

New Frontiers in Translation Studies

María Luisa Carrió-Pastor
Editor

Technology Implementation in Second Language Teaching and Translation Studies

New Tools, New Approaches

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New Frontiers in Translation Studies

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Chapter 1

Introduction

María Luisa Carrió-Pastor

A major idea of this volume is to make evident that teaching in higher education involves making use of new approaches and tools. This book will be of interest to researchers and scholars that are interested in the creation of materials to improve language learning deriving from experimental research. The chapters invite readers to consider topics that are of interests for higher education researchers and translators, who have shown they have a responsibility to study pilot groups and invest time in analysing students' responses to teaching techniques. Through this book we also discover universities are one of the best arenas for the analysis of the acquisition of knowledge in several areas through the lens of practitioners.

This work also sheds light on the fact that research on second language teaching at universities is frequently approached from two standpoints: language teaching (Wadhwa 2006; Pérez Cañado 2013; Fry et al. 2014; Li and Zhao 2014; Kelly and Bruen 2015; Read 2015) and translation (Kenny and Ryou 2007; Kearns 2008; Hubscher et al. 2012; Millán and Bartrina 2013; Kelly 2014). In the same vein, it may also be noticed that second language learning has been widely studied over the last 50 years, although not so much attention has been paid to second language teaching. Recent decades have seen that the second language output of learners attracts a significant amount of research (Cook 1991, 1993; Ellis 1985, 1992, 1997; Sharwood Smith 1994; Doughty and Long 2002; Saville-Troike 2005; Ortega 2007). Such research has focused on students more than on teachers, analysing the outcomes of teachers' training more than the methodology used in language teaching. Through this book particular attention is given to the development of teaching techniques that will improve second language teaching, placing greater emphasis on the input rather than on the output of language teaching.

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Readers will discover in the diverse perspectives of the contributing authors that the knowledge acquired in higher education related to the training of language teaching professionals is associated to language teaching, philology or translation. The skills and knowledge acquired may be differentiated in terms of the competencies that the professionals emerging from the training process will possess although it can be seen that in fact their main focus is on language communication. The topic in this book connects in a significant way with the disciplines of second language teaching and translation training as both are based on the application of linguistic knowledge to different professional fields.

In addition, this volume provides the basic principles of language teaching and translation but particular attention is given to the examples of how the implementation of technology can be useful to second language teachers and translators. The studies presented in the chapters of this volume will appeal to a wide readership, being particularly relevant to academics and practitioners with an interest in higher education. In addition, it may supply frequent opportunities to practice techniques and share many tips and insights into second language training for teachers and translators, as the studies cover many different applications and provide complete instructions to the use of technology in teaching and translating a language.

Thus, this book will engage scholars amongst others with an interest in highlighting the importance of the conceptual implications of the use of technology in language teaching. Nowadays it is a fact that the field of research of Computer Assisted Language Learning (CALL) (Higgins and Johns 1984; Warschauer and Healey 1998; Chapelle 2001, 2003; Bax 2003; Felix 2003, 2008; Levy and Hubbard 2005; Bax and Chambers 2006; Butler-Pascoe 2011) does not cover all the technological tools used in classrooms. This acronym was meaningful 30 years ago when computers were used initially in schools and the idea of changing the traditional way of textbook-based teaching was an innovation. Afterwards, different definitions of the use of technology in teaching have appeared, such as virtual learning environments, web-based distance learning, computer mediated communication (CMC), technology enhanced language learning (TELL), language learning in virtual worlds and mobile-assisted language learning (MALL) (Bush and Terry 1997; Dudeney 2007; Rüschoff, Chap. 3 in this volume). In a sense, the question that concerns us here is whether the implementation of new tools in language teaching could give rise to new language teaching approaches and new opportunities to teachers' use of material. Since the communicative approach became the most important method in second language teaching, language teaching researchers have focused on providing several proposals to apply the characteristics of this approach, such as Computer Assisted Learning (CALL) and Content and Language Integrated Learning (CLIL), etc., but no new language approaches or training methodologies have emerged. Perhaps this is unsurprising, as science has also focused on how to disseminate and apply ideas rather than on knowledge development, and this is the reason why we are said to live in the information age or communication era. The design and implementation of the digital material or environment may also be innovative, in the sense that a new approach may be

taken which has not been used by either previous non-technological or digital material for this particular topic or area of the curriculum.

Particular attention is also given in this volume to explore if the approaches applied in translation training make a valuable contribution to the implementation of technology. Some studies such as the ones published by Schäffner (2002), Hung (2002), Sawyer (2004), González Davies (2004), Tennent (2005), Gile (2009), Mitchell-Schuitevoerder (2013) and Frérot (2013) attest to important changes in translation training. The existing pedagogies at translator training programs should be surveyed and explored to apply the global challenges of the new millennium. There is a wide range of subjects related to translation training that may be covered. One of the most important ones is the impact that computers have had and are having on translation through machine translation and computer-assisted translation as the studies of Garzone and Viezzi (2002), Somers (2003a, b), and Samson (2005) indicate. In this sense, this book makes a valuable contribution to the field of technology implementation in translation training, complementing works in translation training. Readers with an interest in the impact of technology on translation training and the use of new approaches will find this highly readable book particularly valuable.

This work will appeal to language teachers and translator trainers who assume that the Information and Communication Technology (ICT) helps them stimulate language and translation learners. These scholars should not forget that they are really the ones in charge of encouraging learners to improve their skills through new methodologies and approaches. The role of teachers and trainers is to create opportunities and to support the tools they use for language acquisition and translation training purposes. In this sense, e-learning must help teachers and trainers in this aim, whether through electronic environments or tools, e-materials or the different approaches used in higher education classrooms. Thus, ICT should be used to support the fact that technology is being employed rather than using a non-technological approach that may attain the same end just as effectively. Digital methods should be used where they involve an innovative approach that cannot be achieved in any other way. Providing empirical evidence of effective outcomes of pedagogic approaches should show the effectiveness of technology in second language teaching and translation training.

Through this book, particular attention is given to technology that is the thread running right through all the chapters. The contributors are experienced practitioners and international experts that explain key aspects of second language teaching and translator training, together with the role of digital tools, social networking sites and virtual worlds. The main focus of the first part of the book is to reinforce basic principles and enrich understanding of second language teaching and translation training, exploring the impact of the implementation of technology on language. Next, in the second part, examples of the implementation of second language teaching strategies are provided in order to highlight the benefits of the use of technology. In the third part of the book, examples of the use of technology in enhancing translation training are provided. Finally, several conclusions are drawn

in order to provide some guidelines that can be applied by language professionals in their fields of interest.

In Part I, six authors describe the topics related to the most outstanding theoretical foundations and conceptual framework of second language teaching, translators training and the use of technology. In Chap. 2, Skorczynska Sznajder, del Saz Rubio, and Carrió-Pastor first provide an overview of the recent developments in second language teaching. The current methods in second language teaching are discussed, starting with a critique of the communicative language teaching approach. Other recent methods mentioned are form-focused instruction, instructed language learning and task-based teaching, as well as discourse-based approaches to second language teaching. In the second part of this chapter, the authors focus on the current hallmarks in the pedagogy of the language skills of listening, speaking, reading and writing. The authors consider that the present situation in the teaching of language skills is characterized by a decline of methods with prescribed classroom procedures, the importance of both bottom-up and top-down skills in second language learning, the applications of corpus-based knowledge about the English language to second language pedagogy, and the teaching of integrated and multiple skills in context. This chapter closes with the description of the opportunities provided by the use of technology in second language approaches and language skills. The authors emphasize the different tools used in second language teaching and the implications of the employment of technology from the point of view of the inputs and outputs in language teaching.

In Chap. 3, Rüschoff describes the role of language in intercultural communication and interaction as well as the current perceptions of the outcomes of language teaching, appropriate classroom practice and the potential role of digital technologies in language teaching. He focuses on the aims of language teaching, redefining them to provide evidence of the need to study a lingua franca as well as considering the development of intercultural communicative competence. He also considers further issues, such as the fostering of strategies of language processing and language learning competence, including empowering language learners, making language classrooms more engaging and using digital technologies in language teaching. For this author, technology is a way to make language classrooms more appealing and to stimulate language learners as it offers a variety of modes and authentic contexts.

In Chap. 4, Candel Mora explains how translation training involves issues and actors of various kinds. He emphasizes that information transfer has experienced a dramatic increase due to the influence of technologies applied to translation, which during the last 15 years can be viewed from two different perspectives. On the one hand, resources and tools have emerged that help streamline and improve the quality of translations and facilitate the work of the translator, whose activity must be organised according to financial criteria. On the other, the boom of new technologies runs in parallel with globalization and internationalization trends, leading to the need for translation of more texts and into more languages in order to reach as many users as possible. This involves a change in the translator's traditional set of tasks, and thus recognition of this is essential to any training

program aimed at translators who wish to keep up with the requirements of society. This author emphasizes the role of technology and compares the Information Technology (IT) tools available for translators, specifying the translator's workflow and the integration of technology into this workflow.

In Chap. 5, Yus Ramos describes the new portals of interaction on the Internet. He explains that there are many forms of interaction (chat rooms, instant messaging, web pages, etc.) that make up a continuum of options for contextualisation, ranging from the purely textual to the intensely multimodal. All of them influence the positive outcome of the interaction, which will be easier or harder to obtain depending on the level of contextual *saturation* that the specific form of interaction offers. He analyses, from a cognitive pragmatics point of view and, more specifically, from the cognitive perspective of relevance theory (Sperber and Wilson 1995), two forms of interaction on the Internet that have appeared and gone on to develop further in the last few years, not having been popular at the beginning of the millennium. On the one hand, he addresses the concepts of discourse and identity and their relationship with the Internet. On the other, he addresses the pragmatic consequences of the development of sites containing 3D virtual worlds. He also analyses self-identity, collective identity and interactive identity in social networking sites and virtual worlds, emphasizing the importance of technology in communication nowadays.

Part II includes several studies that propose the implementation of technology in second language teaching. In Chap. 6, Dolón Herrero and Fuster Márquez explain that the development of a wide range of competencies has broadened the horizon in impressive ways, turning the learning process itself into a richer experience. In this respect, the exploration of ways to enhance learner autonomy and teaching creativity is gradually gaining ground and resulting in new teaching practices. The authors believe that instructors need to be more open-minded and come to accept these ICTs as they provide greater learning and teaching opportunities. They also believe that it is necessary for university students to co-participate with teachers in planning the solution to a wide range of linguistic problems. In this sense, they describe a study of cross-curricular learning research that looks into their own teaching-learning experiences with corpus concordances. The authors evaluate to what extent technology, more specifically concordance tools contribute to the enrichment of students' learning experiences, calling on their learning role as researchers.

In Chap. 7, Llácer Llorca comments that, within the current European convergence process, the final goal is to transform an education system into one of learning. This implies that students must become more involved and undertake their studies in a more independent way, as they are supported by more active educational strategies, such as personalized tutoring, the use of new technologies, and teamwork. He suggests some possible strategies for the implementation of virtual learning curricula. Drawing on previous work on the adaptation of literary subjects, the author proposes new implementation modes –using ICT– of the objectives and competencies, as well as possible assessment strategies for the results of teaching, which is a new focus on higher education.

In Chap. 8, Alcantud Díaz describes in which way traditional portfolios have been used not only in the educational field, but also by many other professionals in other settings. The main aim of this chapter is twofold: first, to open a window to the world of the digital portfolio by presenting it as an instrument for use in training and assessment and second, to illustrate the real experience of the use of electronic portfolio in an English class. This is a project based on the methodology of *learning by doing*, using the virtual learning platform created by the University of Valencia, *Aula Virtual*. The author explains in this chapter how this platform helps teachers to implement technology and enhances new ways of using the web.

In the final chapter of Part II, Chap. 9, Jauregui Ondarra explains how pedagogical innovation can contribute to reshape foreign language education by integrating computer mediated communication, and more specifically telecollaboration to support meaningful foreign language learning processes. The author focuses on experiences drawn from different European projects at tertiary and secondary educational contexts and discusses the implications of telecollaboration for further research.

Part III focuses on presenting case studies based on the implementation of technology in translators training. In Chap. 10, Robles i Sabater explains that phraseological units (PUs) have not been part of the main core of linguistic studies until very recent times. He considers their knowledge and proper use is an unavoidable requirement for the successful socialization of a speaker in a new language community, as well as for those aspiring to master the translation of a language. In this sense, emphasis is placed on the convenience of including in the entries of online dictionaries real examples (extracted from computerized language corpora), which illustrate the different levels of description that have to be considered when a PU is used in a very concrete communicative setting. The author reviews the representation of PUs in the most common bilingual German-Spanish contemporary dictionaries and identifies the different types of phraseological information that these dictionaries contain. He establishes the existence of several levels of description, providing examples of lexicographic entries for a bilingual dictionary of German and Spanish phraseology. He believes that it is desirable to determine what other aspects of the behavior of a PU must be included in a dictionary and proposes a model which addresses how computerized corpora can be exploited through systematic search of a limited number of constitutive features shared by PUs in order to identify the specific usage conditions of each PU. He believes the use of computerized corpora should be taught to translation students in higher education, as this should be part of their training.

In Chap. 11, Maruenda Bataller and Santaemilia Ruiz explain that present-day market demands on translators in terms of competencies and specialisation have notably influenced the profession. In this scenario, content related to the acquisition of such skills must necessarily find their way onto translator training programmes and become part of teaching methodologies. From this perspective, the authors believe that translator training programmes must, in addition to ensuring a proficient command of the working languages, provide instruction in cross-disciplinary knowledge and skills such as documentation, terminology, correcting/editing, etc.

The authors introduce their own design of teaching materials for translation subjects in English studies, translation and interpreting. In particular, they focus on the configuration of a model for assessment with specific competency-acquiring indicators, combining methodological and practical approaches in the classroom. On the one hand, technical discussions of translation-theoretical notions are directly linked to practical issues in translation. On the other hand, the authors describe students' work on simulated translation projects involving their adoption of *professional* roles, where they learn to use ICT tools for creating translation memories, databases, subtitling, selecting documents, and publishing their materials online. The authors believe that the implementation of technology in the training of translators is essential as nowadays the work of translators entails the use of technology and new methods of processing information.

In Chap. 12 sees Suau-Jiménez and Ramírez Polo explain that information and communication technologies have improved our interaction processes, work and production. The authors consider that professional translation has been especially enhanced by this technological revolution and has even enabled the definition of a new research paradigm known as Computer Aided Translation (CAT). They attempt to blend the development of communicative (linguistic) and procedural (instrumental strategies) competencies with evaluative ones (professional self-assessment) in the teaching of scientific translation. They propose merging linguistics and technology in the teaching of scientific translation from the viewpoint of computer-assisted translation, i.e. of translators enhancing their work with the help of computer tools and the Internet. The authors have adapted these tools and propose three stages that comprise terms and language segments. The most important tools proposed are terminology and translation memory management software, together with the Internet. The linguistic element of this blending of language and technology is based on the identification of recurrent language segments and terms that the translator will have to store in the translation memory and the terminology management software in order to reuse them in future. These *language segments* are, on the one hand, communicative functions common to a single genre. They also propose other language segments formed by metadiscursive expressions and elements, which belong to the interpersonal function or register tenor. Their ultimate purpose is that translation students should acquire the appropriate linguistic and technological competencies in translation training in higher education.

Finally in Part III, Chap. 13, the concluding remarks of this book reflect on all the contributions to theoretical and empirical aspects of technology implementation in higher education for second language teaching and translation studies. The fact that new tools are rarely accompanied by the creation of new teaching and training approaches is remarked upon, as too much recent effort has been put into tools and too little has been devoted to changing teaching methods and approaches (Warschauer and Meskill 2000). Furthermore, the editor considers that few studies (Kurz 2002; Oxford and Oxford 2009) have focused on the role of teachers in the implementation of technology in the curricula at universities and this fact should be taken into account when designing new tools for language teaching or translators' training.

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