

The use of electronic dictionaries and other Internet resources as training tools for translators (English-Spanish)

María del Mar Sánchez Ramos
Dublin City University, Ireland
msramos(a)ugr.es

ABSTRACT

Without a doubt, using dictionaries efficiently can provide valuable benefits to trainee translators. However, as some authors have claimed (Roberts, 1992; Mackintosh, 1998; Corpas et al., 2001), there has not been enough empirical research to ascertain the profile of trainee translators as dictionary users. In response to this lack of research in the area, the main objective of our thesis is to design a pedagogical model which can contribute to the promotion of future trainee translators' reactions to lexical problems, taking into account the advantages of electronic dictionaries and other tools such as online corpora. Consequently, our translation students may develop and improve both lexical knowledge and electronic dictionary skills.

In general terms, our work is divided into seven chapters. The introduction (chapter 1) is followed by the theoretical chapters (chapter 2 and 3). In chapter 2, we describe the role of lexis, especially the lexical component, in the main models on translation competence. We also report on the place that this element occupies in some of the most relevant pedagogical theories of translation. Finally, we look at the definition of lexical competence provided by the field of second language learning as it is in precisely in this area that we find a systematic explanation of the concept. Chapter 3 analyses the relationship between dictionaries and translation in general. We specify the typology of dictionaries (printed and electronic dictionaries) and dictionary skills, and, therefore, we highlight descriptive and empirical studies on the use of dictionaries by trainee translators. We use these theoretical chapters to demonstrate the state of the art related to lexis and dictionaries in Translation Studies. We strongly believe that these tools are absolutely essential to the design of our pedagogical model (chapter 4), which comprises two theoretical models: one related to lexical competence in trainee translators, and the other on electronic dictionary skills. In order to evaluate this model, we create a virtual teaching module (*TradUJI*), which is thoroughly explained in the following empirical chapters. In chapter 5, we set out the well-known *action research* as the empirical methodology used to evaluate our pedagogical model. Chapter 6 looks through all the empirical tools employed (mainly quantitative and qualitative) and analyses the results obtained from our empirical research (descriptive and non-parametric statistics). In addition, we use triangulation to allow for a more credible interpretation of the data that has been collected. Finally, we collate main conclusions and advances for future research in chapter 7.

KEYWORDS: electronic dictionaries, lexical translation competence, teaching translation.

Completion of thesis
Place: Universitat Jaume I, Castellon, Spain

Year: 2004

Supervisor: Dr. María Calzada Pérez