

## المشكلات الفنية التي يواجهها المترجمون المتدربون في استخدام أدوات الترجمة بمساعدة الحاسوب

دراسة حالة برنامج (SDL Trados Studio 2017).

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### خلاصة

تتناول هذه الورقة استخدام التكنولوجيا في الترجمة. هذا الاتجاه في تزايد الآن في مجال دراسات الترجمة وممارسات. تمثل ذاكرة الترجمة (TM) والترجمة الآلية (MT) اتجاه التكنولوجيا الحالي في الترجمة التي تم تطويرها لمساعدة المترجم في عملية الترجمة والتواصل. تبحث هذه الورقة في المشاكل الفنية التي يواجهها المترجمون المتدربون في الترجمة بمساعدة برنامج " SDL Trados Studio 2017". يفتر الطلاب في قسم الترجمة إلى الرغبة في استخدام "TM" (ذاكرة الترجمة) في الترجمة والحافز في تعلم المزيد عن تكنولوجيا المعلومات عامة. تهدف الورقة إلى إيجاد المشكلات الفنية التي يواجهها الطلاب عند استخدام البرنامج في الترجمة من اللغة الإنجليزية إلى اللغة العربية واكتشاف الأسباب الكامنة وراء مثل هذه المشاكل.

إن قلة المعرفة حول تقنية المعلومات عامة والتكنولوجيا المستخدمة في الترجمة خاصة هو ما أثار هذه القضية. هذه الورقة دراسة تجريبية من أجل تعزيز وظيفة أداة ذاكرة الترجمة في البيئات التربوية. بيانات هذا البحث عبارة عن استبيان وزع على تسعة طلاب. ويعد مكملاً للبيانات التي استخدمت للإثراء والحصول على إجابات دقيقة من الطلاب .

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قام الطلاب بترجمة نص من الإنجليزية إلى العربية بمساعدة البرنامج ( SDL Trados Studio 2017) و اجريت هذه الدراسة على طلاب جامعيين في الفصل الثامن، قسم الترجمة في جامعة طرابلس.

خلصت هذه الدراسة إلى أن الطلاب في قسم الترجمة واجهوا صعوبات :  
أولاً في إجراءات تغيير صيغ الملفات الترجمة .

ثانياً صعوبة استخدام "TMS" ذاكرة الترجمة التي لا تستخدم برمجيات شركة مايكروسوفت. لذلك ، فانه يجب الأخذ في الاعتبار عند تصميم المناهج ودمج برامج التكنولوجيا المستخدمة في الترجمة ، اختيار البرامج و التطبيقات مثل منتجات شركة مايكروسوفت المألوفة لدى الطلاب قبل انتقالهم إلى التكنولوجيا المتقدمة.

الكلمات المفاتيح. ذاكرة الترجمة ، الترجمة بمساعدة الحاسوب ، البيئة التربوية ، تدريب المترجم.

## **Technical Problems Encountered by Trainee Translators in Using CAT tools**

The case of (SDL Trados Studio 2017).

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### **Abstract**

The use of technology is gaining ground nowadays in the field of translations studies and practice. Translation memory(TM) and machine translation(MT) are two faces of the current technology trend in

translation, which were developed to assist the human translator in the process of translation and communication. This paper investigates the technical problems that trainee translators encountered in translating by assistance of "SDL Trados Studio 2017" software. Students at translation department lack both tendency to use the TM in translation and motivation in learning more about information technology. This paper aims at finding technical problems that students encountered in applying the software in English Arabic translation and discovering the reasons behind such problems. Meanwhile, it assumes that lack of knowledge about IT and particularly translation technology is what raised the issue. Data of this paper was collected by questionnaire that administrated to 9 students. As a supplement to data, which used to enrich the data and got accurate response from subjects. Students translated a text from English to Arabic by the aide of software named(SDL trados Studio2017). Subjects of this study are undergraduates in eighth semester at department of translation at Tripoli university. The results found that, students at the department of translation faced difficulties : in procedures of dealing with different text formats. Second, using TMs that don't run on MS word. Hence, in designing courses it's advised to choose what students familiar with such MS applications before upgrading to the advance technology.

**Keywords. Translation Memory, Computer-aided translation, Pedagogical environment, Translator Training.**

### **1.Introduction.**

In the era of technology, there is no doubt that all sorts of life rely heavily on machines. Indeed, translation is not different from other fields of study. So, translation experts and theorists make use of technology through integrating it in their business to cope with the latest changes. What does technology offer for translators?. It increases their capacity by means of a collection of tools. Those tools have a great impact on communication and translation Gile and Pym(2002). Translation memory TM and machine translation MT are two faces of the same technology which was developed to assist the human translator in facilitating the process of translation and communication. The former, is a linguistic database that stores translated texts and the corresponding source language. The latter , the process of translation is carried out fully by a machine. Since Translation Memory(TM) is concerned in this paper , Webb(1998, P5) emphasized that, TM is a multilingual database that comprises a segmented, aligned, parsed, and classified multilingual texts with option of saving and recalling of aligned multilingual text segments in various ways. Indeed, building the database on such algorithm using languages from the same family encompassing similar structures and morphemes is applicable.

This work is motivated by the issues that hinder students at the department of translation of using translation memories such as "SDL Trados " effectively. by my experience I have discovered that, students have no tendency to apply technological tool in translating from one language into another. Although, linguistic traditional approaches are

still preferred by trainees. It also noted that, students have no motivation in computer literacy which, is needed as basic background for integrating technology in translation process. All of these issues make incorporating translation software in teaching the course, theoretically and practically, very challenging for the instructor. This paper aims at highlighting the problems that students encounter in applying the software in English Arabic translation and the reasons behind those problems. It hypothesizes that lack the knowledge of using Translation Technology in particular and lack of any background regarding information technology in general.

This paper is descriptive one. For enhancing the functionality of translation memory tool in pedagogical environments. The data of this research collected by questionnaire that was administered to 9 students. Data was analyzed by applying excel software to reach the results. Students also translated a text from English to Arabic by the aide of CAT software called (SDL trados Studio2017) . The procedures of this paper start with translating a text by students from English to Arabic with aide of the CAT tool. To help them answering the items of questionnaire accurately. Statements of the questionnaire are divided into two parts, the first part related to technical issues of the software. The Second part of items are concerned with the use of technology in general. Because technology is not introduced and incorporated properly in our part of the world. Subjects of this paper are undergraduates, enrolled in CAT tools course, at final semester at

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department of translation at Tripoli University. The number of novice translators enrolled in this course (CAT tools) were about 20. But, those who did not use the tool actually were excluded as they didn't have the experience of using the (SDL Trados2017) software. Translation has taken different dimensions in the age of technology. Researchers, in previous studies , carried out a thoroughly investigations that talked about different linguistic and technical problems in English Arabic translation. Quranta(2011) has investigated Arabic and Computer-aided Translation unveiled possible problems that arise in translating from and into non-Western languages such as Arabic. She pointed out that there are two problems in Arabic and computer aided translation. First, the formatting issues including font type, size, and punctuation which are arouse because of the differences between the two languages. Second problem is related to Arabic grammatical features like the use of prefixes, suffixes and infixes that prevent the software from recognizing the terms. Similarly, Thawabteh(2013) carried a study regarding intricacies of translation memory tools in Arabic English translation examining the application of TM tool which is Translator Workbench (TWB). Thawabteh echoed already the lack of information technology related to translation in our part of the world. It concluded that students faced three difficulties in using TM tool: first, linguistic problems that manifested in orthographic differences between English and Arabic. Comprising capitalization, word breaks, emphasis, graphemes, and diacritics which may bring about orthographic ambiguity. The second

problem is "germination that is singled in Arabic by using a symbol called *shadda* on the sound requested", but when these symbols are not there it causes a confusion of different parts of speech of words argued by Al-jaber (2008, p112) cited in Thawabteh (2013, p85). The Third is discourse-related problems meaning context was considered by translators in linking different parts of text and that led to breakdown the communication of TL text. Finally, the human computer interface difficulty. The platform used by TWB software is problematic for novice translators and even professionals. To be more specific the screen layout includes four windows and toolbar with a number of extra buttons and that's the nature of windows word in all programmes.

## **2.CAT Tools**

CAT is an acronym that refers to Computer-assisted Translation and/or Computer-aided Translation. It is also called,(TM) a translation memory since its main purpose is to save a translated text with its original for future reuse according to Garcia(2014), Austermühl(2001), and Pym(2011) CAT tool is a linguistic database which is constituted of source text and target text that is built by translator. CAT software recycles previous translation to facilitate the acceleration of human translation while maintaining the quality and consistency of final product. Thus, reducing the overall costs of translation projects. Nowadays the increase of applying the technology in different ways CAT is just some functions of upgrading technology . Other scholars like Jost(2010,p 187) recently suggested another name which encompasses all sorts of technology that

assist the translator in anyway. Translation Environment Tools "TEnTs" is a wider and inclusive name to these kinds of technology(TEnTs).

### **2.1.Categories of CAT tools.**

Those applications that aide translators recently have increased to thousands of types to become the best assets for translators. CAT tools available on the market today are so many, but this paper deals with early developed and leading software that gained popularity among translators, translation companies and academic institutions for the past 30 years (SDL Trados)software. Although, there were many leading software like Déjà vu, Wordfast, TSS, Translation Manager2, Transit, Eurolang Optimiser are the most well-known CAT tools for everyone in the field suggested by Cocci,(2009) and Garcia(2014). In addition to MemoQ, these applications are large language service provider which work for many experts including: freelance translators, in-house translators, translation agencies' managers, and translation companies owners. Jost(2010) elsewhere, classified CAT tools further according to the functions provided and their work interface. The advantages of the above mentioned tools are quite fascinating including, terminology management, project management, word counts, concordance search, term extraction, text extraction, conversion, segmentation, alignment, and quality assurance. Those applications use different platforms such as Microsoft word which many tools used as the main translation interface like Trados and Wordfast etc. However, some software run on their own independent desktop-base translation interface, for example Déjà vu.



With the availability of internet access many companies are switching their CAT tools to use an online interface such as wordfast anywhere.

### **2.3 Advantages of CAT tools**

Computer-Aided Translation(CAT) software is an application created to save human translation in database that can be reused in future if translator encounters similar texts. CAT software is designed and equipped with Translation Memory(TM) within the software. Translation memory stores the translated texts with their originals texts and creates linguistic database. CAT software facilitates human translator's duty in many ways. The first text is entered to a software as whole, but presented to translator segment by segment that corresponds to translation unit. Subsequently, separating a text into translation units is an automatic process . the second when translation process is completed, software is automatically saves the translation in pairs ST and TT forming TM database. Software provides a great varieties of languages that should be selected by translator before starting the process of translating. Third aligning is preparing target text as an equivalent to source text in the database . Finally, CAT software gives human translator many options in translating a new text that's comparable to the stored one in TM database. TM retrieves the previous translation for translator while translating, so he/she can reuse or modify it clarified by Austermühl (2001. 135-136) . Furthermore, the application allows translator to create term base for each text type by highlighting key words in source text with their translations in target text and adding them to terminology database highlighted

by Ramírez Polo( 2013) . Other benefits of CAT software includes: format conversion that allows the translator to translate many types of text formats such as MS word, PDF etc. Dropping a text into a CAT software which means importing a text from external text file to an application. CAT Software changes file format before translator starts translating . After translation, the software allows also translator to export translated text from application to external text file maintaining text with original format.

### **3. Data collection & Analysis**

This paper is descriptive one. For enhancing the functionality of translation memory tool in pedagogical environments. The data of this research collected by questionnaire that was administered to 9 students. Students also translated a text from English to Arabic by the aide of CAT software called (SDL trados Studio2017) . The procedures of this paper start with translating a text by students from English to Arabic with aide of the CAT tool. To help them answering the items of questionnaire accurately. Data is categorized into three parts. First column in the table below shows the items which have a high positive rate answers. Second category deals with also medium grades . Finally, the statements of low rate. The data analysis is processed by Excel software to reveal the results. Items of the questionnaire are judged by (1 to 5) scale. Responses of the questionnaire are distributed to as follows: (a) high level from 3. to 4, (b) medium level from 2.9 to 1.9 and (c) low level from 0 to .1.8.

A. First group. Items that have high level rate.

**Table: Means of items of questionnaire**

Item	1	2	3	4	5	6	7	8	9	10	11	12
Mean	3.7	3.0	3.2	3.2	1.8	2.7	2.3	3.6	2.8	2.1	3.3	4.0

**a. Question N.(1)** Lack of having the software prevents the students from practicing more.

Responses in table above concerned the statement " Lack of having the software prevents the students from practicing more". Application is not available at the department's facility for trainees. They used for a while during the practice only which may contribute to reasons that novice translators did not practice enough to extent they may like the new method of translating more than old one. The table shows that this item scores 3.7 out of 5 . It's high level the support the claim of lack the application is a problematic.

**a. Question N.(2).** Starting a software is tricky.

Respondents for second item" Starting a software is tricky" did support the point that initiating the application is not straightforward. The item received 3.0 out of 5 . Students found opening the software window and preparing it for translation process is not easy. Because it takes three to five minutes to open the main screen. Then, trainees should look for text in the process or search for sub-screen to add a file or initiating TM from many options which is very confusing.

**a. Question N.(3).** Importing a text from file to TM is difficult for beginners.

Students' responses are highly positive to the claim that "importing a text from file to TM is difficult for beginners " it scores 3.2 out of 5. Dropping a text to be translated from an external file to CAT tool is a challenge at the first experience on part of trainees. Due to many reasons. One is selecting whether text is a single text or a large document. Second there are two ways to do so. One of which is leaving the main screen and open another window for adding a file.

**a. Question N.(4).** Translating in different interface a part from MS word is not suitable.

In table above, answers to the statement are very supportive, new or other interfaces are a bit complicated . Average of subjects' response is 3.2 range. Maybe because no one is familiar with those interfaces, but MS word is more popular to trainee translators who used to work in with MS products for a long time. What this question reveals that trainee translators are more comfortable and trust the costumed environment.

**a. Question N.(8)** Aligning the target sentence is automatic with no problem at all.

Responses of students in the above table for the item " Aligning the target sentence is automatic with no problem at all." received 3.6 a very high rate. Which indicates there is no challenge for students at all. It's an automatic function. CAT software does this without human translator

intervention. That manifests why novice translators face no difficulty in this regard.

**a. Question N.(11)** Having little idea on working on different format.

As the point states here " Having little idea on working on different format. It scores 3.3 out of 5 which is also high and positive. Students in this experience tried working on varied formats from MS word to PDF etc. But, the application has its own format so, for those who may not familiar with another types of text format could be a confusion. In this case students are not familiar with other format types and pose problem for them . SDL company manufactures the software is developed to level it abandoned MS software and using its own new formats which are not very popular.

**a. Question N. 12** Not all students are interested in using technological tools.

The tendency of trainees to utilizing technological tools is varied as the table14 shows here. Responses to item 12 " *Not all students are interested in using technological tools*. Which scores the highest level 4.0 overall. So, it makes no different for them using it or not. It's the same as the table here shows while the TT is the goal with or without a technology it can be achieved. Hence, subjects do have no interest in applying the technology tools . maybe the complexity and non-availability of those technological tools on the country's translation market at the first place is the reason for such idea. It can predict that

more students in study are not very interested in switching to other methods of rendering and translators still prefer old methods.

**b. Second group items of low rates.**

**b. Question N(6)** Creating a TM and Term Base is challenging.

Table illustrates more rates of the subjects. As creating a translation memory is the core of the CAT tool so, there are a certain steps to be followed, but students here were ok regarding the idea of difficulty in building TM. It scores 2.7 out of 5. It is a medium rate of the subjects out of nine answered quite neutral to the statement. It can be said that the function of saving the ST and TT in software is a very technological demand which needs more awareness of technology capabilities. Even though, trainees were following the instructions of creating those bases so subjects were ok with above item. In addition to that, highlighting certain terms and adding them to term base is also not a complex process.

**b. Question N.(7)** Translating a unit in TM and moving to another is not easy.

The above statement( N. 7) states how to deal with a text to be translated in the application unit by unit as the system allows the translator. Hence, Item's average is 2.3 out of 5. Correspondents faced no challenge in doing so. It shows that, dealing with text unit by unit is at medium rate on the scale. Since the software breaks down the text into segments and shifts the concentration to this portion till it's rendered and saved to TM

before moving to another. Subjects found it applicable not that complex. It illustrates also no great technical issue in this item on part of trainees.

**b. Question N.(9).** It's difficult to segment a text manually.

The table reveals answers' average is 2.1 to following question. In this application a text is divided by a software itself into translation units based on punctuation. Therefore, change in the ST division is possible, but not easy. Students did agree to point which is a quite great issue. As they might tried the modification and they succeeded although it takes time but for them it's not that hard.

**b. Question N.(10)** Exporting a text from TM to text file is quite problematic.

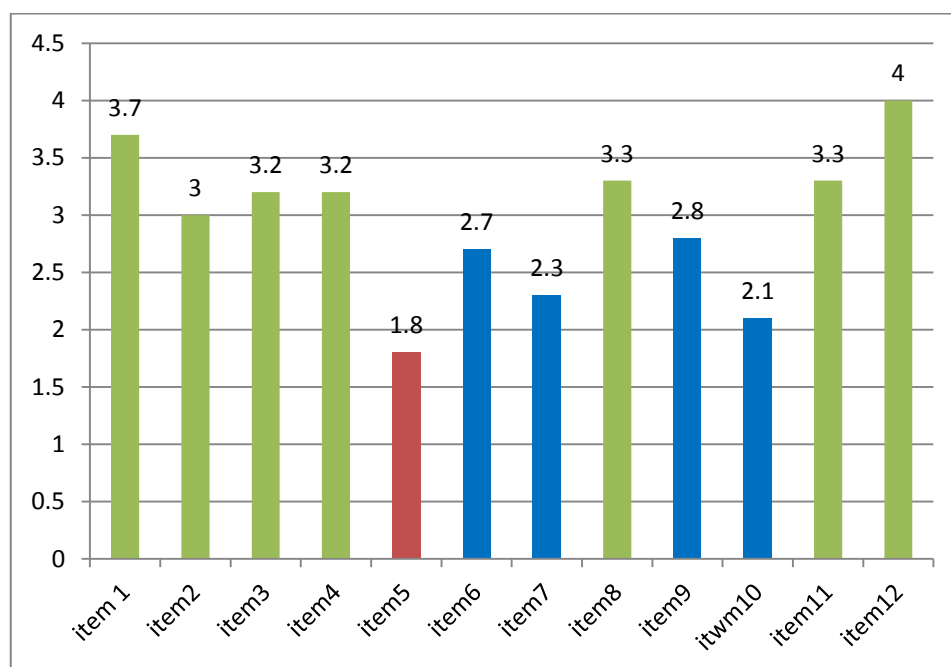
Here, the item received 2.8 from 5. Which is also medium rate. after the translator is finished translating a text s/he is going to move it to the original file. It's not that easy for beginners. However, students disagreed to the point that it poses a problem. Therefore, students found very clear how to do so once they taught how to do it which is very contrary to the statement. May be because the function is the same as adding the same text in the first place so, they became more familiar with it and learned from the first step.

**Group (c) items of low level .**

**c. Question N (5)** Changing language of source text and target text is time consuming.

In this item, which records 1.8 out of 5 a very low score, most of students approved the negative agreement to the item (N,5). Thus, That proved simplicity and acceleration of switching the language from one to another on part of novice translators and no challenge at all. Moreover, selecting languages from and into can be fixed if translator works permanently on the same combinations of languages which explains why it poses no difficulty.

**Chart (1) Items and Means**





#### **4. Conclusion**

The current paper is concerned with technical problems of using CAT software tools in classroom. Hence it found out that, translation technology has not that much popularity among trainee translators at the department of translation at Tripoli university. Therefore, in order to make the most use of the available technology nowadays by incorporating these kinds of technology, instructors must select the technological tools that are developed with functions that students are familiar with. Otherwise, students would need extra training for how to be familiar with new technology such as CAT before these applications can be applied in translation process. Students need more training courses on how to use different translation electronic tools. That's to say concentrating the CAT tools course more on practicing how to be used in different text types after a little theoretical introduction as a preliminary.

CAT tools training feasibility would be more easier if they run on Microsoft Word interface. Creating TM and Term Base also should be given extra time of their own since this is an essential part in the software. Preferable with many text types to experience the suitable texts for TMs. Separating a text to translation units is better when it's easier to be fixed manually in some cat tools.

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