

COMPUTER-AIDED TOOLS (CAT) LITERACY AT UKRAINIAN UNIVERSITIES: PRACTICES OF IMPLEMENTATION

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Статтю присвячено особливостям впровадження систем автоматизованого перекладу (CAT tools) в українських університетах. Анкетування представників індустрії та вишів дозволило визначити значення новітніх технологій в системі компетенцій письменного перекладача та визначити академічні прогалини в системі підготовки. Запропоновано комплекс інтерактивних заходів (цикл вебінарів) з підвищення рівня обізнаності з технологіями автоматизованого перекладу.

Ключові слова: перекладацькі компетенції, методика, системи автоматизованого перекладу.

Computer-aided tools practices of implementation at Ukrainian universities are in the focus of attention in this article. The industry and academy questionnaire survey defined technologies significance in the translator's competences system and disclosed gaps in the academic training. Interactive strategies (webinars series) have been conducted to raise awareness about CAT technology.

Key words: translation competences, teaching techniques, computer-aided tools.

The changes in the character of a modern written translator's work have been the constant concern of the author for more than 17 years in translation business and at the same time lecturing at a University [2]. The transformations concern the content translated, the tools used for translating and managing the process of translation, the stages of the translation process, time and quality requirements, the sources of linguistic, terminological and specialised data consulted by translators etc. The reasons of these transformations are globalisation and industrialisation of the translation process and translation market which result in higher quality requirements and higher translation volumes but shorter turnover times [4: xiv]. The translators have to be 'experts in multilingual multimedia communication engineering' able to translate texts in different formats and for different media, as well as able to use sophisticated CAT tools [4: xiii].

The aim of the article is to prove that training in CAT technologies should be an indispensable element of every translation training program if such studies are aimed to meet the real market requirements.

The objectives are:

- to describe the research on the translation market expectation towards the employee technological competences;
- to present translation market requirements that could be used as a guidelines to establish a modern translator's set of competences and skills;
- to compare market expectations with the academia reality in Ukraine;
- to suggest a way of improving situation.

The research embraced 48 university translation teachers from 21 universities and 117 translation industry representatives including 49 translation company representatives from 35 companies and 68 experienced freelancers. The respondents were suggested to fill in a questionnaire. So both parties were supposed to evaluate each of the 43 investigated competences ranking their professional relevance from 1 (least important) to 5 (most important). We will discuss only those out of the 43 questioned competences which were ranked high at least by one of the parties and trace how the "opposite" party ranked the same highly evaluated competence. Usually the results of the very same competence evaluation by the other party proved to be to be totally different: highly evaluated competences of one group of respondents were most often disapproved (or at least ranked not as high) by the other group.

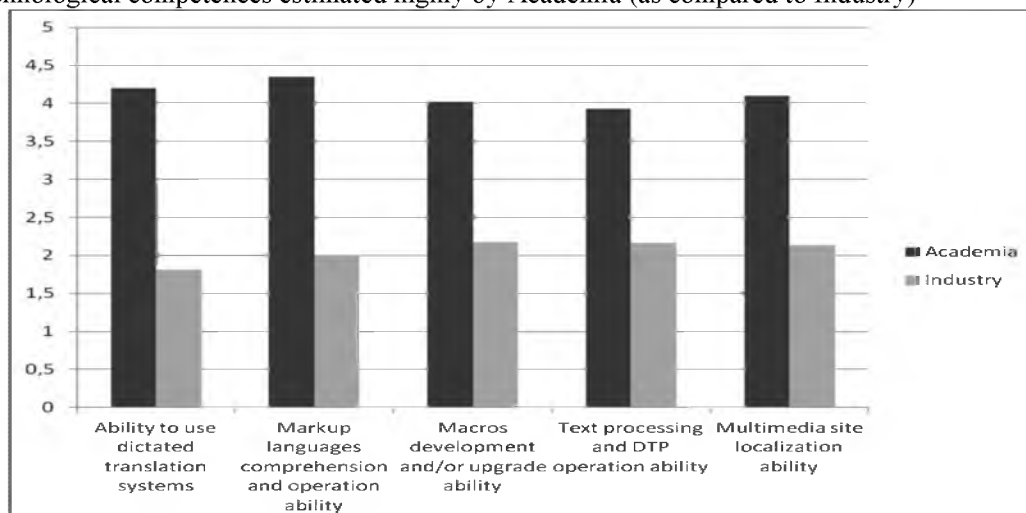
The idea of the questionnaire was partially based on EMT list of competences for professional translators [3]. It should be noted nevertheless that the whole competence system was thoroughly reconsidered with regard to the respondents peculiarities. EMT list of competences is suggested in a form of taxonomy that works perfect to see the entire gamut of a translator as an ideal concept. The system of competences suggested for the research was supposed to be more industry-oriented,

replicating the real process of translation with all the stages considered. Technological competences are in the focus of attention in this article.

According to EMT strategy, technological competences embrace: effective and rapid integration of software assisting in correction translation, terminology, layout, documentary research; creating and managing a database and files; adapting and familiarizing with new tools particularly for the translation of multimedia and audiovisual material; preparing and producing a translation in different formats and for different technical media [3].

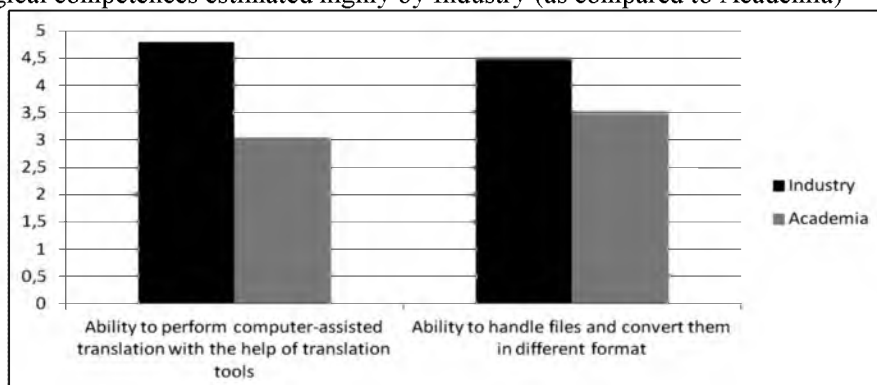
The technological set of competences evaluating of academicians and industry representatives shows the obvious gap. Diagram 1 proves that academicians strongly believe that the translators' professional life will make no sense without competences:

Technological competences estimated highly by Academia (as compared to Industry)



Tab. 1

Technological competences estimated highly by Industry (as compared to Academia)



Tab. 2

As seen academia and translation industry representatives pointed completely different competences as such which are important for the modern translator. The results lead to many conclusions. One of the main is that academia trains translators not the way that their future employers require.

The step towards bridging the gap between industry expectation and academia reality is an initiative “CAT for Grad” launched in September 2015.

The idea of the initiative is to uplevel technological competences of the would-be translators. The target audience – university teachers ready to provide their students with CAT courses.

The initiative provides an opportunity:

- to get free or discounted CAT-tools academic licenses;
- to choose the optimal solution among the suggested programs;
- to get free video-lessons and webinars directly from software developers;
- to learn the methodology principles of teaching CAT-tools;
- to consult the software developers directly on a regular basis.

During 2015-2016 seven webinars with CAT-developers: “CAT for Grad с Déjà Vu и Этьеном Тессьером”, “CAT for Grad with Memsources, CAT for Grad with MateCat”, “CAT for Grad with Across and Lissa Sum”, “CAT for Grad с SDL и Каспарсом Клявиньшем”, “CAT for Grad with memoQ and Tamás Ritter”, “CAT for Grad with XTM and Grant Blackburn” have been conducted with approximately 700 attendees present online [1]. The majority of speakers have been practicing teaching in their countries – consequently – the webinars are a chance not only to mentoring or advertising the product, but sharing professional experience at the same time.

The webinars series have been arranged to interactive communication: the participants exploited an opportunity to ask questions right on the webinars or – further on – through direct communication with the speakers.

The initiative resulted in launching a teachers-training process in three Ukrainian universities: V. N. Karazin Kharkiv National University, Borys Grinchenko Kyiv University, the National Aviation University of Ukraine. Since 2016 the course of CAT will be provided on a regular basis in V. N. Karazin Kharkiv National University, Borys Grinchenko Kyiv University. 2016-2017 will see the National Aviation University of Ukraine participation in the initiative.

It should be mentioned nevertheless that a translator’s expertise goes beyond only CAT-literacy. Our initiative is expected to be the first practical step towards the process of modernization.

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ВІДОМОСТІ ПРО АВТОРА

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Наукові інтереси: теорія та практика перекладу, зставна лінгвістика.