A NEW APPROACH TO TEACHING TRANSLATION IN DIGITAL ERA

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Absact: Although artificial intelligence/AI/ greatly simplifies the output efficiencies of non-professional translators, the number of professional translation services throughout the world has increased significantly in recent years. At the same time, translation teachers encounter new challenges in adapting and adopting running translation courses in new era, selecting new teaching methods for the sake of efficiencies.

Keywords: Blended learning, University, technology, effective teaching, AI, curriculum

All around the world, schools and universities should re-think and update teaching to adjust to technological changes and exploit their potentialities by means of hybrid teaching (Limone, 2013). Considering teaching in presence as absolutely good and online teaching as bad and necessary only during the pandemic is ideological, reductive and wrong (Ferri, Moriggi, 2018). If properly used in an ad-hoc pedagogical approach, technology represents an opportunity for students (Bonaiuti, Dipace, 2021), who can participate in training and updating processes and better adapt to changes.

Growth of the global translation market

Common Sense Advisory (CSA) -Massachusetts-based consulting firm specialising in language services, whose research results demonstrate the global language service market to have generated revenue at the level of 34.8 billion USD in 2013, nearly 37.2 in 2014 and 38.2 in 2015. The most recent data from CSA (DePalma et al. 2017) reveal a further growth in revenue from 40 billion USD in 2016 (DePalma at al. 2016) to 43 in 2017 (DePalma et al. 2017).

US Bureau of Labor Statistics (US BLS 2015) predicted a colossal increase of 46% in the number of jobs available within the LSP industry in the years 2012-2022. Its latest forecasts predict a 17% growth in employment between 2016 and 2026, with the average growth rate for all other occupations amounting to only 7% (US BLS 2017).

The growth has been stimulated by a number of factors, including globalisation and increased migration flows voluntary and nonvoluntary "circulation of people, goods, services, ideas and cultures" (Orlando 2016: 18), internationalisation of the economy or conflicts and natural disasters respectively, demand for professional language service provision has visibly increased. Following Cronin (2003), he also points towards people's increased social agency, i.e. involvement in intergovernmental and nongovernmental organisations operating worldwide to resolve problems relating to nature conservation, climatic change or renewable energy, as a catalyst for international communication and thus the implementation of translation and interpreting.

Professional translators working in-house within the structures of larger companies has been replaced with the 21st century's much more volatile reality, where self-employed, freelancing individuals perform specific tasks for translation agencies, get commissioned to perform jobs directly by their clients, and where they must cope with worldwide competition.

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[32] МУИС, ШУС, ИБАСТ

More and more freelance translators face competition from larger translation bureaus — many of them expanded through mergers and acquisitions — thus they need to join colleagues, form teams and perform translation jobs via telecollaboration.

The tranlators' skills may include: communication and media skills, teamwork skills, interpersonal skills, cultural awareness, flexibility, critical thinking skills or leadership skills. Increased interest in speedy delivery, even if it is achieved at the cost of quality, has spawned interest in the implementation of Machine Translation (MT), which requires translators to perform post-editing jobs rather than simply translating texts.

Pedagogical Approaches

A translation pedagogy places the student at the centre of the learning process, in the middle of the experience gathered through participation in authentic, or near authentic, telecollaborative translation projects where the teacher only occasions — rather than transmits — knowledge, which emerges in the course of the experience itself.

Thus we have to make amendments to translation course curriculum and syllabus highlighting post translation editing skills.

Thanks to social networking, learning could occur through peer-to-peer sharing, and the teaching content was diversified by the introduction of media-rich content (Desjardins 2011). This kind of learning is currently referred to as peeragogy (Corneli et al. 2016) — a distinct form of pedagogy which involves peer-to-peer learning, self-directed learning, as well as diffused and decentred leadership and assessment.

To respond to these changes and prepare students for highly specialised LSP jobs, completely new tools and further automation of the translation process, translator education will need to continue to implement student-focused work modes through which students will be able to learn how to independently seek, validate and update knowledge far beyond the point of graduation. So, we need to identify what aspects of machine translation issues should be included in curriculum and syllabus of translation course and what mistakes do machine translations.

Blended Learning: Combine traditional classroom methods with online resources, such as webinars, virtual workshops, and discussion forums.

Project-Based Learning: Assign real-world translation projects where students use digital tools to simulate professional workflows.

Simulation of Real-World Scenarios: Create tasks that mimic industry practices, such as handling client briefs, managing deadlines, and delivering translations in specific formats.

Error Analysis: Use examples from MT to help students develop critical thinking and learn to evaluate translations.

Interactive Learning: Incorporate quizzes, gamified exercises, and interactive modules to make learning engaging.

Skills to Teach

Technical Proficiency: Familiarize students with CAT tools, MT post-editing, and software localization platforms.

Digital Literacy: Teach how to evaluate the reliability of online resources, manage data securely, and understand copyright issues in the digital context.

Intercultural Competence: Use digital communication tools to connect with native speakers or international communities for language and cultural exchange.

Critical Thinking: Encourage the critical evaluation of machine-generated translations and human translations, focusing on style, accuracy, and context.

Linguistic Editing

Linguistic editing is done by a professional linguist non-native or native in the target language and with good command of the source language. The editor thoroughly checks the spelling, grammar, style, consistency, and fluency of the translated text, its completeness and accuracy of the translation, its appropriateness for the target audience, and adherence to any glossary and style guide.

Technical Editing

Technical editing is done by a specialist in the given area, one of our Subject Matter Experts, who check the accuracy and consistency of terminology, abbreviations, and other elements of text, as well as the completeness of the translation. Some of our technical editors hold both technical and linguistic degrees and work as both editors and translators.

Complex Editing

Complex editing (or two-step editing) involves two editors — one linguistic and one technical — in the translation process. This type of editing is highly recommended for medical, technical, IT, and other specialised texts with a marketing or legal nature.

Proofreading

Proofreading is usually a post-DTP (desktop publishing) revision, intended to eliminate any possible errors that might have occurred during layout. This includes review and correction of typos, misspelled words, grammatical errors, and layout issues.

Quality Assurance

Quality assurance (QA) is provided by another professional linguist who performs final checks of the translation. This includes a quick review of all text manually as well as automatically with various QA tools.

Quality Assessment

Quality assessment is a review (linguistic, technical, or both) and evaluation of a translation. The reviewer completes an evaluation report, recording all errors by category and type (critical, major, minor; spelling, grammar, term, etc.), counting the number of mistakes, and giving comments and estimation of the quality of the translation.

Back Translation

Back translation (or reverse translation) is recommended when quality is highly critical. Once the translation into the target language has been proofread, another translator translates the text back into the source language, without reference to the original source text. This translation is then compared with the original and if the new translation renders the meaning of the original source text correctly, the translation into the target language is considered accurate. However, using this and all other verification stages you can rest assured that your translation will be perfect.

Here, below I have chosen some common errors and mistakes done by Google Translate application when translating from Mongolian into English as examples:

- **Grammar and Syntax Errors**: Different languages have unique grammar and syntax rules. While translating, translators must remember differences in spelling, subject-object-verb agreement, and sentence construction. Sometimes, regional differences can change the way that syntax and grammar operate.
- For example, both the US and UK speak the same language, but there are underline multiple differences in grammar, syntax, spelling, and vocabulary. In American English, collective nouns are considered singular, like the band is playing. But it's more common to use the plural form in British English: the band are playing.
- АСУД-ын өвөг Аланууд Кавказын хойно байв. Бат ханы үед олзлогдсон Алануудыг Монгол руу илгээж, цэрэг, ахуйн ажил хийлгэх болсон нь Монголчуудтай цус холилдож, Асуд хэмээх аймгийг бүрдүүлжээ. Кавказын нуруунд үлдсэн Аланчууд нь Осетуудын өвөг дээдэс болсон.
- The Alans, the ancestors of ASUD, were behind the Caucasus. During the reign of Bat Khan, Alans who were captured were sent to Mongolia to do military and domestic work, which resulted in blood mixing with Mongols and the formation of the Asud province. The Alans who remained in the Caucasus Mountains became the ancestors of the Ossetians.
- **Mistranslations**: Mistranslations are often a result of a lack of research. This can happen due to oversight or lack of knowledge on part of the translator. Local differences need to be considered while translating. Translating the wrong word—like saying 'tram' instead of 'train'—can be a costly mistake if the target country doesn't have a tram service. Translators should also look out for false friends—words in different languages that have a similar form but different meaning, like English "rope" and Spanish "ropa" ('clothes').

- Юншээбүү түмэн нь Юань улсын үед үүссэн овог бөгөөд юань гүрний түшмэд гэсэн утгатай. **Батмөнх Даян хааны үед** баруун гурван түмний нэг болсон бөгөөд анх Харчин, Асуд, Юншээбүү гэсэн гурван аймгаас бүрдэж байгаад сүүлд доорх бүрэлдэхүүнтэй болжээ:
- **Yongshebu** people are a clan that originated during the Yuan Dynasty and means officials of the Yuan Dynasty. **Batmunkh became one** of the three western tribes during the reign of Dayan Khan. It was initially composed of three provinces: Kharkin, Asud, and **Yunsheebu**, and later it had the following composition:
- **Inconsistent Translation**: Some inexperienced translators may have trouble keeping a consistent tone of voice. This can lead to mistakes and translation errors. Improper use of tone, incorrect use of slang and idioms, and wrong placement of words can lead to inconsistency in translated material.
- If the source text is a formal academic paper, for example, the tone of the words in the translation should be professional and formal. Informal language isn't a good fit for technical material.
- **айлаас эрэхээр авдраа уудал** (зүйр цэцэн үг) хүнээс гуйхыг урьтал болголгүй өөрт байгаа боломжийг сайн судал гэсэн санаа
- **drink from the chest to find a home** (proverb) The idea is to explore the opportunities available to you without prioritizing asking people
- **Cultural Differences**: Language can't be accurately interpreted or translated without **context.** Around the world, each language has a unique interpretation according to its people's way of thinking, **local history**, living style, and geographic position. For example, the meaning of the word "**desert**" is completely different to the Maya (an open field) than it is to Palestinians (a dry, sandy area). Inadequate knowledge of cultural differences can lead to mistranslation.
- Эхээсээ хоцорсон хурга дагуулаад явж байгаа **хоточ банхар**
- **A villager** carrying a lamb that was left behind by its mother
- **Missing Context**: Another translation problem is a lack of context. Some translators and machine translation tools rely on literal, word-for-word translation. But this can be a mistake.
- The meaning of a word or phrase varies depending on the situation or the arrangement of words in a sentence. Whether you're "running" a meeting or "running" a marathon, your translators must know the exact context of the word "run" to understand the different meanings. Without good context, your translators may make more mistakes.
- **уул үзээгүй хормой шуух ус үзээгүй гутал тайлах** (зүйр цэцэн үг) а. Хэрэг явдал эхлээгүй байхад шантрах; б. Юмны учрыг олоогүй байж уурлах, үйл хөдлөл хийх
- take off shoes without seeing water / **уул үзээгүй хормой шуух- missing** / (proverb) a. Discourage before the incident has begun; b. Getting angry and acting out without finding a reason
- **Юншээбүү** нар нь Батмөнх Даян хаан, Мандухай сэцэн хатны үед дарагдаж бие даан бүлгээр оршин тогтнохгүй болж бусад түмэнд хуваагдаж сарнисан ч энэ овог одоо **үед Өвөр Монгол болон Монгол улс, ОХУ-ын Буриад нарын дотор өргөн тархсан байдаг.**
- **The Yunsheebu** people were suppressed during the reign of Batmunkh Dayan Khan and Mandukhai Setsen, and they did not exist as an independent group and dispersed among other peoples./ **Өвөр Монгол болон Монгол улс, ОХУ-ын Буриад нарын дотор өргөн тархсан байдаг. - missing**/
- **Localization of Language**: Not accounting for language differences can lead to translators using the wrong words in the wrong places. This can lead to multiple errors and detract from the quality of the translated piece.
- Certain words do not have an equivalent in another language. For example, the Japanese use the word "Yūgen," which means "a profound, mysterious sense of the beauty of the universe … and the sad beauty of human suffering." There's no word for this in English.
- Хотын даргаа **машины ченж нар** Монгол улсын иргэд шүү, юунд ингэж доромжлино вэ.
- The mayor and the **car mechanic are** citizens of Mongolia, why insult them like that?
- **Errors in Source Text**: To build a quality translation, translators need to have something good to work with. If your source text is poor quality, the translations will be low quality, too. All source

material should be proofread thoroughly. And any confusing or tricky words and phrases should be replaced with simpler wording for an international target audience.

- **хаха шууд ороод даргынхан суудлыг булаагаад суучихдаг гэнээ зүй ёсоор бол тэр дарга суудалдаа суух ёстой төрийн зарчим зөв үйлчилдэг бол**
- **Haha, the chairmen immediately go in and take the chair and sit.**
- **Jargon**: Even if you hire the most experienced **LSP** (language service provider), most translators won't automatically understand niche subject matter. You shouldn't expect translators to understand corporate jargon, insider terminology, or industry-specific acronyms. Overuse of jargon like this can lead to translation mistakes.
- Жишээ нь: **түгжилдэх** /зөвшөөрөөд араар нь муу үйл хийх/, **гахай зөөх** /жижиглэнгийн наймаа буюу их ачаатай гахай шиг цүнх зөөн наймаа хийх/
- For example: **getting locked up** /doing bad things behind the scenes/, **carrying pigs** /retail trade or peddling bags like a pig with a large load/
- Үгийн утгыг шилжүүлэх. Жишээ нь: **хошгируулах** /эсрэг этгээдээ хуурч хөөргөх/,
- Transferring the meaning of words. For example: to make a joke /deceive the opponent to fly/
- **Slang, Idioms, and Expressions: Slang** and figures of speech can be especially tough to translate. For example, if we tell someone not to get "cold feet," we're not talking about their state of mind--not their footwear. A literal translation won't make our meaning clear. A professional translator will need to know the local language to create a good substitute for a phrase like this. For example, they could use "don't get nervous" instead of the English source, "don't get cold feet."
- **чөмгөө дундартал зүтгэх -work to the core**

Conclusion

Teaching translation in the digital age involves integrating technology into the pedagogical process to enhance both the learning and practice of translation. A blended course can be broken down into three steps: it starts with lessons in presence; then students are encouraged to increase their learning using digital platforms; finally, it focuses on the 'learning community', that is a kind of learning based on confrontation among the stakeholders involved in the learning process. Therefore, blended learning as just described can coincide with the concept of complex learning, a way of active learning aiming at empowering the learner through a continuous activity.

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