

MACHINE TRANSLATION IN STUDYING FOREIGN LANGUAGES

Nowadays studying foreign languages is under the great influence of computer technologies, one of them is a machine translation (MT).

MT has made considerable progress in recent years. In the situation of globalization and development of international relations and communication the use of a machine translator specifically designed to translate texts, has been spread widely.

Though MT is usually strictly prohibited by teachers, and it is considered to be cheating, the most of students use MT from time to time.

If teachers can't change the situation, they should reconsider their attitude to the role of a machine translation in the process of teaching and studying foreign languages, and to determine how it may be useful in studying foreign languages.

The aim of this research is devoted to analysing the work of a machine translator, MT quality and perspectives of using machine translation in teaching process.

In the past when we had to translate the a word or a text from another language, we made use of a paper dictionary. It was a time consuming task, sometimes boring and irritating. With the development of computer technologies different electronic devices and programs entered the process of studying foreign languages. Some of them were accepted positively by teachers (for example, electronic dictionaries), they were convenient and time saving. As for machine translation, the teachers didn't want to accept them because the students failed to get important skills they got in the process of human being practice of translation, and also because of the bad quality of translation.

Nevertheless, MT became very popular among students because it saves much of their time they usually spend if they don't use a machine translator, and the teachers began to look for the ways of how machine translators may change foreign

language learning, especially if to take into consideration the fact that the quality of translation software programs has been greatly improved in recent years thanks to new, fast-developing technologies.

One of the most popular and used free services is Google Translate, involving more than one hundred languages. A deep learning based approach to MT, neural machine translation has made rapid progress in recent years, and Google has announced its translation services are now using this technology in preference to its previous statistical methods.[1]. Google Translate can translate whole websites, text messages and information inside programs on smartphones.

It is not a new idea now to use MT in studying foreign languages. This teaching tool was implemented as a Bad Model in the late 1980s [2]. Dr. Nino obtained survey results from students who had used MT as a Bad Model. The survey results showed that the students had observed improved comprehension, lexical retrieval, and increased confidence in their target language. At the end of various semesters, Dr. Nino was able to obtain survey results from students who had used MT as a Bad Model (as well as other models.) Students felt that they had observed improved comprehension, lexical retrieval, and increased confidence in their target language. It forces the language learner to identify inconsistencies or incorrect aspects of a translation; in turn, the individuals possess a better grasp of the language. She stressed that technologies like machine translation are giving teachers many more tools to assist in teaching languages.

MT as a new tool has the potential to alter traditional learning activities fundamentally. Introduction of MT into studying process changes the relationship between different elements in an activity system.

One of the language strategies, widely spread in teaching, is detecting mistakes, inappropriate use of irregularities, which have to be corrected by the editing. For example, one of the most common mistakes in MT is a wrong word order in the sentence.

There are also other possible mistakes at the lexical level (at the level of words), morphological one (endings, suffixes, prefixes, etc.) at the syntactical level of syntactic units (word-combinations and sentences) with various means of connection between their components. Violations of syntactic agreement and government between the parts of the sentence is possible too, etc.

Almost all developers and teachers think that no machine translator will be able to replace the human translation, it especially concerns literary and creative texts. At the same time rough translation for understanding the main ideas of huge amounts of texts in different activities may be useful for students for the sake of time consuming. It gives the students immediate access to up-to-date information. The result is flexibility and freedom of movement, an enormous saving of time, but everything depends on tasks, purposes, goals of teaching and studying.

MT may be useful for introduction of the ESP vocabulary in higher educational establishments. It is handy for visiting foreign sites and quick getting information posted there. MT is also useful for reviewing business or personal correspondence. Even professional translators can benefit from MT

Summing it up, though the disadvantages of MT have not been overcome, and machines still have a long way to go to catch up with humans, teachers should recognize MT as a tool and learn to exploit the potential of this technologies to help their students to be more productive and effective in studying foreign languages.

References

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