



**«ТІЛ. МӘДЕНИЕТ. АУДАРМА: ЦИФРЛЫҚ ДӘУІРДЕГІ
МӘДЕНИЕТАРАЛЫҚ ҚАРЫМ-ҚАТЫНАС»**

ХАЛЫҚАРАЛЫҚ ҒЫЛЫМИ-ПРАКТИКАЛЫҚ
КОНФЕРЕНЦИЯНЫҢ
БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ
МЕЖДУНАРОДНОЙ НАУЧНО - ПРАКТИЧЕСКОЙ
КОНФЕРЕНЦИИ

**«ЯЗЫК. КУЛЬТУРА. ПЕРЕВОД: МЕЖКУЛЬТУРНАЯ
КОММУНИКАЦИЯ В ЦИФРОВУЮ ЭПОХУ»**

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**«LANGUAGE. CULTURE. TRANSLATION: INTERCULTURAL
COMMUNICATION IN THE DIGITAL AGE »**



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ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ҒЫЛЫМ ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ
Л.Н.ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ

THE MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE REPUBLIC OF KAZAKHSTAN
L.N.GUMILYOV EURASIAN NATIONAL UNIVERSITY

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РЕСПУБЛИКИ КАЗАХСТАН
ЕВРАЗИЙСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ Л.Н.ГУМИЛЕВА



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«Тіл. Мәдениет. Аударма: цифрлық дәуірдегі мәдениетаралық қарым-қатынас» халықаралық ғылыми-практикалық конференция материалдарының жинағы, аударма, тіл, мәдениет және мәдениетаралық коммуникация салаларына қызығушылық танытқан зерттеушілерге, оқытушыларға, аудармашы-практиктерге, білім алушылар мен жас мамандарға арналған. Конференция барысында аударма, тіл және мәдениет, сондай-ақ мәдениетаралық коммуникация саласындағы зерттеулерді дамытуға байланысты маңызды мәселелер талқыланды. Конференция цифрлық дәуір жағдайында аударма және мәдениетаралық коммуникация саласындағы ғылыми зерттеулер мен практикалық тәжірибені ілгерілетуге ықпал ете отырып, халықаралық ғылыми және академиялық ынтымақтастықты, кәсіби байланыстарды орнату және нығайту мақсатында тәжірибе және білім алмасу үшін бірегей мүмкіндік берді.

Сборник материалов международной научно-практической конференции, на тему **«Язык. Культура. Перевод: межкультурная коммуникация в цифровую эпоху»** предназначен для исследователей, преподавателей, переводчиков-практиков, обучающихся и молодых специалистов, заинтересованных в области перевода, языка, культуры и межкультурной коммуникации. В ходе конференции обсуждались важнейшие вопросы, связанные с развитием исследований в области перевода, языка и культуры, а также межкультурной коммуникации. Конференция предоставила уникальную возможность для обмена опытом и знаниями в целях установления и укрепления международного научного и академического сотрудничества, профессиональных контактов, способствуя продвижению научных исследований и практического опыта в области перевода и межкультурной коммуникации в условиях цифровой эпохи.

The collection of materials of the international scientific and practical conference on the topic **«Language. Culture. Translation: Intercultural Communication in the Digital Age»** is intended for researchers, teachers, translation practitioners, students and young professionals interested in the field of translation, language, culture and intercultural communication. During the conference, the most important issues related to the development of research in the field of translation, language and culture, as well as intercultural communication were discussed. The conference provided a unique opportunity for the exchange of experience and knowledge in order to establish and strengthen international scientific and academic cooperation, professional contacts, contributing to the promotion of scientific research and practical experience in the field of translation and intercultural communication in the digital age.

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BRIDGING WORDS AND TECH: A COMPARATIVE STUDY ON TECHNOLOGY'S ROLE IN TRANSLATION CURRICULA

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Abstract. *Translation technology has become a cornerstone of the translation industry, influencing not only professional practices but also the educational frameworks that prepare future translators. This paper examines the significance of technology in translation education through a survey conducted among students at L.N. Gumilyov Eurasian National University and the University of Ljubljana. The survey aimed to capture, among other aspects, students' perceptions of the role of technology in translation, their confidence in using technological tools, and their interest in seeing more technology incorporated into their curriculum. Results indicate a high recognition of technology's importance and a strong desire for greater emphasis on technological training within translation studies programs.*

Keywords: *translation technology, translation education, computer-assisted translation, machine translation, curriculum development, digital competency in translation*

Аңдатпа. *аударма технологиялары тек кәсіби тәжірибеге ғана емес, сонымен қатар болашақ аудармашыларды даярлауға арналған білім беру бағдарламаларына да әсер ететін аударма индустриясының негізі болды. Бұл мақалада Л. Н. Гумилев атындағы Еуразия ұлттық университетінің және Любляна университетінің студенттері арасында жүргізілген сауалнама негізінде аударманы оқытудағы технологиялардың маңызы қарастырылады. Сауалнаманың мақсаты студенттердің аудармадағы технологияның рөлі туралы түсініктерін, олардың технологиялық құралдарды қолдануға деген сенімділігін және олардың оқу бағдарламасына көбірек технологияны қосу-қоспауға қызығушылығын көрсету болды. Нәтижелер технологияның маңыздылығын жоғары мойындауды және аударманы оқыту бағдарламалары шеңберінде технологияларды зерттеуге көбірек көңіл бөлуді қалайды.*

Түйін сөздер: аударма технологиясы, аударма білімі, автоматтандырылған аударма, машиналық аударма, оқу бағдарламасын әзірлеу, аударма саласындағы цифрлық құзыреттілік.

Аннотация. *Переводческие технологии стали краеугольным камнем переводческой индустрии, оказывая влияние не только на профессиональную практику, но и на образовательные программы для подготовки будущих переводчиков. В данной статье рассматривается значение технологий в обучении переводу на основе опроса, проведенного среди студентов Евразийского национального университета им. Л.Н. Гумилева и Университета Любляны. Целью опроса явилось отображение восприятия учащимися роли технологий в переводе, их уверенность в использовании технологических инструментов и заинтересованность в том, включать ли больше технологий в их учебную программу. Результаты свидетельствуют о высоком признании важности технологий и желании уделять больше внимания изучению технологий в рамках программ обучения переводу.*

Ключевые слова: *переводческая технология, переводческое образование, автоматизированный перевод, машинный перевод, разработка учебной программы, цифровая компетентность в области перевода*

Introduction.

Translation technology encompasses a wide array of tools, from computer-assisted translation (CAT) software to machine translation platforms and terminology databases. These advancements are pivotal in enhancing accuracy, consistency, and efficiency in translation work. However, the utility of such technology is not confined to professional practice alone. Its incorporation into educational settings is profoundly influencing the teaching of translation. In an academic context, translation technology serves as a vital component that equips students with the necessary skills to navigate the modern demands of the translation profession.

The infusion of technology into translation curricula is a testament to its value. Students familiar with such tools can adapt more readily to the industry's digital-centric nature. Moreover, translation technology is not just about the tools; it's about developing a new mindset where technology is a collaborator, not a competitor. It enables students to focus on the nuanced aspects of language that machines cannot grasp, such as context, cultural references, and creativity.

To gauge the current landscape of technology's role in translation and its instruction, a comprehensive survey was conducted among students from two different universities from two different countries (L.N. Gumilyov Eurasian National University and the University of Ljubljana), the aim being to determine what the potential differences and similarities are. This survey sought to understand students' perceptions and inclination towards technology, their confidence in using it, as well as challenges associated with adopting it, along with their interest in further technology integration within their curriculum. The insights garnered from this survey offer a unique vantage point into the interplay between translation technology and education, serving as a linchpin for the discussions to follow in the ensuing chapters of this paper. What is more, this information serves as valuable feedback for us educators. The upcoming chapters aim to dissect the nuanced dynamics of this relationship, and, in line with these findings, we plan to establish a long-lasting partnership between the universities aimed at exchanging good practices and experience.

Background.

The extent to which translators use computer aided translation tools may vary in different countries and communities. It may depend on the source and target languages, cultural specifics, the prevailing economic tendencies in a region, etc. Computer-aided translation is a constantly changing field, which adapts to the needs of end users and trains its corpora on the results of their translation work.

The aim of the present research is to compare the attitudes of future professionals in two communities (Europe and Asia), to outline their similarities and possible difference in this regard,

as well as to provide a piece of advice on probable further enhancement of curricula for translation studies departments.

Digital humanities and its part, digital translation studies, is a critical issue in Kazakhstan as a modern country in the heart of Eurasian continent with its vast range of international contacts. At the present time, the “Digital Kazakhstan” program is being actively implemented in the Republic of Kazakhstan. One of its key tasks is to increase the digital literacy of specialists in all fields of professional activity. [1]

Initially, with the advent of Google’s computer-aided translation resource in 2006, such tools did not inspire confidence among professional translators in Kazakhstan. The difficulty lay in the technology of the computer-aided translation programs themselves since they were based on statistics. However, the situation began to change dramatically in 2016 with the introduction of a special neural network technology “The Google Neural Machine Translation system”, which allowed programs to use the most modern teaching methods at that time to achieve rapid improvements in the quality of computer-aided translation. [2]

We consider that year the beginning of rapid development of introducing CAT tools into the curriculum of translation students. First, additional renewed topics on translation technologies have been added into such disciplines as translation theory, then the elective course on digital translation was offered for choice to the students of translation and interpretation studies. Finally, the “Digital Translation Studies” MA program was established in Gumilyov ENU in 2019. This course includes intensive studies of translation technologies based on the requirements of the modern translation and interpretation services market both in Kazakhstan and abroad. This market, in its turn, constantly influences the contents of the curricula which may be reflected in the survey results provided by the respondents.

In the translation department in Ljubljana,¹ digital translation has always been one of the pillars of instruction. The program has included the subject called Translation Tools (BA level) since its redesign in 2004, and this subject was complemented by another two (Termbase Management and Translation Project Management; MA level). In addition, all students are required to attend the course on computer literacy in Year 1 (BA) as well as a course in Digital Slovene Studies in Year 3 (BA).

In addition, 2022 saw the implementation of a new interdisciplinary study program Digital Linguistics,² which is intended for students who wish to work at the crossroads between linguistics and technology.

Analysis

3.1 Survey Design

The rationale behind this survey was to explore the subjective contours of technology adoption and utilization among future translation professionals. Recognizing the integral role of technology in contemporary translation instruction, the survey aimed to capture the nuances of students’ experiences with translation tools and the perceived adequacy of their current educational programs in preparing them for a technologically advanced workplace.

1. Please select your place of study
2. Please select your gender
3. Which year of study are you currently in?
4. What is your primary mode of translation: manual, partially technology-assisted, or fully technology-assisted?
5. Which translation software/tools are you familiar with or have used? (Select all that apply)
6. How do you perceive the role of technology in the translation process?
7. How confident are you in using translation technology effectively?

¹ <https://prevajalstvo.ff.uni-lj.si/en>

² <https://digiling.university/>

8. What challenges do you encounter when using translation technology? (Select all that apply)
9. Do you think the use of technology in translation affects the quality of the translated content? If yes, how?
10. In your opinion, what are the potential benefits of using technology in translation? (Select all that apply, if any)
11. How do you see the future of translation technology evolving?
12. Would you be interested in having more (translation) technology in your curriculum?
13. What suggestions do you have for improving your study programme, in terms of technology or otherwise?

3.2 Survey Results

This section presents the results of the survey. Due to the scarcity of space, we only focus on several aspects of the survey.

As Figure 1 shows, the distribution of students of is almost identical (n=55, ENU=27; UNI LJ=28). The following figure shows the distribution of respondents by university and gender.

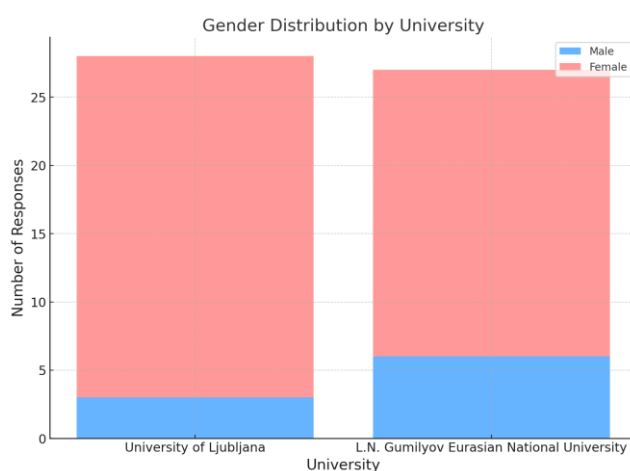


Figure 1: Distribution by gender and place of study.

As we can observe, female respondents strongly overshadow male respondents, especially in terms of UNI LJ. The distribution of students per study year is shown in Figure 2.

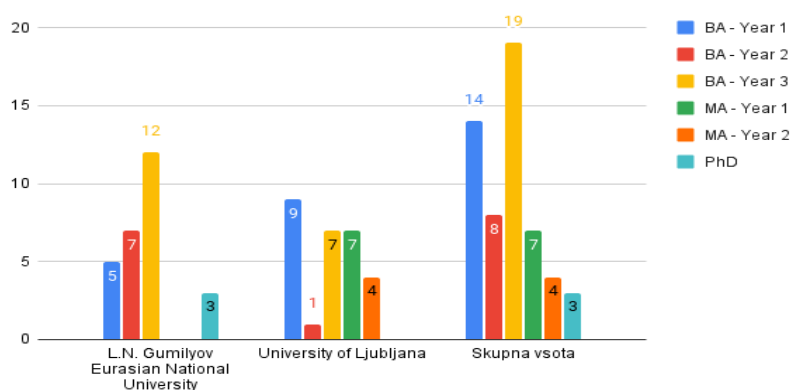


Figure 2: Distribution by study year.

As can be observed, the respondents were evened out in both universities, with BA Year 3 standing out in terms of frequency. We inquired about the mode in translation, which can serve as a starting point for further analyses. This is given in Figure 3.

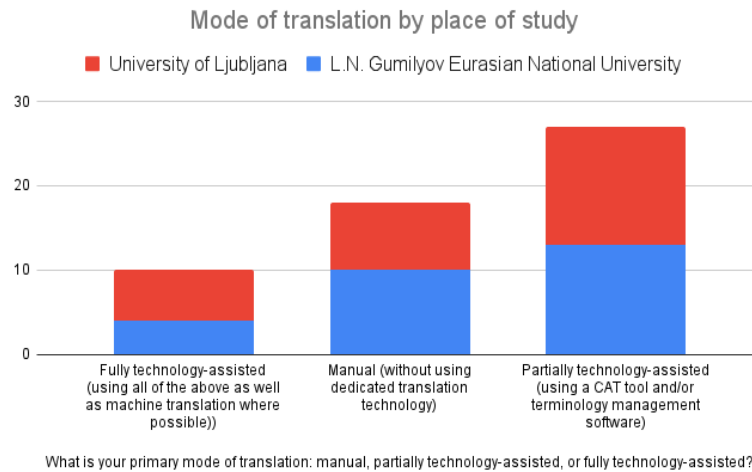


Figure 3: Distribution of students by mode of translation by place of study.

As we can see from Figure 3, there is a slight skew towards ENU in terms of manual translation and a slight skew towards UNI LJ in terms of fully technologically assisted translation. This brief overview of demographic data is meant as a guide to the distribution of respondents. In this paper, we only briefly describe two important aspects of the survey, i.e. the perception of the role of technology in translation and their views on the importance of technology in translation. The responses are presented in Figures 4 and 5.

How do you perceive the role of technology in the translation process?

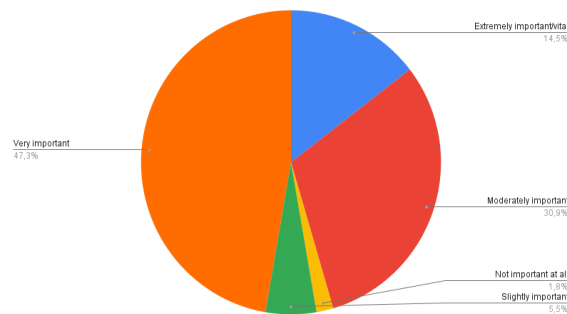


Figure 4: Distribution by responses by role of technology.

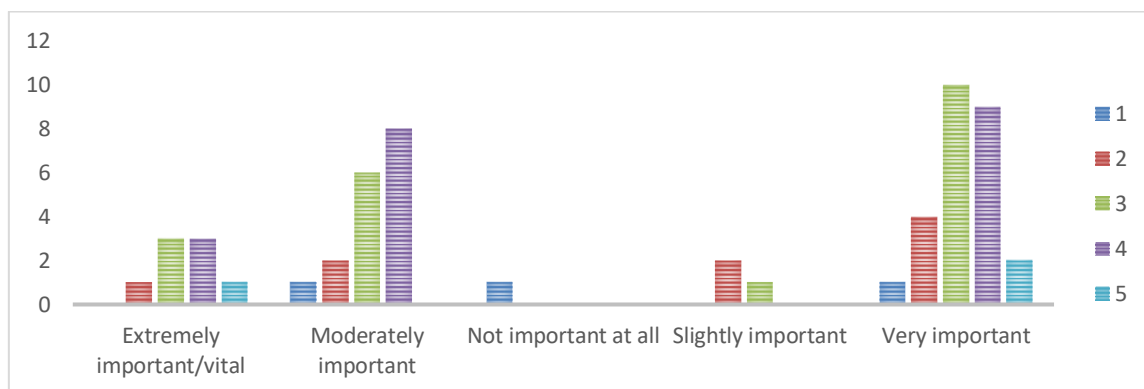


Figure 5: Distribution of responses by the views on the importance of technology in translation and the confidence in using it (numbered from 1 (lowest) to 5 (highest)).

As Figures 4 and 5 show, most students find technology moderately or very important, with those who find it only slightly important or even unimportant belonging to the lower tiers of self-perceived confidence. This means that the students who rated themselves higher in terms of being confident in using digital translation tools were also more likely to place more value in the role of technology itself. In addition, another important point is that the great majority of respondents

found that technology has at least moderate (30.9%), very (47.3%) or extremely important (14.5%) in translation, essentially making all other views (altogether 7.3%) outliers. When asked whether their curriculum should be more technologically oriented, the respondents were unanimous, as demonstrated in Figure 6.

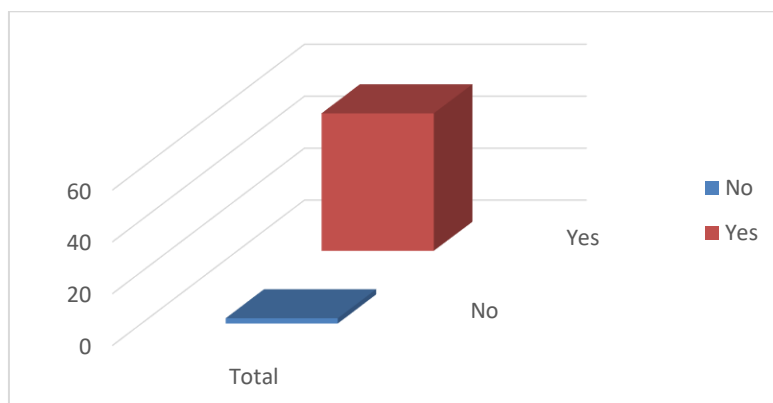


Figure 6: Responses to the question on the students' wish to have more technologically oriented content.

Discussion.

This very short, initial look into our survey results already offers a revealing glimpse into the current state of translation technology within academic settings. Students from L.N.Gumilyov Eurasian National University and the University of Ljubljana overwhelmingly acknowledged the vital role of technology in the translation process, with a substantial majority recognizing it as either 'Very important' or "Extremely important/vital." This consensus underscores a shifting paradigm in translation education, reflecting an industry increasingly dominated by digital tools and platforms. However, despite the recognized importance, there was a nuanced divergence in students' confidence levels. While some reported high confidence in using translation technologies effectively, others noted significant challenges, including quality concerns with machine translation and difficulties integrating technology into their workflow. These challenges point to a potential gap between the recognition of technology's significance and the practical competencies students acquire through their curricula.

Interestingly, the desire for more technology integration within translation programs was nearly unanimous. This near-consensus suggests that students not only understand the inevitability of technology's role in their future careers but are also seeking to embrace it through their education. It reflects a proactive attitude towards technology adoption, with an appetite for more hands-on experience, training, and knowledge.

The implications for translation education are profound. If translation programs are to prepare students effectively for the real-world demands of the translation industry, curricular innovations are necessary. There is a call for a more robust incorporation of technology into coursework, including practical training on a variety of translation tools, exposure to real-world projects that utilize these tools, and an emphasis on developing the critical skills needed to navigate the advantages and limitations of these technologies.

As the translation industry continues to evolve, so too must translation education. The findings of this survey act as a bellwether for change, suggesting that educational institutions should not only teach the use of translation technologies but also foster an adaptive mindset that prepares students to continuously learn and integrate emerging tools throughout their careers.

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