online databases and glossaries such as WordReference and Linguee whereas the remaining 20% of participants did not choose a preferred tool.

Types of technological tools used in exams

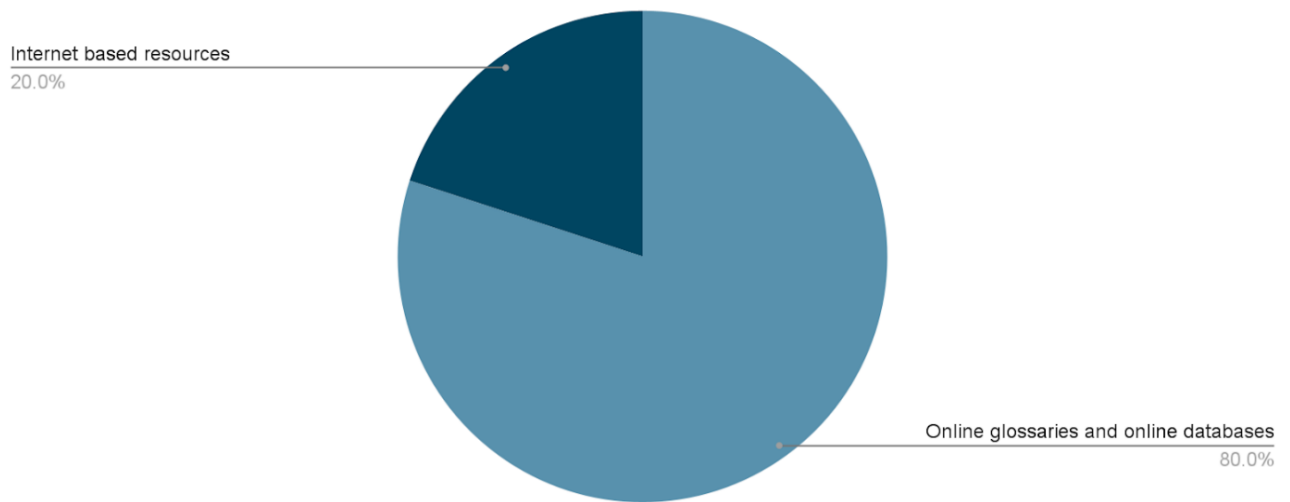


Figure 3: Types of technological tools used in exams by Students

Students were asked if they were allowed to use such technological tools in their examinations to which one hundred percent replied “yes”. Of the technological tools listed, online glossaries and databases as well as internet-based resources were the only ones students were allowed to use in an examination setting.

How user-friendly are these tools

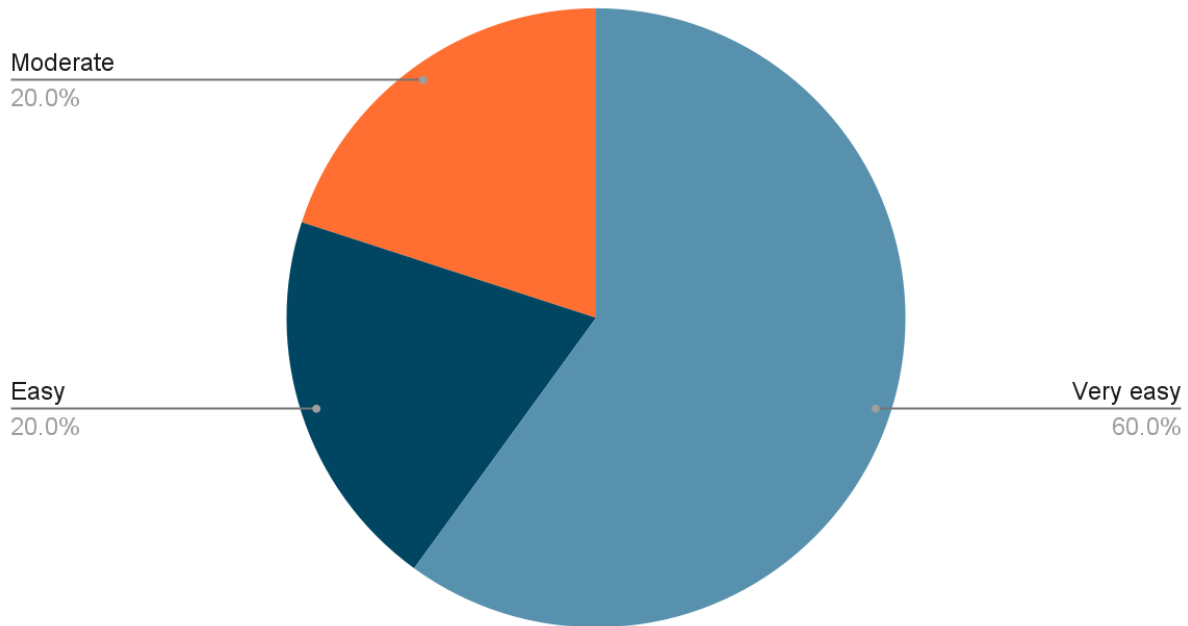


Figure 4: Students' Perception on the User-Friendliness of these Tools

Another question placed on the online survey asked students about the user-friendliness of the technological tools they use. With options ranging from very easy to very difficult, 0% of participants found these tools “somewhat hard” and “very difficult”. Thus, the remaining choices were chosen by students, with the majority (60%) classifying these tools as “very easy” to use. The remaining 40% was shared between “easy” and “moderate,” both collecting 20% of responses.

Do university students have accessibility to these tools?

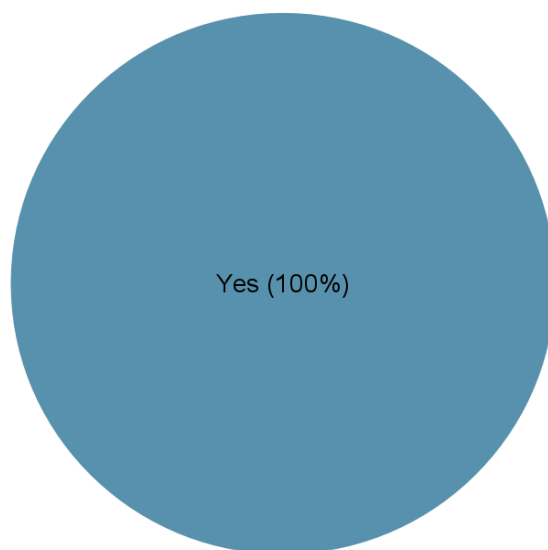


Figure 5: The accessibility of these tools to university students.

100% of students answered that they have easy accessibility to these tools due to multiple reasons. When asked why, students responded with the fact that they have an internet connection and access to a computer or laptop, thus making it readily available for them to use.

Students were also asked the question of whether they see themselves using these tools outside of their classroom or not, to which all of them responded yes.

Students' Response on the Benefits of using these Tools

Students were asked which of the tools mentioned above are beneficial to them and why. From the responses, it can be shown that students prefer certain tools as each tool provides different benefits and advantages. 40% of students chose internet-based resources as beneficial to them due to the fact that they aid in understandability and make learning easier. Online databases and glossaries were chosen by another 40% because of these tools' wide collection of vocabulary

and examples. The remaining 20% chose web applications such as Google Workspace and Microsoft Teams since these were tools used for group assignments during classes.

Finally, participants were then asked if these tools enhanced their academic performance and how to which 100% of participants responded by saying these tools affect their academic performance in a positive manner. Responses on how these tools were able to accomplish this varied with 40% highlighting that it makes translation easier due to faster access to vocabulary, synonyms and phrases along with worldwide information. 40% said that the use of these tools helped them to understand new words and concepts while the remaining 20% said the accuracy of these technological tools can allow for greater academic performance.

Types of Technological Tools Used by University Lecturers

Interviews were conducted amongst four (4) lecturers at the Mona, Cave Hill and St. Augustine campuses of the University of the West Indies. Interviewee 1 is the course coordinator and lecturer for the translation courses provided at the Mona campus for their Masters in Translation, as well as the lecturer for SPAN 2503 and SPAN 3002, their Spanish to English translation courses at the undergraduate level. Interviewee 2 teaches the two Spanish translation courses offered at the undergraduate level, SPAN 3504 and SPAN 3505, at the University of the West Indies, St. Augustine. Lastly, interviewee 3 and Interviewee 4 both work at the Cave Hill campus for the University of the West Indies in Barbados. Interviewee 3 is a lecturer for the Spanish translation course, SPAN 3505, and Interviewee 4 is the lecturer for the French translation course, FREN 3101, offered at the undergraduate level at the Cave Hill campus.

All four interviewees were interviewed in order to identify which types of technological tools are used in their classrooms and how these tools can aid their students in their professional

and academic lives. It is important to note that due to the COVID-19 pandemic, each of the classes mentioned currently take place online through the use of existing technologies such as computers and phones in order for students to access their course material and attend their classes.

Internet Resources

The most common tools that were used by all the lecturers at each university were online databases and glossaries as well as internet-based resources such as YouTube. Web applications such as Google Workspace and Microsoft Office were also commonly used as students and lecturers would use these platforms to submit assignments and other learning material. The university's main teaching platform, MyeLearning, acts as the main learning environment in which students are able to access the necessary resources for their courses. In addition, interviewees 1, 3 and 4 state that the use of a discussion forum is implemented into one of the activities of the course where they are given a proposed question or topic and students are able to employ their own research skills and share different perspectives with the other students.

Interviewees were then asked how often these tools are used in their teaching practices to which all of them replied saying that they are used almost every day in the classroom. The frequency at which these tools are used can be seen through the incorporation of them into the teaching of their course material. Each interviewee expressed that they include assignments and activities that require the use of these tools. Interviewee 4 also explains that they use video resources pulled from credible sources such as the American Translators Association (ATA) in order to teach particular lessons as well as using videos for other topics present within the course outline. In addition, each interviewee highlights the use of internet-based resources and online

glossaries that students would have also found on their own to aid in their independent learning that they assume students would use often. Interviewee 1 says that these tools are “embedded” into the course with tools such as online dictionaries and databases being a part of everyday learning.

Translation Technologies

Interviewees acknowledged that students at the undergraduate level do not interact with computer assisted translation (CAT) software but explained that students are aware of its existence.

The use of translation software such as Trados is exclusive to the postgraduate degree in translation at the Mona campus. Students belonging to this postgraduate degree have increased interaction with these tools due to the level at which they are learning. Interviewee 1 notes that this MA in Translation does not include any form of technology-driven course but has sprinkled these technologies throughout the teaching of the course material across this post-graduate degree. Interviewee 1 explains that students can interact with Trados for a few weeks so they can get familiar with the software. However, the university is currently working towards obtaining the license for said software so that students can have unlimited access.

In addition, Interviewee 1 explains that their undergraduate classes were given the task of using the subtitling software, Aegisub, for an assignment. Interviewee 1 and Interviewee 4 also incorporate the use of Machine Translation (MT) through a post-editing activity. Students are given texts from MTs such as google translate where they are instructed to edit the output produced by the machine in order to understand how MT and translators can co-exist.

Lecturers' Responses on the Advantages of these Technological Tools

When proposed with the question of which technological tool they think would be beneficial to them in their professional lives, the general consensus from each interviewee was that it would depend on the type of translation they are required to do. Interviewee 1, along with interviewee 2, elaborate that web applications such as Microsoft Office and Google Workspace, online databases and online glossaries can act as beneficial tools if students do plan to pursue a career in translation. Interviewee 4 explains that large companies often use CAT tools and depending on the quantity of work given, CAT tools can operate as essential tools for a professional translator. Interviewee 4 also adds that these tools make their lives easier by reducing the amount of time students need to obtain their information.

Incorporating these tools into the classroom environment suggests that lecturers view them as beneficial to their students and their learning. When asked how exactly they think these tools are beneficial, the interviewees provided a variety of responses. Interviewees 3 and 4 suggest that a student's ability to use these tools properly teaches them research skills. Interviewee 3 commented that during their classes, they demonstrate to students how intelligently and effectively use a search engine. Simple skills like this can enhance a translator's abilities in the workplace. Interviewees collectively agreed that the internet and its resources can be essential for teachers and students.

Accessibility to these tools also plays a substantial role in the learning environment and each interviewee believes that tools such as online glossaries and databases, internet-based resources and web applications are readily available to students. Interviewee 2 highlights that most online dictionaries are free to use and information via the internet is ready at hand for those who need it and all interviewees agreed that access to the internet and its many resources is

“quite easy”. However, interviewee 1 notes that CAT tools such as Trados are costly and may not be easily accessible to the average translator unless they are working for a large company or possess the funds to acquire their licenses.

Lastly, interviewees were asked their thoughts on which technological tool they think will always be needed by translators. Interviewee 3 discussed that as years go by, technology is rapidly evolving, and it is hard to predict which tool will always be needed. Interviewee 4 also shared this same idea and were unable to decide which tool they could foresee as being a necessity. However, Interviewees 1 and 2 believe that online glossaries and databases along with the internet, will always pose a necessary tool for translators.

The incorporation of technological tools in these courses are well integrated into the teaching and learning structure of the courses. Students use these tools in their academic lives whilst lecturers use these same tools in their teaching practices. The benefits of these tools range from enhancing their skills to aiding in time management where both lecturers and students can recognise the advantages these tools hold. The following chapter will further analyse the findings presented in this chapter.

CHAPTER THREE

Discussion

The previous chapter presented the data collected whereas this chapter interprets the data found in chapter 2 and analyses it against previous research found. It presents trends and patterns found in the data collected by the students and teachers of the translation courses at the respective tertiary level institutions chosen. Data collected from teachers suggest that lecturers at all three campuses incorporate some form of technology in their teaching. These tools vary from the use of internet resources to translation software and are used to aid in teaching of the course material.

Discussion of Findings

These results, consistent with a number of previous studies, proved that students and teachers both acknowledge that the incorporation of technological tools in the classroom possess many benefits. Trends emerge amongst the responses from both groups with students and lecturers providing similar answers to the questions provided. It can be concluded that a majority of students have the privilege of using a variety of technological tools in their translation studies as a result of the additional advantages these tools can provide in their academic lives. According to their justifications, these tools can make the learning process much easier for them on many levels. It has also been noticed that some students may prefer certain tools over others such as online databases in comparison to web applications and employ the use of these different resources through different strategies (Abdelouhad 41).

With respect to the contribution of these tools in the teaching environment provided in these courses, lecturers at the universities agreed that computer assisted translation tools (CAT)

tools can act as crucial tools in their professional lives (Erwen and Wenming 16, Odacioglu and Kokturk 1087) and that the internet along with the multiple resources it provides, acts as a fundamental tool in the classroom that possesses a variety of information and resources (Khakimullina et al. 247). Responses from lecturers and students on the benefits of these technological tools coincided with one another. However, students' responses did not comment on the benefits of CAT tools and other types of translation technologies and were focused on the other groups such as internet-based resources, online databases and glossaries and web applications.

Students' lack of comments surrounding the use of translation technologies can be due to their limited interaction and use of them in the classroom. Extensive CAT tools, such as Trados, are not taught to students at the undergraduate level of each university as explained by lecturers. On the other hand, lecturers have incorporated the use of subtitling software such as Aegisub into specific class activities as well as Machine Translation (MT) but these activities are very limited as the teaching of the course does not rely on these translation technologies.

On the other hand, access to the translation software is seen at the postgraduate level at Mona campus of the University of the West Indies. This access, however, remains limited and students are only able to engage with the software for a few weeks at a time. As explained by their lecturer, due to the high cost of this resource, the university is unable to meet the monetary requirements to obtain this software which has been discussed in previous articles surrounding the limitations such as funding and the slow processing within universities to implement these translation technologies, especially in the context of the Caribbean (Austermuehl 327, Marshman and Bowker, Anton 141).

Previous research has demonstrated that accessibility to these tools also play an important role in the use of them in the classroom and in the academic lives of the students (Kamal 11, Stoian and Simona, 5346). With respect to internet resources, online databases and glossaries and web applications, students and teachers share similar views and noted that access to these tools is readily available once they have the necessary equipment. This can also explain students' use of this technology outside of the classroom in their independent work (Noytim 188). Students therefore feel more motivated towards their studies due to the fact that accessing and retrieving the necessary information does not prove to be a tedious task.

As previous studies determine that CAT tools and other types of translation technologies hold many advantages in professionalizing translation students (Odacioglu and Kokturk 1087, Ivanova 133, Erwen and Wenming 16) it raises the question of why the incorporation of these translation technologies and software are so limited. From the translation courses available at the undergraduate and postgraduate level, none of them are technology-based and emphasise on the teaching of translation technologies. Although activities throughout the campuses include interactions with Machine Translation and CAT tools to a certain extent, their knowledge of these tools are limited. Thus, students would be unable to learn the necessary skills required to operate these technologies at an advanced level. It can be noted that lecturers themselves have acknowledged and agreed on the idea that these technologies can be very beneficial. Although certain limitations affect the use of these technologies, integrating these CAT tools and other translation software into everyday curriculum can definitely assist students in their translation studies and prepare them for their future endeavours in professional translation.

Apart from the lack of translation technology integration, the use of the internet and information communication technologies seem to be very well embedded into the teaching of

these translation courses as well as embedded into the academic lives of students. The use of these tools in the classroom can allow students to familiarize themselves with the types of tools they can use to enhance and improve their translation skills. These students rely on different technological tools in their independent study that assist them in their academic pursuits and tasks. The incorporation of technology can also aid lecturers in their traditional teaching methods in order to make the learning experience more efficient and comfortable for themselves and their students. Given the evidence provided in the literature review and the results obtained from this research, the addition of technological tools in the translation courses provided by the tertiary level institutions in the Caribbean can act as an important step in the education of translation.

It is evident that the integration of information communication technologies is ingrained in the teaching of these translation courses across three of the UWI campuses in the Caribbean. The use of translation technologies and software seem to be used sparingly within teaching practices but are at least introduced to students at the undergraduate and postgraduate level. These technological tools have been acknowledged by both lecturers and students for the multiple benefits they provide to both groups. The following chapter concludes this research paper and suggests recommendations for future research.

CONCLUSION

Translation studies in the digital age have created new resources and strategies that can be incorporated into the classroom. With the introduction of these technologies, it is important to analyse the use of these tools within the learning environment of translation courses and its effects on translation students. It is also important to understand what type of support these tools provide in their academic and professional lives.

By questioning students and lecturers on the type of technological tools used in their courses, it was established that the use of internet resources, web applications, online dictionaries and online glossaries are among the most used tools with certain translation technologies and software along with limited interaction of translation technologies and software. This research also determined the level of support these technological tools provide to students. The use of these tools suggest new ways in which students can enhance their learning experience as well as how they can coexist with these tools in the digital world. Lecturers can also understand the positive effects and benefits of using these tools in their teaching practices. Thus, lecturers and students belonging to these courses in the future can use this research to support the implementation of these technological tools. Tertiary level institutions across the Caribbean can also understand that reducing limitations that prevent the implementation of translation technologies, such as funding, should be seen as a priority in order to enhance the quality of learning in their translation courses.

Not every student enrolled in the chosen translation courses wished to fill out the online questionnaire and this proved to be one of the limitations in the research and resulted in a small number of students volunteering to provide feedback. In addition, the two Spanish translation

courses (SPAN 3504 and SPAN 3505) at the University of the West Indies, St. Augustine, are not currently being offered so receiving student feedback would have been impossible to obtain.

Recommendations for Future Research

Future research into analysing the use of technology in tertiary level institutions should focus on gathering feedback from other universities in the Caribbean as well as paying more attention to the benefits of using the internet and internet communication technologies in the realm of translation studies specifically. Furthermore, while this research investigated the support these tools provide, other quantitative and qualitative studies are required to gain an insight into the disadvantages of using these technological tools in the academic lives of translation students as well as examining students' attitudes towards the introduction of translation technologies into the courses.

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APPENDIX A

Sample of Online Questionnaire

1. What motivated you to do a course in translation?
2. What type of technological tools are used in your classes?
 - Internet based resources
 - Translation software
 - Web applications
 - Translator forums
 - Online databases and online glossaries
 - Subtitling software
1. How often are these tools used?
 - Very often
 - Often
 - Rarely
 - Never
1. Are there any specific technological tools that you use more often than others?
2. Which of these tools are most beneficial to you and why?
3. Are you allowed any of these technological tools in examinations?
 - Yes
 - No
1. If yes, please specify which tools you are allowed to use?
1. How user-friendly are these tools?

- Very easy
- Easy
- Moderate
- Somewhat hard
- Very difficult

1. As a University student, do you have easy access to these tools?

- Yes
- No

1. Please state why

2. Do you see yourself using these tools outside of your translation courses?

- Yes
- No

1. Do you know if these tools will be easily accessible after you graduate?

- Yes
- No

1. Do you think these tools enhance your academic performance and how?

APPENDIX B

Sample of Interview Questions

1. What type of technological tools are used in teaching your translation courses?
2. How do you incorporate these tools in your teaching practices?
3. How often are these tools used in class and outside of the classroom in independent practice by the students?
4. Which of these technological tools do you think will be used more often by the students in their professional lives?
5. How do you think these tools are beneficial for the students?
6. How accessible are these tools to students while they're at university as well as after they graduate from the University?
7. As technology evolves almost every day, and with the access to new programs and software, which of these tools that you have included in your courses will always be needed by your students?