

**Tensions between Robotic and Human Panoramas
of Translation: Uncovering English Learners'
Attitudes towards Translation Technologies**



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Summary:

The study aims at exploring the status quo of translation technologies in EFL classrooms, and translation instruction in particular, with the focus being on learners' attitudes towards them. Given the intricate nature of attitudes, this study opts for mixed method research paradigm in analyzing the collected data quantitatively and qualitatively. It examines the locus of translation technologies in EFL settings via the exploration of the contents of the subjects of computing and translation. Probing into English learners' attitudes towards translation technologies, it analyzed the data collected from a questionnaire administered to 38 learners of English (first year master students of literature and civilization, University of Mostaganem). Furthermore, it examined the data retrieved from a questionnaire administered to 10 university teachers of English to gauge their views about learners' use of translation technologies in EFL classes. The study reveals that that the contents of the subject of translation superficially and theoretically approach limited types of translation technologies. On the other hand, the contents of the subject of computing introduce the basics of computing which do not support the mastery of using translation technologies. It also elucidates the tight rapport between learners' technophobic attitudes towards translation technologies and their inabilities to use them effectively.

Keywords: Learners, Translation Technology, human translation, attitudes, beliefs

1. INTRODUCTION

In today's digital era, the debate shifted from the potential of the integration of technology in different fields into a search for effective ways for its employment. The integration of machines, devices, and softwares, to

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mention but few, brought an unparalleled change that metamorphosed various approaches to disciplines, including the didactics of foreign languages and translation practices. Now, translation technologies aid the translator (in this case, learners) to achieve the desired translation easily and effectively, however, when used appropriately. Nevertheless, the review of the literature is rich with regard to the importance of translation technologies in translation departments; nevertheless, their use in English studies departments remains neglected and unexplored. This study, via investigating English learners' attitudes and uses of translation technologies in EFL classes, opens room for reviewing the locus of translation technologies in the targeted contexts. Therefore, the problematic of this study springs from the interplay of translation technologies and didactics of English, whereby teaching and learning practices in EFL classrooms unveil a vivid tension initiated by the context of teaching about translation and ignited by the phobic attitudes that English learners develop towards translation technologies. In such a technophobic ecology, translation technology is attired the suit of inefficiency, and as such remains unexplored in EFL milieus. That being said, this study aims at probing into English learners' attitudes towards translation technologies, focusing on learners' use of translation technologies in translation practices. To explore the afore-mentioned aim, it puts the following questions forward: what are the attitudes English learners towards translation technologies in EFL classroom? Do learners of English use translation technologies properly EFL settings when performing translation tasks?

2. The Review of the literature

2. 1. Scientific Understandings of Translation Technologies

Translation technology is an umbrella term that covers various tools classified according to their purposes. These technologies are used to describe computer assisted translation tools. The tools that target general purposes include spelling, grammar, and style checkers. As to the specific tools, they include electronic monolingual and multilingual dictionaries, glossaries, terminology bases, translation memories and machine translation software (Mačura, n.d). In connection with this, *Dictionary of Translation Technology* defines translation technology as 'a branch of translation studies that specializes in the issues and skills related to the computerization of translation' (as cited in Chan 2004, p. 258). Surprisingly, the very idea of technology and its integration was questioned at the very inception of technology along various domains. However, gradually, it was gelled to the success and the fulfilment of practices and activities, including translation, most importantly. Howbeit, by now, it has become the focal point for other disciplines as it got momentum along the emergence of translation technologies, an interdisciplinary field that mediates between computer science and translation. It is significant to note that the shift towards translation technologies marked an alternation in relation to the ground of translation, whereby computers have become the new infrastructure for successful

2.2. Previous research

The Exploration of learners' attitudes towards translation technologies was documented in previous research on the topic. One may mention the study conducted by Alotaibi (2014) on student translators' attitudes towards computer-assisted translation. The author chose the College of Language and Translation, King Saud University in Riyadh as the context of the study, since in this educational milieu; the learners were introduced to computer-application in translation courses. The results of his study revealed that the interviewed learners showed reluctance and hesitance as to using these tools. These attitudes, he argued, were due to the learners' lack of practice of using them and teachers' discourses on the unreliability of these tools. Nevertheless, Alotaibi (2014) demonstrated through the findings of his study that, via effective learning about computer-assisted translation, learners might develop positive attitudes and confidence towards its use in translation practices. Moreover, these learners, before attending classes on computer-assisted translation, used to attire "perfect translation results to machine translation". Howbeit, by the end of the course, they developed cognizance about the significance of human assistance in refining machine translation products.

Another study was carried by Mahfouz (2018) who interviewed Egyptian students and professional translators about their attitudes towards computer-assisted translation. His study unveiled that the participants generated positive attitudes towards this type of translation, claiming that it facilitated translation. Nevertheless, the participants' views about computer-assisted translation differed, since some of them pointed at the easiness of using it for translation practices while others found it complex and difficult to master. This study also demonstrated that experience in using this type of translation enabled the users to master different types which fall within computer-assisted translation. Howbeit, the author emphasized the fact this experience of using different types of computer-assisted translation might generate negative attitudes towards computer-assisted translation.

A more recent study was conducted by Suwarni Wijaya Halim (2019) on Indonesian student translators of English Language and Culture Department of Bunda Mulia University. The study revealed that the interviewed developed positive attitudes towards translation technology. Moreover, the author suggested that they used these tools for academic purposes as well. The participants of this study mentioned that translation technology enabled fast and easy translation practices. It also enhanced collaborative work among student translators. As to the shortcomings of translation technologies, the participants pointed at the issue of maintenance and the restricted use of these tools to certain areas.

3. The Study

3.1. Research methodology

This study aims at exploring the locus of translation technologies at the Department of English Studies at Mostaganem University, focusing on English learners' attitudes towards translation technologies and their use of these technologies to accomplish classroom translation tasks. Given the intricate nature of attitudes, mixed method research method was used to analyse data and cross-check the findings. The data of this study were gathered from the ensuing research instruments: two questionnaires and the analysis of the contents of the subjects of computing and translation. The status quo of translation technologies in EFL classrooms and translation instruction was studied via the examination of the contents of the subjects of computing and translation. Moreover, penetrating learners' attitudes towards translation technologies and their use of these technologies in translation classroom practices were investigated via a questionnaire administered to 38 learners of English (first year master learners of Literature and Civilization, Mostaganem University). By the same token, another questionnaire was administered to 10 university teachers of English to gauge their views about learners' use of translation technologies in EFL classes. These teachers are not specialized in translation studies, but they carried research on the debated field and teach the subject of translation at the Department of English. The data gathered from them had been analysed, presented, discussed in tables and graphs, and cross-checked in relation to sound theories advocated in the review of the literature.

4. Results

The results of this study are presented and discussed in three main sections:

Section one: The locus of translation technologies in EFL Settings/ the analysis of the contents of the subjects of translation and computing introduced to 1st year master students of literature and civilization

Section Two: The analysis of learners' attitudes towards translation technologies and their translation practices

Section three: Teachers' assessment of learners' uses of translation technologies

4.1. Section one: The Locus of Translation Technologies in EFL Settings

4.1.1. The Significance of Translation Technologies for Translation

No doubt, the integration of technology fomented the development of different branches of study, namely translation, which by its blend with technology, became known as "computer assisted translation". This move forward benefited the scope of translation and teaching too. Not only did technology subsidize translation practices, but it also encouraged collaborative work among

individuals (Pym, 2012). This undeniable reality urged the integration of translation technology along the academic courses served to the learners. Howbeit, this inclusion should be carried by professional academics who would leave no stone unturned to achieve suitable results (Austermuhl, 2001).

In relation to the significance of translation technology, it is necessary to draw an analogy between translators in the past and today's. Translations, in the bygone years, did not necessitate training in relation to how to do a proper translation. Translation had been the only skill mastered by the translator. Howbeit, in current time, the would-be translators have the chance to undergo several trainings assisted by technological materials of translation. In addition to this, this generation of translators is exposed to various skills due to the intricate and rich nature of technology, including "computer programming, computer engineering, project managing, localization engineering, etc." Translation technologies display various tools for the translator, who when using them, produce a desired translation. These tools may be classified in three groups: technologies accumulating and aligning multilingual data for the purpose of repeated re-use, tools for data mining and information retrieval, and the tools of workflow and ergonomics (Esselink, B. ,2000, p.123).The first category is believed to provide the translator with several suggestions and alternatives, including solutions for various intricacies. The second type, in the same way, subsidizes the process of translation, as it fills in the gaps of information that lacks in texts. The third type joins various tools that serve many phases of translation, including "spellcheckers or text extractors, to sophisticated systems such as translation project management or collaborative platforms" (Vashee, 2009, p.12).

4.1.2. The Syllabus of Master Students of English (Literature and Civilization)

Master learners of English (literature and civilization) are introduced to various subjects along the first year. These subjects are American civilization, British civilization, American literature, British literature, research methodology, techniques of writing, "translation and computing". The upcoming part will thoroughly penetrate the locus of translation technologies in relation to the contents of the subjects of translation and computing. The purpose of the targeted analysis is to see if translation technologies are instructed and included in the programmes of translation and computing. The subject of translation is put under scrutiny along the discussion bellow.

4.1.2.1 The Contents of the Subject of Translation

"Does the programme of translation served to the learners of English foment the instruction of the targeted process via the use of translation technologies?" This is the interrogation that grounds this part of the study. Other paradoxical questions that ignited this study are: "Should machine translation be taught in the lectures of computing or the lectures of translation? "How can it be

done if the teachers of computing have English language deficiencies?” “And how can the situation be handled if the teachers of translation have computing deficiencies? This paradox would definitely determine the integration of machine translation in the syllabus of English. The table below displays the contents of the subject of translation:

The Contents of the Subject of Translation
1- Why do We Translate? The Need For Translation
2- The Effects of Environment on Translation
3- Machine Translation vs. Human Translation
4- Interlingual vs. Intralingual Translation
5- Techniques , Methods, History of Translation
6- The Relationship Between Translation and Linguistics
7- Domestication Vs. Foreignization
8- Functional Theories of Translation
9- Structural Approach Vs. Functional approaches of Translation
10- Machine Translation : Advantages and Disadvantages

Table 1: The Contents of the Subject of Translation

Indeed, a quick look at the content of the subject of translation is enough to show its richness. The diversity of the lectures covers various angles in relation to key-elements and touchstones about the very understanding of translation. The first lecture digs deeper into the needs for translation. This awareness is necessary for the learners to know the significance of translation. The richness of the programme is identified at the level of the historical backgrounds introduced in the fifth lecture. Interestingly, translation technologies are introduced via the lecture about machine translation. However, it is significant to note that the theoretical parts of the lectures overrule most of the classes. The inefficacy of teaching translation along the integration of technology may also spring from its pedagogy which does not balance between the theoretical parts and the practical ones of the lectures. Davies (2004, p.1) argued that “[p]reparation of trainers seems to focus either on a prescription of how translation should be taught – paradoxically, without giving any practical ideas on how to go about it – or on a description of what happens in translation, but not of what happens in the classroom” (as cited in Austermuehl , 2013,p.123).

Undoubtedly, the lectures of translation need to be subsidized by different activities in the classroom. Nord (2005, 211) shares the view and comments that “university training programmes must be general enough to enable their graduates to take up a broad range of activities, and specific enough to lay the foundations for a fast acquisition of any kind of special skills after graduation”. Another point that should be highlighted in relation to the disregard of translation technologies is identified in relation the classification of translation technologies at the end of the programme. Anthony Pym (2006) argues that the teaching of

technologies can be obstructed by many instructive practices. He comments: "Translation technologies are thought to be difficult, so they are placed toward the end of a program of study. This ensures that students first get used to translating without the technologies, and then have no time to get used to the technologies in their normal practice sessions" (p.145).

4.1.2.2 The Content of the Subject of Computing

The marginalization of translation technologies is lucid in the above analysis of translation studies. The incentive that motivated the exploration of the syllabus of computing emanates from the common denominator that gels both computing and translation technologies together. Technology is the common core that bridges between them. The tight link that affiliates both fields would logically yield to a potential that translation technologies may be located in a given section with the programme of computing introduced to master students of English. The contents of the subject of computing are outlined below:

Contents of the Subject of Computing
1- Introduction to Computing: Hardwares+ Softwares)
2- Word interface
3-Keyboard shortcuts
4- The option Paragraph

Table 2. The Contents of the Subject of Computing

A significant question that needs to be asked in relation to the instruction of translation technologies would be "Do students need to come to the classroom of translation technology as "empty vessels"? In the light of the previous discussions, it has become lucid that the integration of translation technology, to a higher extent, depends on various variables outlined earlier in relation to teachers' beliefs, where it was noticed that more often than not, there is a misalignment between teachers' beliefs and their actual technological and pedagogical practices. The teacher is just one side of the story of the phobic attitudes towards "robotic pedagogy". Students, too, turn to be among the touchstones of a successful integration and application of machine translation. In addition to the positive attitudes, they need to come to the classroom with certain computing skills. The knowledge that learners who aspire a successful manipulation of machine translation need to develop is stratified along three types: introduction to computer science, Information Technologies (IT), and language engineering. Unfortunately, the contents of the subject of computing does not excel the basics of computing which definitely do not help much in developing the mastery in using translation technologies, since they focus on the first type of knowledge that comprises awareness about the basic understandings about computing, including the software, hardware, data storage methods and

devices, as well as data management and output. It is considered to be a prerequisite for the acquisition of knowledge about the next two types of knowledge.

Computing syllabus needs to develop other competences and accounts for "Information Technologies (IT), the second type that helps the translator to produce professional high-quality printed material. The focus is placed on textual aspects, graphics and the presentation of printed material. It requires prior knowledge of computing, word processing and the presentation of slides. Language engineering comes to be central to the machine translation since it is concerned specifically with the processing of linguistic data by the computer. All these skills would enhance learners' translation competence which comprises various skills and knowledge. A significant illustration may be drawn from "a model developed by the "European Masters in Translation", a model that comprises: competences in business, languages, subject matter, text linguistics and sociolinguistics, documentation "", and technologies. This competence is called: "technological competence" (EMT Expert Group 2009, p.7).

4.2. Section Two: Learners' Attitudes towards Translation Technologies

This section delves into the interplay of both learners' attitudes towards translation technologies and their uses of them in relation to their translation practices. The premise that derives this part of the study emanates from the undeniable way positive and negative views chart learners' use of translation technologies. To cut it short, the learners who claim that translation technologies harm the targeted process are more likely to avoid using technological tools, and as such use traditional methods of translation.

4 .2.1. Learners' Understandings and Attitudes towards Translation Technologies

Not only do teachers take advantage of the technological boom; learners, too, have benefited from such a digital shift. The integration of technology in classrooms was fruitful at various planes as to learners' performances and academic achievements. The implementation of technology, according to the advocated literature surpasses the focus on developing certain skills for students. Per contra, its role is established on macro panoramas that mainly relate to using technology along the whole intellectual process. This idea is elucidated in the fact that effective integration of translation technologies "suggests a classroom environment in which computers were both prominent in the experience of students and employed in order that students grow intellectually and not merely develop isolated skills" (Becker, H. J. 1994; Berg, S. et al. 1998; W. Doyle, 1977).

4 .2.2 The Subject of Translation

The first question within the questionnaire targeted students' views about translation as a subject taught. The data gathered from the question "Do you find

the subject of translation easy or difficult?" revealed that the interviewed learners (100%) find the subject intricate. The second part of the question investigated the reasons why learners find the subject knotty. The feedback they gave was approached from the perspective of content analysis of discourse, and hence it had been stratified into two main categories linguistic, cultural and technical difficulties. As to the first category, the interviewed learners think that the lack of the mastery of foreign languages and the lack of cultural awareness make translation arduous and intricate. One of the learners commented: "Translator should have a baggage of vocabulary and to be bilingual and bicultural and respect meaning and linguistics (grammar, structure, roles).

4 .2.3 Learners' understandings of translation technologies

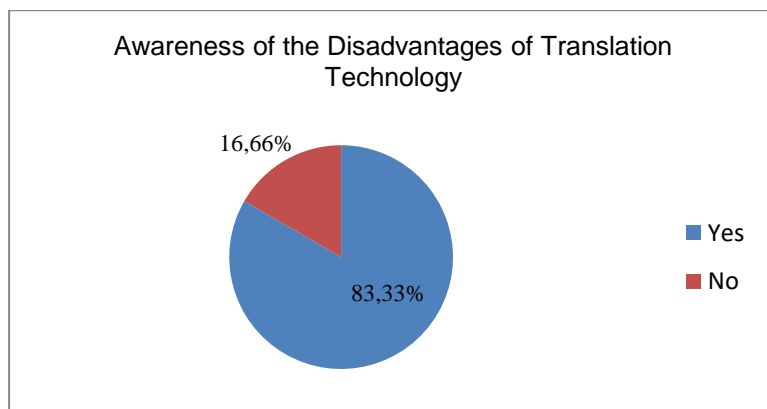
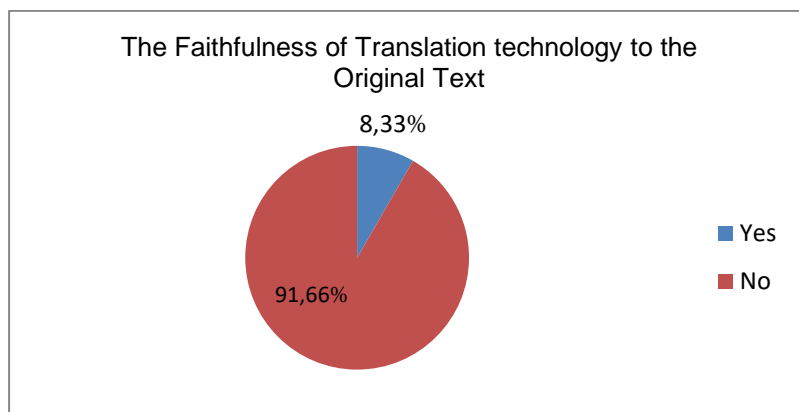
The second question targeted learners' understandings of translation technologies. The analysis of the collected information revealed that most of the learners develop cursory conceptions in relation the targeted technology. The first category of the learners defined translation technologies in relation to machine translation. One learner comments "Machine translation, those which we use them mostly in computers". In the same way, another learner adds: "Like machine translation". These learners seem to ignore the other types of translation technologies such as computer-assisted translation. The second category of learners gelled the concept of translation technologies to some tools and softwares they took synonymously with the outlined technology. This reveals that these learners do not know the difference between the two concepts. The ensuing comment elucidates the point: "Translating texts through the use of internet site like Google translation". Another learner exemplified the same view asserting: "E.g. the use of Google translation". The third category of learners, however, defined translation technology in relation to some pre-emptive negative and phobic attitudes. A student argues: "Translation technology is done by electronic machine which is not faithful". A close look at the understandings of translation technologies that the review of the literature advances would show that most of the learners have superficial ideas about what translation technology really is.

The adoption of translation technologies may be hindered by means of divergent barriers that basically stem from the user's psyche. Some users, though they live in the digital age, have surface understandings about computers. Moreover, their negative attitudes spring from the low quality they attribute to the machine translation (Mačura, n.d.). The second obstacle in relation to machine translation relates to the comparative analysis that the translator does continuously as the passage is being translated. This is the case since machine translation displays the translated text next to the original one. Here, the translator endures the burden of spotting the matches and the differences. In addition to the previously mentioned shortcomings, machine translation makes the technical aspects of translation overrule the linguistic and stylistic traits. This is

the case since machines provide the translator with various tasks for “formatting some data”. In doing so, they disregard the linguistic essence of translation.

4 .2.4 Learners’ attitudes towards machine translation

The next two questions were structured in relation to how learners perceive machine translation. The first one investigates learners’ attitudes towards the faithfulness and the unfaithfulness of the targeted tool. The second one tests learners’ awareness about the deficiencies of translation technologies. The data are showcased in the below-mentioned graphs:



Graphs 1 and 2: Learners’ Attitudes towards Machine Translation

Learners’ questioning the faithfulness of translation technologies (91, 66%) emanates from their strong beliefs in the superiority of human translation and the inferiority of machine translation. Therefore, a discussion about the opposing views in relation to both kinds of translation would enlighten the argument. “Can machine translation replace human presence? The question that ignited heated debates among scholars.

The move towards a new paradigm of translation was foreseen by Frank

Austermühl, who along the past decade articulated that this process, in a digital age, required novel and befitting strategies and tools (2001, p.1). The opponent view that outlines the advantageous nature of machine translation at the expense of human translation is grounded on the pervasiveness of the technological tools used by translators themselves to achieve fast translation and save time. Another point that foments the discussed view emerges from the utility companies find in using translation technologies to get immediate translations at lower costs. Vargas et al. (2011) points out, "machine translation is becoming a true alternative and an integral part of the (computer-assisted) translation process for many translation companies, as well as a true performance enhancer for big projects" (p.50).

Per contra, Wills (1982) expressed the view of the advocates of human translation commenting: "Whereas in human translation intelligence and language use are manifestations of dynamic interplay between a translator and the environment, a computer operates by breaking a task down into logical operations that can be carried out on binary numbers" (p.212). The previously cited quotation outlined the necessity of human presence in translation. Translation brings a connection between different environments and the translator. And since the translator is aware of the different aspects of the studied contexts, they can adapt the translation to the suitable context. This fluidity is absent in relation to computers. There are many other reasons why one cannot claim the replacement of humans by machine in all domains of life, including translation. To begin with, though machine translation is believed to do tremendous work in relation to the targeted process, it is invested, in most cases, in locating the text only. In addition to that, the productions of translation by machines need to be revised by the humans before giving them credit and validity.

Machine translation positively affected different life sectors and contributed to the flourish of divergent disciplines, a fact that cannot be denied. However, these boons did not overshadow the tension that emanates from translators' fears, shaped by the belief that machines would replace human beings. That being said, after the integration of machine translation, the translators reinforced their duties as they had identified certain imperfections within the machines.

4.3. Section Three: Learners' Use of Translation Technology

The third question targeted learners' use of translation technologies. Most of the surveyed learners (69.23%) confirmed their use of the debated technology. Only the minority of them disconfirmed the questioned use (30.76%). The second part of the question aimed at exploring the types of translation technologies learners refer to in doing translation practices. It had been noticed that most of the learners use the website "Google Translation". The second highest percentage of learners' answers pointed at using "Systran" to achieve a desired translation.

Some learners refer to some programmes of translation and websites undefined.

4.3.1. Teachers' Evaluation of Learners' Competence in Translation

Most of the surveyed teachers of English claim that learners of English (Master level) are not competent in the practice of translation (71.42%). Only the minority of the teachers believe in the ability of the learners to do the targeted task (28.56%). Paradoxically, most of the teachers claimed they do not teach about translation technologies. This leads to the following interrogation "May learners develop a competency in using translation technologies given the fact they are not taught how to do so?"

The third question of teachers' questionnaire aimed at identifying the shortcomings that teachers believe learners have along the practice of translation. The data gathered had been categorized with reference to the approach of "qualitative data analysis", and hence stratified in categories displaying different comments. To begin with, most of the teachers adhere to the fact that learners' inability to properly translate to the targeted emanates from their linguistic deficiencies. Teachers argue that learners fail in successfully doing the targeted task due to "the lack of linguistic package". Within the same panorama, some teachers contend that students "...don't master completely their mother tongue nor do they master the target language." The second category of data collection displays the cultural shortcomings. Some of the surveyed teachers admit that learners have serious cultural shortcomings in relation to the intercultural process. A teacher claims that learners inadequately translate a given passage due to "cultural differences". The third category subsidizes the issue of literal meaning that in most of the cases harms the translation across cultures. According to some teachers, learners "tend to translate word for word regardless the meaning. They also tend to think in their first language which is wrong."

The quality of translation processed via translation technologies hinges to a great extent on the way they are used. A question that aimed at evaluating learners' use of these tools had been provided to the teachers. Most of them claimed that learners of English (Master degree) do not know how to use these machines properly. The misuse may emanate from the over-reliance on the translation technologies. A teacher believes that "Students over-rely on such technologies, they don't even check". Under the same vein, another teacher admits: "I think that students do not know how to use it. They simply insert texts and wait for the translation and this is wrong practice. Students should insert short sentences, and then rewrite the paragraph text by themselves. Other teachers averred that learners misuse them since "students are technophobic".

Truly, in the past decade, technology was a source of heated debates as whether or not to integrate it. Howbeit, the issue of the 21 century is more concerned with the proper use of technology by the learners. McCain (2005) argues: "the use of technology in the classroom is not the critical issue facing education in the 21st century. [Rather], the issue of foremost importance is to

develop thinking skills in our students so that they will be able to utilize the power of technological tools to solve problems and do useful work" (p.84). A successful translation via translation technologies relies to a great extent on the appropriate use of them. Misusing them would definitely harm the targeted process. In relation, to the conducted study, it is noticed that most of the interviewed learners claim that translation technologies are created so as to do the job of translation instead of the individual. Most of the student (58, 33%) objectively responded to the question that targets the reliance on the machine translation or on their translator's linguistic abilities. (41%) of them negatively objected to the outlined question. The learners had been asked whether or not they are satisfied about the translation produced by the computer. The great majority of them (83, 33%) suggested that this kind of translation does not end up doing the desired translation. This lucid in the following comment: "Because it is not complete / it is partial / so I correct the mistakes to complete the translation". Only few learners (16, 66%) see that the produced translation meets their needs. Due to the unsatisfying quality of translation, learners believe that they are obliged to modify the produced translation (90, 9%). The modification, learners add, is two-type: linguistic and cultural. As to the linguistic part a student claims "I modify the structure of the text". In the same vein, another learner suggests: "Sometimes using our style of writing (using different words) and use exact terms". As to the cultural alternations, a student puts the following view forward: "Adding some cultural values."

5. Discussion

As indicated in the review of the literature section, many studies were conducted on attitudes towards translation technologies; nevertheless, most of them were carried at translation departments, restricting their use to professional translators. One may mention Alotaibi's (2014) study which targeted student translators' attitudes towards computer-assisted translation at the College of Language and Translation, King Saud University in Riyadh; Mahfouz's (2018) study which targeted Egyptian students and professional translations about their attitudes towards computer-assisted translation; and Suwarni Wijaya Halim's (2019) study which targeted Indonesian student translators' attitudes towards translation technologies at English Language and Culture Department of Bunda Mulia University. The current study, however, broadens the scope and the use of translation technologies as it takes the Department of English Studies as its main context. It suggests that translation technologies are needed in every context whereby language is practised, not limiting its use to translation department only.

When comparing the findings of this study with the results of the previous studies, certain similarities and differences are identified. To begin with, the exploration of the status quo of translation technologies at the Department of English Studies (Results: Section one) revealed that translation technologies are neglected. For instance, the analysis of contents of the subjects of translation and computing

introduced to 1st year master students of literature and civilization showcased that the theoretical part of the lectures overruled the practical one. Another point that should be highlighted in relation to the disregard of translation technologies is identified in relation the classification of translation technologies at the end of the syllabus. The disregard of translation technologies is also established with regard to the content of the subject of computing since it tackles superficial understandings of computing and does not account for the skills necessary for the debated technologies. However, at the Department of Translation Studies, as shown in the study conducted by Alotaibi (2014), the student translators are introduced to courses on machine translation. These courses exemplify the significance translation studies departments give to translation technologies.

The findings of the exploration of English learners' attitudes towards translation technologies (Results: second section) revealed that most of the learners perceive the subject of translation as difficult due to certain linguistic and cultural deficiencies. By the same token, it unveils the cursory understandings learners develop about translation technologies. The participants of our study, due to their unfamiliarity with translation technologies, seem to question the reliability of the translation produced by these technologies, believing in the superiority of human translation. However, given learners' acquaintance with translation technologies in both studies conducted by Suwarni Wijaya Halim (2019) and Mahfouz (2018), they believe that these tools make the task of translation easier and faster. By the same token, in Alotaibi (2014)'s study, these learners, before attending classes on computer-assisted translation, used to attire "perfect translation results to machine translation. Howbeit, by the end of the course, they developed cognizance about the significance of human assistance in refining machine translation. Under the same line of thought, Alotaibi's (2014) study showed learners' reluctance and hesitance as to using these tools. These attitudes, he argued, were due to the learners' lack of practice of using them and teachers' discourses on the unreliability of these tools. This section provides a possible answer to the first question addressed in this study (introduction) , suggesting that English learners do not develop negative attitudes towards translation technologies, but they seem to be unfamiliar with these types of technologies, questioning the reliability of the translation produced by these technologies, and believing in the superiority of human translation.. These attitudes, we believe, may be mitigated via introducing courses on translation technologies to translation subject.

The third section (Results: section tree) centred on English learners' translation practices and their use of translation technologies. It identifies a vivid paradox with regard to translation technologies in EFL settings. In other words, the interviewed teachers claimed their learners not to be able to perform translation practices effectively, arguing that many linguistic and cultural shortcomings are identified in their translation performances. The teachers also pointed at learners' overreliance on translation technologies in processing their translation tasks. This misuse, our study revealed, emanates from learners' beliefs that translation technologies are created to process translation on their own, without any human assistance. These unfounded beliefs may be identified in learners' attitudes towards the translated passages by

translation technologies which, they believe, are not satisfactory. They also underscored learners' inability to use translation technologies effectively. Nevertheless, most of these teachers argued they did not teach about translation technologies in their translation classes. This misuse of these tools is expected when considering the study conducted by Alotaibi (2014) on student translators' attitudes towards computer-assisted translation at the College of Language and Translation, King Saud University in Riyadh. His study showcased that his participants, though introduced to courses on machine translation, developed certain attitudes of reluctance and hesitance as to using these machines. The findings of his study demonstrated that effective teaching about machine translation would mitigate learners' reluctance and hesitance as to using them to perform translation tasks. Moreover, neglecting the significance of translation technologies in EFL settings is identified in English learners' poor knowledge about the softwares that enable translation practices, since they process their translation practices along Google Translation and Systran". Mahfouz's (2018) study demonstrated that experience in using this type of translation enables the users to master different types which fall within computer-assisted translation. This section attempted to answer the second question of this study which centres on learners' use of translation technologies in EFL classes to performance translation practices. Learners of English do not use translation technologies properly and effectively due to their beliefs in the superiority of human translation and the lack of classroom instruction about these technologies in EFL settings.

6. Conclusion

The study demonstrated a vivid disregard of translation technologies in EFL settings, compared to translation milieus whereby specialized courses are introduced to translation students. That being said, translation technologies may be supported in the appointed at contexts via enriching the contents of the subject of computing and emphasising on the savoirs and kills that enable an easy and effective use of translation technologies. Disregarding translation technologies is intensified as learners' attitudes are founded in relation to misconceptions about their use which instigate phobic perspectives towards them. It also showcased the fact that learners of English use these translation technologies in English language classes; nevertheless, they ineffectively use them given the lack of instruction on translation theologies in translation classes. This study emphasizes the need to include courses on translation technologies within translation syllabi to correct learners' misconceptions about translation technologies and to teach them how to use them effectively. Given these suggestions, this study invites other research to tackle designing courses on translation technologies that meet the needs of English language learners' translation practices.

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