

## The Effectiveness Of Digital Tools In Developing Translation Skills

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### Abstract

The translation profession has undergone a significant transformation in the 21st century, with the emergence of various digital tools designed to augment the proficiency and productivity of translators. Significantly, the use of these tools has proven to aid translators in acquiring relevant translation skills. As such, this present study investigates the frequency of usage of some of these tools, and the effectiveness of digital tools used in the domain of translation. The study also identified two most important translation skills; which are translation practice skills and post-translation skills. Moreover, the digital tools used for the above identified translation skills were explored, and the views of relevant stakeholders in the translation domain on the use of these tools were investigated. In this study, one-hundred and thirty-three participants, which include professional translators, translation students, and translation tool developers, were randomly selected to offer their varied opinions through an online survey, on the use of digital tools in developing translation skills. Through the use of descriptive-statistics tools, the study presented the views of these participants, capturing the frequencies and percentile values of their responses which form the basis of the data for the research. The data is subjected to statistical analyses in order to identify variations and perspectives. The results of the study provide insight into the advantages and constraints of utilizing digital technologies, such as increased productivity, enhanced control over

terminology, prospects for teamwork, and certainty of translation quality, underscoring the significance of human involvement. The results shed light on the possibilities of using digital resources to further develop the two translation capabilities that were identified.

**KEYWORDS:** Translation, Translation Skills, Digital Tools, Technology in Translation.

## **1. Introduction**

Significant changes in the field of translation education have occurred in the modern period, mostly as a result of the growth and advancement of digital technology. These technological tools offer an expanded options and functionalities created to improve and facilitate the works of translation professionals. The goal is to increase their level of expertise, output, and translation capability generally.

To accurately and effectively express meaning from one language to another, one must possess a certain set of abilities and talents known as translation skills. This expression "translation skills" describes a collection of skills that enable translators to produce translations that are both better in quality and culturally relevant. Chen (2023) argued that the attainment of translation skill surpasses a mere comprehension of the techniques and procedures entailed in translation. Although familiarity with translation approaches and methods is crucial, translation skills encompass a wider range of proficiencies and aptitudes that are honed through practical application and exposure. Supporting this proposition, Du (2022) argued that the development of translation skills involves a range of competencies, such as proficiency in language, understanding of cultural and contextual nuances, skill in handling terminology, research abilities, and the capacity to ensure high-quality translation.

While acknowledging the knowledge and use of translation tools as one of the features of translation skill, Bowker & Ciro (2015) noted that the constant application of these tools in translation activity aids in the acquisition of translation skill. These tools as asserted by Korol (2022) are used by translators during and after translation activities. The work of Kornacki & Pietrzak (2021) categorized translation tools into two, which include conventional and digital tools. Wang (2023) identified conventional translation tools as dictionaries and glossaries, parallel texts, manual, corpora, reference books, and text books, style

guilds. However, the digital translation tools were also identified as computer assisted translation (CAT), machine translation, terminology management system, quality assurance tools, online dictionaries and translation resources, and speech recognition tools.

Furthermore, the utilization of these digital translation tools for enhancing translation skills has emerged as a significant and intriguing subject matter among the translation professionals. According to Chen (2023), the knowledge and application of these tools has become an essential requirement for professional translators to thrive in the current competitive translation industry. Consequently, in light of market demands, numerous professional translators have acquired proficiency in utilizing these tools. In the light of this, this research strives to explore the opinions of relevant stakeholders in the translation industry on the effectiveness of these tools in the translation activities; comparing its advantage to that of the conventional tools.

## **2. Literature Review**

In today's world, the utilization of digital tools has garnered significant interest due to the continuous evolution and alteration of technology, which has impacted diverse facets of translation practice. The objective of this literature review is to investigate the influence and efficacy of digital tools in the field of translation education, with a particular emphasis on their contribution to the enhancement of translation skills among learners and prospective translators. Through an extensive analysis of various studies, research papers, and scholarly works, this literature review aims to discern the principal discoveries, patterns, and ramifications concerning the utilization of digital resources in the context of translation education.

### **2.1. Integration of Digital Systems in Translation Education**

The field of translation education has undergone a shift from a primarily linguistic-oriented perspective to a more multifaceted approach. In its early stages, translation education placed emphasis on the development of language proficiency and the critical assessment of written texts. According to Venuti (1995), Snell-Hornby (1995), and Baker (2011), translation programs tend to adhere to a theoretical framework and place limited emphasis on practical training. Awezbekova's (2022) scholarly work offers a comprehensive examination of the evolution of translation programs throughout

history. The author posits that prior to the 20th century; translation was predominantly regarded as a utilitarian aptitude that could be acquired through formal education or practical exposure. As the field of translation studies advanced, scholars acknowledged the significance of incorporating technology in order to meet the requirements of ever-evolving translation domain. In other words, more attention was given to the use of digital tools or system in regards to the activities involve in translation.

With the integration of digital system in the domain of translation education, new methods and models were introduced in the said domain. Bowker & Ciro (2015), identified these innovative approaches as, blended learning, project-based learning, gamification, machine translation and post-editing, corpus-based translation, and collaborative translation. Chen (2023) and Agrawal et al. (2021) have recognized gamification as a digital approach in the pedagogy of translation education. According to Liu et al (2020), gamification represents an innovative educational environment that leverages game content and gameplay to enhance the development of skills and knowledge in the context of translation tasks. In terms of blended approach in translation education, Islam et al. (2021) argued that the integration of digital tools as well as materials with traditional classroom teaching can lead to increased participation by students, independence, and adaptation in the learning process. Scholars such as Huang & Qiu (2022) and Du (2022) have maintained that the effective leverage of the project-based learning approach prepares translation students for collaborative works; Tursunovich (2023) insist that this approach paved way for the emergence of collaborative translation approach. The significance of the emergence of corpus-based translation method (the use of digital corpus to investigate language varieties, combinations, and translational substitutes) has been highlighted by the work of Laviosa (2021). According to Singh et al. (2020), using corpus analysis applications helps students pick better translations, learn how the target language is actually used, and generally increase their proficiency in the language. Furthermore, according to Du (2022), students who receive instruction in machine translation and post-editing techniques are more prepared to evaluate the efficacy of machine translations, modify them for use in various settings, and guarantee their language precision and authenticity.

Generally, the integration of digital system in translation education is known to augment students' familiarity with authentic translation practices, promote participatory learning, and furnish them with practical experiences. However, this integration plays a significant role in enhancing translation skills by enabling resource accessibility, augmenting efficiency, promoting teamwork, streamlining opinions, and furnishing collaborative educational prospects.

## **2.2. Categorizing Translation Skills**

The aptitude and proficiency necessary to convey meaning with precision and efficacy from one language to another are encompassed within the domain of translation skills. The term pertains to a collection of competencies that enable translators to produce translations of exceptional quality and cultural significance. According to Chen's (2023) assertion, the acquisition of translation skill goes beyond a basic understanding of the methods and protocols involved in the translation process. While it is important to have knowledge of various the translation process and techniques, translation skills involve a broader spectrum of competencies and abilities that are refined through hands-on training and experience. According to Du's (2022) research, having a strong command of the target language is essential for producing translations of the highest standard that faithfully capture the intended meaning, style, and aesthetic of the source text while also accounting for the cultural and linguistic nuances of the target language.

In an attempt to identify and get a better understanding of the abilities required for effective translation, some researchers (Islam et al. 2021; Korol 2022) have proposed a range of ideas and classifications. A taxonomy of translation skills that includes linguistic, written, cultural, and transfer proficiencies has been proposed by Pintado (2021). Language proficiency refers to having a thorough comprehension of the grammatical structures, vocabulary, and idioms of a language in addition to the capacity to communicate successfully in that language. Writing proficiency refers to the ability to analyze and produce coherent, linked written or spoken writings. Understanding translations and modifying them to take into account cultural differences are both aspects of cultural competency. Competence in transferring refers to the accurate transmission of meaning across many languages while taking into consideration a variety of linguistic and cultural factors. However, it is worth noting that this classification is consistent with Snell-Hornby's (1995)

classification of translation skills, namely cultural, transfer, and textual skills. However, cultural competencies entail the comprehension of variances in culture and the subsequent adaptation of translations to align with cultural nuances. While textual skills encompass the aptitude to manipulate diverse forms of text, genres, and linguistic styles, transfer skill pertains to the translator's proficiency in transferring meaning with efficacy from the source language to the target language.

A classification of translation skills which also aligns with this study is the one proposed by Sergeeva & Bazueva (2016). The work identified pre-translation, translation and post-translation as three types of translation skills. In regards to the present works, both pre-translation and translation represents the skills applied before and during translation process (translation practice skill), while the post-translation skill represents the relevant skills required in editing already translated work (post-translation skill). Nord's (2005) identified several skills associated with the translation practice skills. They include language skills, cultural awareness, domain-specific skills, and intellectual capacity. In other words, the process involves various activities including but not limited to understanding the original text, selecting appropriate linguistic expressions, verifying precision and consistency, and generating a translation of superior quality. Chen (2023) and Nasr (2022) contend that post-translation skills refer to a collection of skills and expertise that are necessary subsequent to the conclusion of the translation process.

### **2.3. Limitation of Translation Methods in Developing Translation Skills**

The traditional strategy for the development of necessary translation skills in the modern translation industry is considered to be inadequate and characterized of arrays of limitations. The traditional method for learning translation skills places strong emphases on comprehending the source language texts and manually finding equivalent lexical and grammatical elements in the target language (Wang, 2023). According to the publications by Kornacki & Pietrzak (2021), DuBay (2022), Wang (2023), and Gamage & Lanka (2020), this traditional method entails the use of conventional tools like dictionaries and glossaries, parallel texts, manuals, corpora, reference books, text books, and style guilds in order to develop pertinent translation skills. However, the digital translation tools were also identified as computer assisted translation (CAT), machine

translation, terminology management system, quality assurance tools, online dictionaries and translation resources, and speech recognition tools.

While summarizing the limitations of this approach in translation skill acquisition, Sergeeva & Bazueva (2016) proposed that issues in cultural sensitivity, time constraints, efficiency, limited creativity and flexibility, and issues in ambiguity, are associated with the traditional method. Notwithstanding the limitations inherent in this methodology, Chen (2023) asserted that certain translators persist in utilizing this approach in order to preserve the syntactical arrangement, sequence of sentences, and general composition of the source material to the greatest extent feasible.

It is noteworthy that although conventional translation techniques possess certain drawbacks, they remain fundamental to the instruction and implementation of translation, Bowker & Ciro (2015). These resources serve as a foundation for inexperienced translators and facilitate the development of a robust comprehension of linguistic frameworks and translation methodologies. In the light of this, Du (2022), proposed that proficient translators should always supplement conventional approaches with sophisticated methodologies, cultural expertise, and digital tools to surmount these constraints and generate precise and quality translations.

#### **2.4. Rationale for the Study**

The employment of digital technologies in the domain of translation has witnessed a growing trend in recent times. Nonetheless, an expanding corpus of scholarly literature has examined the effects of diverse digital resources on distinct facets of the enhancement of translation skills. Although there have been investigations into the technical components and efficacy of digital resources in enhancing translation proficiency, there exists a paucity of literature that directly involves the viewpoints and encounters of experts, instructors, and firms in the domain regarding this topic. This study endeavors to bridge the existing gap in the literature by soliciting the perspectives of pertinent stakeholders within the field of translation. Its objective is to furnish a more exhaustive and refined comprehension of the pertinence and efficacy of digital tools in the cultivation of translation competencies. The integration of stakeholders' viewpoints will augment the pragmatic utility of the research outcomes and add to

the continuing discourse on the assimilation of digital resources in the field of translation education.

## **2.5. Research Questions**

The following are the pertinent research questions this study aims to answer:

- i. What are the prevalent digital tools that aids in the development of translation skills?
- ii. To what extent does these tools aids in the development of both translation process and post-translation process skills?
- iii. What are the challenges of using these tools in developing general translation skills?

## **3. Research Methodology**

### **A. Study Approach**

The present study utilized a quantitative research methodology to investigate the effective use of digital tools in developing translation skills. Additionally, the study takes into account the opinions of relevant stakeholders in the translation domain on the above subject matter; which in turn, forms the basis of the data for the research.

### **B. Study Sample**

The study population consists of 133 individuals, consisting of 45 professional translators, 39 translation tool developers, and 49 translation students presently enrolled in translation programs. In addition, these participants were selected at random and tasked with completing a questionnaire via the internet and digital forums. The objective was to gather diverse perspectives on the optimal utilization of digital tools for the enhancement of translation skills. However, it should be noted that there was a disparity in the number of demographic information, such as gender and previous work experience, among the research participants. The study recognized the significance of ethical concerns in the course of the information collection procedure. To ensure the protection of the confidentiality of participants, informed consent was obtained ahead of data collection. Nevertheless, Table 1 displays the overall distribution of the respondents in conjunction with relevant demographic information.



**Table 1: Demographic Variables of Sample**

Categories	Variables	Frequencies	Percentage
Gender	Male	69	51.88%
	Female	64	48.12%
Educational qualification	Bachelors	53	39.85%
	Masters	50	37.59%
	PhD	30	22.55%
Years of Experience	Less than 5years	31	23.30%
	5-10 years	41	30.82%
	11-15 years	38	28.57%
	More than 15years	23	17.29%
Age	18-25	25	18.79%
	26-35	37	27.81%
	36-45	39	29.33%
	46-55	17	12.78%
	56 and above	15	11.27%

Table 1 above indicates that:

- i. Out of the 133 participants for this research, more than 51% of them are male while the remaining 48.1% are female.
- ii. The total number of respondents with bachelor's degree is 53 (39.8%), those with master's degree are 50 (37.6%), while the PhD holders are 30 (22.6%).
- iii. The research participants with 1-5 years work experience in their areas are 31 (23.31%) in number, while those with 6 years and above are 102 (76.69%).
- iv. Finally, out of the total number of participants, 25 individuals (19.4%) are under the age of 25, while the remaining 108 respondents (81.2%) are aged 25 or older.

### **C. Study Tools**

The research entailed the distribution of a questionnaire based on the Likert Scale, which comprised of five points, to all the participants. The

survey instrument comprises three fundamental components. The initial segment of the investigation is focused on the assessment of pivotal demographic variables. The subsequent segment of the survey aligns with the viewpoints of research participants regarding prevalent digital tools in the field of translations and their efficacy in the enhancement of both translation practice skills and post-translation skills. The final section of the study explores the viewpoints of the participants with respect to the difficulties associated with utilizing these instruments.

#### **D. Method of Data Analysis**

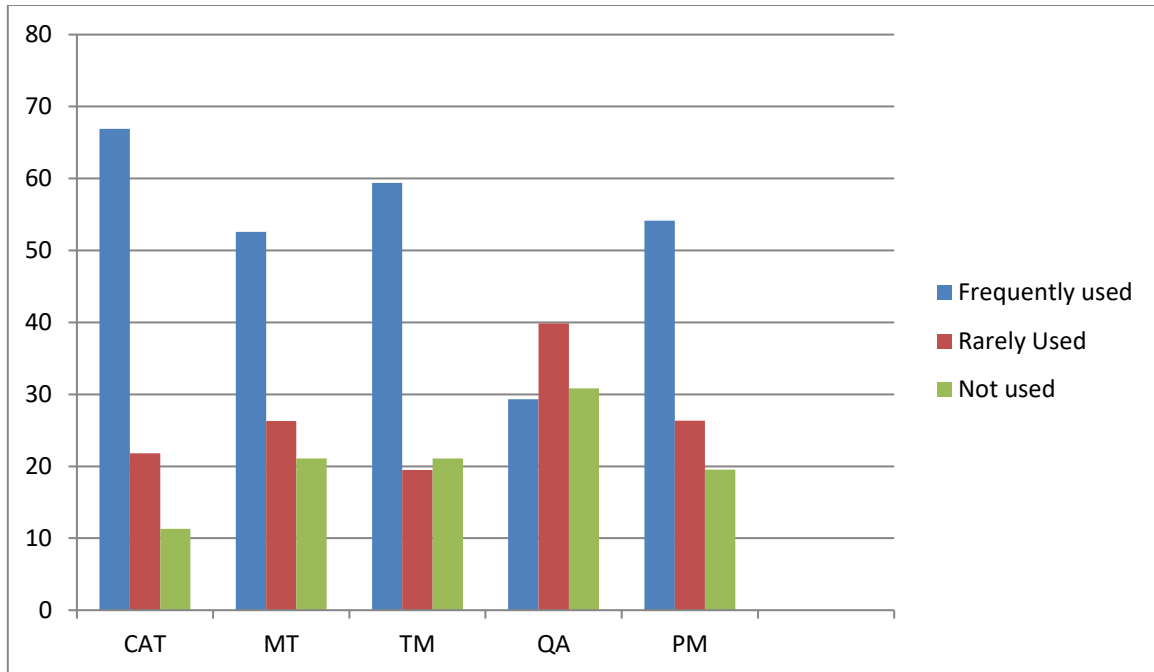
The results that were gathered through the use of the Likert scale survey were presented and analyzed with the assistance of descriptive statistics method. The frequency and percentage of each item were computed to ascertain the distribution of opinions. In addition, the mean and standard deviation were computed in order to assess the degree of agreement or disagreement that existed among the people who took part in the research.

#### **4.0. Data Presentation**

This segment provides a concise summary of the data gathered in the research that investigates the proficient utilization of digital resources in enhancing translation skills. The data presented includes both visual and numerical depictions that demonstrate the frequency and percentage of responses provided by the participants. The primary inquiries of the study were resolved via the development of relevant statements.

##### **A. What are the prevalent digital tools that Help in the development of translation skills?**

**Figure 1. The frequency of the usage of translation tools**



The above chart represents the relevant digital translation tools used in the development of various translation skills; which include CAT (computer-assisted translation), MT (Machine translation tools), TM (Terminology Management tools), QA (Quality Assurance tools), and PM (Project Management tool). It also presented the frequency of usage of these tools. However, from the data presented above, it can be inferred that CAT (66.9%) is the most prevalent tool used in the development of translation skills. This is based on the frequency of the usage of this tool as acknowledged by the participants; which far above the frequencies in usage of other tools. On the other hand, the quality assurance tool can be said to be the least tool that aids in the development of translation skills. This is also based on the number of affirmation of the respondents on the usage of this tool. While 29.32% of the participants affirmed that they frequently use this tools, greater percentage of them; which is 70.68% (rarely used and not used) refuted the idea. In line with the above presented data, terminology management tool is considered to be a digital tool with moderate frequency (59.63%) of affirmation by the participants as a prevalent tool used in the development of translation skill. This can be seen from the number of participants who use this tool. However, it can be observed that the project management tool, with a frequency of 54.14%, and the machine translation tool, with a frequency of 52.6%, exhibit moderate levels of usage frequency.

**B. What extent do these tools aid in the development of both translation process and post-translation process skills?**

Below are the question variables which are generated in regard to the first research question. However, the responses of the research participants were equally presented in the descriptive-statistic table below.

- i. I can confidently translate text using digital translation tools.
- ii. The constant use of digital translation tools like CAT, machine translation, terminology management tools aids in development of translation skill.
- iii. The constant use of quality assurance tool and project management tool aids in developing post-translation skill.
- iv. I can confidently rely on digital translation tools without human assistance.
- v. Digital translation tools for translation skill development should replace with the conventional translation tools.

**Table 2. Effective Use of Digital Translation Tools in Development of translation and Post-translation Skills**

Question Variables	SA	A	N	D	SD	Mean	S.D
Q1	39.51%	38.59%	14.9%	2.5%	4.5%	4.1	0.9
Q2	38.33%	30.9%	18.59%	6.56%	5.62%	3.9	0.7
Q3	44.57%	34.53%	15.2%	3.2%	2.5%	4.2	0.6
Q4	5.21%	7.13%	19.23%	48.2%	20.23%	4.1	0.7
Q5	3.5%	4.5%	18%	35%	40%	4.0	0.8

SA= Strongly Agree, A= Agree, N= Neutral, D= Disagree, SD= Strongly Disagree, Mean, and S.D= Standard Deviation

The table above represents the first question which this research aims to answer. The findings of this table are summarized below.

- i. Majority of the research participants with the frequency 78.1%% acknowledged that they are familiar as well as know how to utilize the digital translation tools. The remaining 14.9% remain neutral while 7% of the participants refuted this claim.
- ii. In the second statement, over 50% of the participants affirmed that constant use of translation tools such as, CAT, machine translation and terminology management tools are

- relevant digital tools that aid in the development of translation skill. Nevertheless, 12.18% of the participants did not affirm this claim; while the remaining 18.59% remain neutral.
- iii. The third statement reveals that more than half of the participants acknowledged that the constant use of quality assurance tool and project management tool in developing post-translation. While 5.7% of the participants did not acknowledge this, the remaining participants (15.2%) remain neutral.
  - iv. The fourth statement indicates that even though that these digital translation tools aid in the development of translation, executing translation tasks still needs human input. About 68% of the participants affirmed to this assertion, 19.23% were unsure, while the remaining 12.34% of the participant insist that on total reliance on digital translation tools.
  - v. The last statement clearly underpins the role of digital translation tools as a complement to the conventional translation tools. However, more than 70% of the participants affirmed that digital tools should not replace the conventional translation tools used in development of translation skills. Furthermore, the remaining percentage.

### **C. What are the Challenges of Using Digital Translation Tools?**

Below are the contents of the last part of the questionnaire developed in accordance with the objectives of this research. Subsequently, a descriptive-statistic table is presented to capture the responses of the research participants on the above subject matter.

- i. Excessive dependence on technology may prevent essential skill development.
- ii. Nuances and cultural context may not consistently be properly conveyed by machine translation.
- iii. Digital translation tools may inhibit language originality and expressiveness.
- iv. The utilization of digital tools has the potential to reduce the necessity for human translators.
- vi. It is possible that digital translation tools may lack sufficient capability to effectively manage intricate or specific matters

**Table 3. Challenges of the Use of Digital Translation Tools**

Question Variables	SA	A	Neutral	D	SD	Mean	S.D
Q1	25.23%	39.57%	20.3%	9.5%	5.4%	3.5	0.8
Q2	34.79%	28.97%	20.8%	9.57%	5.87%	3.6	0.7
Q3	19.98%	29.79%	24.98%	15.3%	9.95%	3.2	0.9
Q4	14.8%	19.94%	34.95%	19.96%	10.35%	2.9	0.8
Q5	30.95%	34.97%	19.65%	9.22%	5.21%	3.6	0.7

The above table represents the responses of the respondents on the challenges of using digital translation tools. However, the findings of the above presented data are summarized as thus;

- i. The claim that overreliance on digital tools impedes translation skill development was affirmed by a significant proportion of stakeholders, comprising over 60% of the sample. In addition, a minority of stakeholders, constituting a smaller percentage which is 14.9% refuted this claim. While the remaining respondents comprising 20.3% were neutral.
- ii. A significant proportion of stakeholders (63.76%) have attested to the potential constraints of machine translations in preserving nuances and context within cultures. However, a minority of respondents expressed disagreement (15%) with this assertion; while the others (20.8%) remain neutral. The mean score of 3.6 denotes a moderate degree of concurrence, accompanied by a measure of variability represented by the standard deviation of 0.7.
- iii. An average proportion of the participants (49.77%) acknowledge that the utilization of digital tools could impede the advancement of language innovation and verbal expression. A smaller portion of the participants (25.25%) rejected this claim while others were undecided. The calculated mean score of 3.2 indicates a moderate level of agreement among the respondents. However, the significantly higher standard deviation of 0.9 suggests that there is a greater degree of variability in the responses, indicating a more diverse range of opinions or perspectives.
- iv. In the fourth statement, 34.74% of stakeholder confirmed that digital tools may reduce demand for human translators. 34.95% of stakeholders are neutral, 30.31% rejected this assertion. Also, with a standard deviation of 0.8, the mean score of 2.9 suggests weaker agreement.

- v. In the last statement, a significant proportion of stakeholders, specifically 30.95% and 34.97% who agreed and strongly agreed, respectively, believe that digital tools cannot handle complicated or specific topics. The proportion of stakeholders who rejected this claim is comparatively lesser, accounting for 14.43% of the total. On the other hand, a smaller fraction of stakeholders, 19.22%, refuted this assertion. The statistical analysis reveals that the mean score of 3.6 indicates a moderate degree of concurrence, accompanied by a standard deviation of 0.7.

## **4.2. Discussions**

The present study presented and investigated the perspectives of translation experts, translation students and translation tool developers on the use of digital translation tools in the development of translation skills. Two important translation skills identified by this study are; the skills used during translation process and the ones used after the translation process. However, the research participants through the use of survey presented their views on the three important questions that align with the objective of this study.

In the first research question, the research participants first of all acknowledged the fact that they make use of digital translation tools during their translation tasks. This affirmation indicates that a significant proportion of pertinent stakeholders within the translation industry have become acquainted with the prevailing trend, (technology) in the translation domain. However, Chen (2023) pointed that the reason for the integration of this trend in the translation field is driven by the necessity to cater to the constantly evolving translation industry. Furthermore, these digital translation tools were equally identified which include, computer-assisted translation tool (CAT), machine translation, terminology management tool, project management tool, and quality assurance tool. According to the survey presented in this research, the most used digital tool among the identified ones is CAT. This is based on the unique feature CAT has. These features include translation memory, terminology management, and alignment tools that facilitate the preservation of coherence, enhancement of productivity, and regenerating of translations. This finding is also in line with that of Ivanova (2016), who asserted that the translation industry relies heavily on computer-assisted translation tools because of its important characteristics.

However, the participants identified Quality assurance tool as the least used digital translation tools for translation skill development.

Furthermore, the second research questions investigate the extent to which these tools aid in the development of the two identified translation skills (translation practice and post-translation practice). In regards to this, a significant proportion of the participants affirmed that the digital translation tools that aid in developing skills required for translation process are CAT, MT, and Terminology Management tool. While the ones that are required in the development of post-translation practice skills are Quality Assurance tool and Project Management tool. Consequently, the participants accepted that the constant use of these tools aids in the development of these skills. Meanwhile, Wang (2023) argued that both skills exhibit certain similarities, such as the need for linguistic proficiency and domain knowledge. However, they also possess unique demands. Additionally, the two skills necessitate a blend of linguistic proficiency, specialized knowledge, analytical reasoning, cognitive flexibility, and a comprehensive comprehension of the intended readership and objectives of the translation. On the other hand, the research participants affirmed to the fact that despite the advantage of using these tools in improving general translation skills, they should not entirely replace the conventional translation tools. Consequently, DuBay & Rouch (2022) advised that the digital translation tools should rather be used to complement the conventional translation tools.

The last question for the research which centers on the challenges of the use of digital translation tools revealed relevant issues which need to be tackled to ensure effective usage of these tools; thereby leading to seamless development of translation skills. The research participants affirmed that the use of these tools is faced with a number of challenges which include, lose of originality of translated text, inability to capture relevant cultural nuances, replacement of human translators and finally impediment of the development of translation skill due to overreliance. A greater number of these limitations also align with the ones identified by many scholars such as, Pintado (2022), Wang (2023), and Tursunovich (2023).

In order to tackle these issues, Bowker & Ciro (2015) proposed the involvement of human translation. Here, human translators aid in verifying the quality and accuracy of the translated text. Chen (2023) suggested that it is advisable to provide context to the greatest extent possible when translating, which may include pertinent details about



the intended audience, and the translation's objective. Training of translators on the use of these tools is also an important solution. Nevertheless, when translators are made to be aware of the intricacies of the use of each digital translation tool, it paves way for them to know how to maneuver avoidable challenges that associates the use of these tools. Another important solution is the usage of these tools along with the conventional translation tools, DuBay & Rouch (2022). Nevertheless, translators can enhance their efficiency as well as effectiveness by utilizing digital translation tools as supplementary aids, while simultaneously retaining authority over the ultimate quality of the translated content.

## **5. Conclusion**

The main of this study is to explore the effectiveness of digital tools in developing translation skill. However, the study identified that digital translation tools such as CAT, machine translation tool, quality assurance tool, project management too, and terminology tool help improving two basic translation skills; which are translation practice and post-translation practice. Meanwhile, translation practice skills are the basic skills required during translation process, while post-translation practice skills are the skills that are required in editing the already translated work.

However, the research outcomes provide insight into the viewpoints of pertinent stakeholders within the translation sector concerning the advantages and drawbacks of employing digital resources to enhance translation skills. The available data indicates that stakeholders affirmed that digital translation tools help in developing both translation practice and post-translation practice skills. Also, they expressed apprehension regarding the challenges of the usage of these tools; which include, excessive dependence on digital tools, the inadequacy of machine translations in capturing subtleties and cultural context, the probable impediment to linguistic imagination and self-expression, the potential effect on the requirement of manual translators, and the difficulties in managing intricate or specialized subject matters. As such, the study recommends the continued utility of human translators for duties requiring nuanced comprehension, cultural adaptation, and subject-matter expertise. Additionally, these tools should be used in complement of the traditional translation tools rather than being an alternative.

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