

Investigating the Impact of Computer-Aided Translation Tools for French Language Students in Colleges of Education: A Focus on French to Igbo Language Translation

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Abstract

This study explores the impact of computer-aided translation tools on French language students in Colleges of Education, with a specific focus on French to Igbo language translation. The research adopts a survey research approach to collect data from participants who are familiar with different translation tools. The survey, administered through Google Forms, was distributed to closed French student groups on social media platforms. The questionnaire included questions regarding participants' knowledge, experience, and actual usage of the tools to ensure valid responses. A total of 130 students participated in the survey, which consisted of 5 questions, including both open-ended and close-ended questions. The questionnaire aimed to reveal participants' backgrounds, and the nature of the impact observed when using computer-aided translation tools. Descriptive statistics were employed to analyze the data, while t-tests were conducted to test the formulated hypotheses. Microsoft Excel and Statistical Package for the Social Sciences (SPSS) were used for data analysis. The results of the study indicate that computer-aided translation tools have a positive impact on translation efficiency, vocabulary assistance, and consistency in translations. The findings suggest that integrating these tools into French language curricula in Colleges of Education could enhance translation outcomes and improve language learning experiences. This study contributes to the understanding of the benefits and implications of computer-aided translation tools in the context of French to Igbo language translation.

Keywords

Investigation; french language students; computer-aided translation; tools; igbo language; outcomes



I. Introduction

French has long been recognized as the second official language of Nigeria (Michael, 2022). It is covered in the secondary school curricula across the nation. At the nation, French is also taught in tertiary institutions. In terms of the number of people who speak it, the French language is second only to English on the list of world languages. Another well-known truth is that several universities, schools, and institutions have started actively promoting the "main" Nigerian languages in the communities where they are located. In a linguistically and culturally varied culture like Nigeria, the pronunciation of the French language is foreign. In contrast to English, it is taught as a foreign language in the educational systems of the majority of African nations, including Nigeria. Due to the variety of languages and dialects spoken in Nigeria, the characteristics of mother-tongue interference, code-mixing, and code-switching make learning French rather intriguing (Ajani & Odoh, 2021). Most nations utilize French as one of their primary foreign

languages. Due to its relevance in many areas of life such as commerce (Harker, Caemmerer & Hynes, 2016), fashion (Mendes, S., & Rees-Roberts, N. (2015; Azonuche, & Anyakoha, 2018), family life and trade (Osia, 2005; Azonuche & Janet, 2013; Hammami, Widgren, Grosbois, Apolloni, Rose & Andraud, 2022), the French language has risen to prominence among other world languages. French is one of the world's languages that is most commonly used in fields such as business, science, technology, research, administration, education, and literature. Francophone nations including the Niger Republic in the north, Chad in the east, Cameroun in the south, and the Benin Republic in the west border Nigeria geographically (Mazrui, 2019). Therefore, it is essential for every Nigerian to speak French effectively in order to engage in mutual dialogue and contact with our neighbors.

One of the colonial languages introduced to Africa is French. With its policy of assimilation and association since before independence, the French language has developed throughout the continent. In Nigeria, West Africa, and a few other nations throughout the world, it is taught as both an official language and a second language. The teaching and learning of French have increased cross-cultural understanding between Nigeria and the French-speaking world (Opaluwah, 2020). Many Nigerians are not well-informed on the value of French in our educational system or the significance of it as a world language. According to Federal Republic of Nigeria (FGN) (2004), the French language has the following position in the National Policy on Education: Every Nigerian should learn French to facilitate communication with our neighbors. French will therefore be Nigeria's second national language and obligatory in primary and junior secondary schools, but non-vocational in senior secondary schools.

Hence, it is not a native language of any ethnic group in Nigeria, French is now considered a foreign language. To put it another way, it's a language that the vast majority of educated Nigerians do not speak or require at all, and that practically all of the country's illiterate citizens are unaware of. Despite being in the curriculum, few students are interested in taking French classes, perhaps because there are rarely any French professors available (Witko, Tourmente, Dessez & Decullier, 2021). Since no social event, such as a wedding, birthday party, church service, or mosque, uses French as the medium of communication, Nigerians do not utilize French as a method of communication. It is solely taught in the classroom and is mostly spoken by French instructors and pupils. However, both France and Nigeria have signed agreements and agreements for mutual collaboration. Therefore, in order for Nigerians to communicate effectively with francophone nations, they must be proficient in the language as well as able to read, write, and understand it (Faniran, 2016).

For the sheer reason that they now have technology at their disposal, translation teachers of today are really luckier than those of their forebears. Traditional translation techniques and technologies are no longer suitable for handling the vast amount of information available today. Thousands of page print dictionaries are not necessary. Today's translation teachers can access and handle a lot of material with just one click, though. The productivity of the translation teachers, their professional abilities, and their drive for a more rapid and precise translation are all impacted by this technological change. The translation business has seen several developments that have been labeled as suggestive and technologically beneficial in translation techniques. Today's translators must be knowledgeable in a variety of new sectors, including website and application translation, software localization, and even video and online gaming.

Translation pedagogy and education are expected to reflect the significant developments in translation technologies. The idea is that incorporating technology approaches into institutional training of translation serves to improve the translation process both pedagogically and practically as well as to increase the productivity of French language students in the field. Currently, all facets of the translator's job are influenced by computer-aided translation technology. Diverse translation technologies are available to translators, which not only ensures translation effectiveness but also considerably reduces workload and saves time. The ability of students to use these translation tools to enhance translation quality and adapt to the information age, therefore, plays a significant role in how to teach students' practical translation capacity to satisfy market demand. Significant improvements in translation have been made in recent decades to simplify the job of translators and boost the caliber of translated works. The development of computer-aided translation tools, which include a collection of computer programs created to assist translators manage translation processes, is one of the field's most significant developments. The methods of performing translation work have evolved as a result of computer-aided translation tools and other translation computer programs. Thus, one of the fundamental demands of language instructors and other stakeholders in education is proving the efficacy of computer-aided translation systems.

The Igbo language, as was mentioned above, has distinctive features that might make it more difficult for tools for natural language processing to work well. The necessity for studies addressing the difficulties and needs for translation systems to suit the features of the Igbo language is supported by the fact that languages differ in syntax, semantics, and phonology. Investigating the nature of the impact of computer-aided translation tools in French to Igbo language translation among French language students in Colleges of Education in South-Eastern Nigeria is therefore urgently necessary.

Research Hypotheses

H₀₁: Computer-aided translation tools has no significant impact in French to Igbo language translation among male and female French language students in Colleges of Education

H₀₂: Computer-aided translation tools has no significant impact in French to Igbo language translation among single and married French language students in Colleges of Education

II. Review of Literatures

2.1 Status of the Igbo Languagea

The Igbo are a Negro people, according to new findings in the fields of linguistics, archeology, anthropology, history, geography, and related sciences (Ogbozor, 2020). Some fundamental vocabulary words that demonstrate resemblance in sounds and meanings between Igbo and other Nigerian languages lend credence to the idea that the Igbo language originated on the Negro-African continent. The languages that people of this racial stock speak are Niger-Congo languages. Most languages in West Africa, including most of those in southern Nigeria, such as Igbo, Yoruba, Edo, Igala, Idoma, etc., belong to the Kwa subfamily of this huge family (Muhammad, 2021).

One of the Proto-Kwa speakers who lived in what is now southern Nigeria and its surroundings were the Igbo. Ika, Ukwuani, and Enuani clusters in Delta State; Onitsha, Orlu, Owerri, Nsukka, Umuahia, Abakaliliki, and Oguta clusters in Anambra, Abia, Imo, Ebonyi, and Enugu States; and Ikwerre-Etchee cluster in Rivers, Kogi, and Benue States. Although these dialects share features in terms of grammar, lexicon, and phonology, they also diverge to some extent in these three areas without impairing mutual understanding.

Aspiration and nasalization, for instance, are characteristics of several dialects in the states of Imo and Abia. Igbo dialects are also divided into eight separate groupings, including West Niger, East Niger, East Central, Cross River, North Eastern, South Eastern, and South Western (Oweleke, 2020). Notably, the phonology of the East Niger, East Central, and South Eastern groups of dialects are characterized by aspiration, nasalization, and labialization, whereas the North Eastern group of dialects are characterized by labialization.

Despite not being unique in Standard Igbo, nasalization, aspiration, and labialization have been reported to be strikingly distinctive aspects of various Igbo dialects. Effective communication between people who use them and those who do not is not hindered by them. The Igbo alphabet has thirty-six (36) letters. This consists of twenty-eight (28) consonants and eight (8) vowels. Igbo is a tone-based language. The primary reason for the alleged extinction danger to the Igbo language is a switch to English. A number of previously known languages have vanished, and a great number more are in danger of going extinct, which worries linguists. Although the Igbo language was not included in the latest edition of Ethnologue's list of endangered languages, language trends among Igbo today, especially among the elite class and urban/city dwellers, indicate that the Igbo are still in the early stages of their language transition to English and French.

2.2 Various Technologies for Instructional Purposes in Education and Translation

Different technologies have been developed in recent years for pedagogical and educational reasons. The development of technical systems has always had a major impact on foreign language instruction. The information technology revolution, which began with the development of computer-mediated communication in the second part of the 20th century, has resulted in the creation of several educational approaches (Qiu & Bui, 2022). Due to the usage of telecommunication networks that facilitate the encoding, transmission, and decoding of messages, computer-mediated communication provides users with a range of options that activate communication for users to produce, participate in, and understand information. Nearly all learning situations make heavy use of technology to help students improve their language abilities. It is notable that various studies have purposefully emphasized the reciprocal link between student achievement on the one hand, and educational institutions' attempts to integrate modern technology into the learning and teaching processes on the other (Ghory & Ghafory, 2021).

These studies have further stressed the technological advancement achieved in both learning and teaching methods. It is also argued that the nonattendance of blended modes that flexibly absorb the last development in technology and its effect on learning and teaching have resulted in negative implications on teaching and learning processes, which in turn functions to threaten national competitiveness. In translation pedagogy, different studies indicate clearly that the integration of translation technologies and software into teaching practices has positive impacts on students' achievement (Mellinger, 2017). It is even imperative for instructors to adopt new teaching patterns and encourage their students to use translation technologies.

In this regard, instructors and academic institutions should be more willing to accept the idea that translation technologies are inevitable in preparing qualified translators and thus should be integrated in one way or another in translation pedagogy. This claim is supported by the fact that technology and commitment to deadlines are among the main requirements in the translation industry today. Educators and program designers thus need to keep their students and students updated with the industry trends and recent technologies in order to be well qualified for the labor market. In short, translation technology should be central in translation pedagogy and discussions, either in academic

institutions or translation companies.

Nevertheless, different studies report that the integration of translation technologies into translation pedagogy in higher education institutions is still less than expected. This issue has its negative implications to the global labor market. The lack of qualified translators who can apply computer technology to assist in the translation process and meet the demand for translation that is currently rising dramatically is still a major problem. This is largely attributed to the inefficiency of translators and graduates to deal effectively with translation technologies. Very little research has been conducted, however, on the effectiveness of computer-aided translation tools in teaching practices in general and in the South-Eastern Nigeria context in particular. This study tends to bridge this gap in literature by exploring the extent of the use of computer-aided Translation tools, preferred computer-aided translation tools and the nature of the impact of computer-aided translation tools in French to Igbo language translation in the zone.

2.3 Computer-aided translation

Professional translators now have access to a translator platform (translator workstation) thanks to computer-aided translation technologies. Technology for computer-aided translation emerged quickly when translation materials were electronic. The term "technique" refers, broadly speaking, to the application of technology, including computer software, hardware, networks, and other auxiliary tools, as well as to pre-translated text analysis and processing, translation memory, proofreading software, and desktop publishing. Technique, when used narrowly, explicitly refers to the development of specialized software and other relevant technologies, as well as the enhancement of the translation process (Liang & Ma, 2021).

According to earlier research, the now in use computer-aided translation tools may be loosely classified into two categories: the first includes hardware and software that is more generally designed for usage than the translation process. Common word processing programs like Microsoft Word and Dragon System, electronic dictionaries like OCR, Abby FineReader, OmniPage, TextBridge, Kingsoft, Kingsoft translation, and electronic encyclopedias, as well as related hardware, are among these tools (such as an external storage facility, rewritable optical drives, digital cameras, scanners, etc.). The alternative kind is built on a bilingual corpus and translation memory technology, like the translation software (more popular as Trados, Word Fast, Word-Fisher, Masanobu CAT, DjVu, SDLX, etc.). In order to save translators' time from having to search for terms repeatedly and to achieve semantic conversion and transmission, this type of software transmits to a computer tasks involving pure memories, such as term matching and automatic search tips, memory and reproduction of extremely similar sentences.

The capabilities and resources of translation tools have increased in recent years, making them easier to use than they were previously. For instance, Kingsoft's computer memory is several times larger than that of Google's Lingoets translation specialists (lingoes), yet it is more effective for word search, phrase example, and full translation versions (Al-Mahasees, 2020).

III. Research Methods

This study employed a survey research approach to gather data and analyze the impact of computer-aided translation tools in French to Igbo language translation among French language students. The survey was designed using Google Forms and distributed to closed French student groups on popular social media platforms such as Facebook, WhatsApp, and Telegram Messengers. These groups were chosen as they consisted of

members familiar with various translation tools. However, to ensure the validity of the responses, the survey included questions to assess the impact of the tools. A total of 130 students participated in the survey, providing valuable insights. The survey comprised 5 questions, including a combination of open-ended and close-ended questions. Before the survey was administered, the reliability of the questionnaire was established to ensure the consistency and accuracy of the collected data. The data generated from the study were analyzed using descriptive statistics, which provided an overview and summary of the responses. Additionally, t-tests were employed to analyze the formulated hypotheses, comparing different groups of respondents. To carry out the data analysis, Microsoft Excel, a widely-used spreadsheet software, version 21 for Windows, and Statistical Package for the Social Sciences (SPSS), version 25, were utilized. These software tools facilitated the organization, calculation, and statistical analysis of the collected data, allowing for meaningful interpretation and conclusions to be drawn from the research findings

IV. Results and Discussions

4.1 Results

Table 1. Gender distribution of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	76	58.5	58.5	58.5
	Female	54	41.5	41.5	100.0
Total		130	100.0	100.0	

The table displays the gender distribution of respondents in the study. Out of the total 130 respondents, 58.5% were male (76 individuals) and 41.5% were female (54 individuals). The table provides a clear breakdown of the gender composition of the sample.

Table 2. Marital Status of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	119	91.5	91.5	91.5
	Married	11	8.5	8.5	100.0
Total		130	100.0	100.0	

Table 2 shows the distribution of respondents' marital status. Out of the total 130 respondents, 119 (91.5%) were single, while 11 (8.5%) were married. The cumulative percent column indicates the running total of valid percentages.

Table 3. The impact of Computer-aided translation tools in French to Igbo language translation among French language students in Colleges of Education in South-Eastern Nigeria

	N	Sum	Mean	Std. Dev.	Variance	Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Computer-aided translation tools can significantly improve translation efficiency by providing quick and automated translations, saving time for students.	130	439	3.38	.739	.547	2.046	.422
Computer-aided translation tools offer assistance in terms of vocabulary comprehension, suggesting translations for unfamiliar terms, and aiding students in expanding their vocabulary.	130	453	3.48	.729	.531	3.070	.422
Computer-aided translation tools can help students identify and correct grammar and syntax errors, improving the accuracy and quality of their translations.	130	285	2.19	1.221	1.490	-1.641	.422
Computer-aided translation tools enable students to maintain consistency in their translations by utilizing	130	467	3.59	.679	.460	4.609	.422

translation memories, glossaries, and terminology management features.							
Computer-aided translation tools helps students to learn from the translations provided, observe alternative translations, and gain exposure to language patterns and idiomatic expressions.	130	437	3.36	.872	.760	.511	.422

Table 3 presents the impact of computer-aided translation tools in French to Igbo language translation among French language students in Colleges of Education in South-Eastern Nigeria. The table provides statistical measures such as sum, mean, standard deviation, variance, and kurtosis for different impact statements related to these tools. The mean of 3.38 suggests that students perceive computer-aided translation tools to significantly improve translation efficiency by providing quick and automated translations, saving time. The standard deviation of .739 indicates moderate variability in students' responses. With a mean of 3.48, students find computer-aided translation tools helpful in terms of vocabulary comprehension, suggesting translations for unfamiliar terms, and expanding their vocabulary. The standard deviation of .729 suggests moderate variability in students' perceptions.

The mean of 2.19 suggests that students perceive computer-aided translation tools to a lesser extent in helping identify and correct grammar and syntax errors, thereby improving translation accuracy and quality. The high standard deviation of 1.221 indicates significant variability in students' responses. With a mean of 3.59, students perceive computer-aided translation tools as enabling them to maintain consistency in translations by utilizing features such as translation memories, glossaries, and terminology management. The standard deviation of .679 suggests moderate variability in students' perceptions. Overall, students recognize that the automated and quick nature of these tools contributes to improved efficiency in the translation process. The mean of 3.36 indicates that students find computer-aided translation tools helpful in learning from the translations provided, observing alternative translations, and gaining exposure to language patterns and idiomatic expressions. The high standard deviation of .872 indicates significant variability in students' responses.

Table 4. Group Statistics for the impact in French to Igbo language translation among male and female French language students in Colleges of Education

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	76	17.1316	2.61963	.30049
Female	54	14.4259	4.74482	.64569

Table 4 presents the group statistics for the impact of French to Igbo language translation among male and female French language students in Colleges of Education. For the male group, the total number of respondents (N) is 76. The mean score for the impact is 17.1316, with a standard deviation of 2.61963. The standard error of the mean is calculated to be 0.30049. For the female group, there were 54 respondents. The mean score for the impact is 14.4259, with a higher standard deviation of 4.74482. The standard error of the mean is 0.64569.

Table 5. Independent Samples Test for the impact in French to Igbo language translation among male and female French language students in Colleges of Education

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	35.010	.000	4.162	128	.000	2.70565	.65012	1.41928	3.99202
Equal variances not assumed			3.799	75.92	.000	2.70565	.71219	1.28719	4.12412

Table 5 presents the results of the independent samples test conducted to analyze the impact of computer-aided translation tools on French to Igbo language translation among male and female French language students in Colleges of Education. The Levene's test for equality of variances was conducted to examine if the variances in the impact scores were significantly different between the two groups. The obtained F statistic is 35.010, and the corresponding p-value is 0.000, indicating a significant difference in variances between the male and female groups.

The t-test for equality of means was performed assuming equal variances, and the results indicate a significant difference between the means of the two groups. The obtained t-value is 4.162, with a corresponding p-value of 0.000 (two-tailed), indicating that the difference in means is statistically significant. The mean difference between the male and female groups is 2.70565, with a standard error of 0.65012. The 95% confidence interval for the difference in means ranges from 1.41928 to 3.99202, indicating that the impact scores of the male group are significantly higher than those of the female group. Additionally, the t-test was performed without assuming equal variances, and the results remained consistent. The obtained t-value is 3.799, with a corresponding p-value of 0.000 (two-tailed), confirming the significant difference in means between the male and female groups.

Table 6. Group Statistics for the impact in French to Igbo language translation among single and married French language students in Colleges of Education

Marital Status	N	Mean	Std. Deviation	Std. Error Mean
Single	119	16.1765	3.63749	.33345
Married	11	14.1818	5.81065	1.75198

Table 6 displays the group statistics for the impact of French to Igbo language translation among single and married French language students in Colleges of Education. For the single group, there were 119 respondents. The mean score for the impact is 16.1765, with a standard deviation of 3.63749. The standard error of the mean is calculated to be 0.33345. For the married group, there were 11 respondents. The mean score for the impact is 14.1818, with a higher standard deviation of 5.81065. The standard error of the mean is 1.75198.

Table 7. Independent Samples Test for the impact in French to Igbo language translation among single and married French language students in Colleges of Education

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	9.246	.003	1.643	128	.103	1.99465	1.21381	-.40708	4.39639
Equal variances not assumed			1.118	10.73	.288	1.99465	1.78343	-1.9424	5.93174

Table 7 presents the results of the independent samples test conducted to analyze the impact of computer-aided translation tools on French to Igbo language translation among single and married French language students in Colleges of Education. The Levene's test for equality of variances was conducted to examine if the variances in the impact scores were significantly different between the two groups. The obtained F statistic is 9.246, and the corresponding p-value is 0.003, indicating a significant difference in variances between the single and married groups.

The t-test for equality of means was performed assuming equal variances. The obtained t-value is 1.643, with a corresponding p-value of 0.103 (two-tailed). This p-value is greater than the commonly used significance level of 0.05, indicating that the difference in means between the single and married groups is not statistically significant. The mean difference between the two groups is 1.99465, with a standard error of 1.21381. The 95% confidence interval for the difference in means ranges from -0.40708 to 4.39639, indicating that the impact scores of the single and married groups overlap substantially.

Additionally, the t-test was performed without assuming equal variances. The obtained t-value is 1.118, with a corresponding p-value of 0.288 (two-tailed). This p-value is also greater than 0.05, further supporting the finding that the difference in means between the single and married groups is not statistically significant.

4.2 Discussion

Overall, the table reflects students' perceptions of the impact of computer-aided translation tools in French to Igbo language translation. According to the survey responses, the computer-aided translation tools were perceived to have a positive impact on various aspects of translation. Participants reported that these tools improved translation efficiency by speeding up the translation process and reducing the time required for manual translation tasks. The tools were also seen as beneficial by other authors such as Guo (2023) in terms of vocabulary assistance, as they provided suggestions and alternatives for word choices, aiding in finding appropriate equivalents in the target language. Furthermore, the use of computer-aided translation tools was associated with increased consistency in translations. Participants mentioned that these tools helped maintain consistency in terminology and style throughout their translations, ensuring a higher quality and professional output. This feature was particularly important when working on large translation projects or collaborating with other translators (Qing & Wang, 2023). However, there are mixed perceptions regarding the impact on grammar and syntax support and learning aid. The varying means and standard deviations indicate differing levels of agreement and variability in students' perceptions of the impact of these tools. These statistics provide an overview of the average impact scores for both male and female students in French to Igbo language translation. The male group shows a higher mean score and lower standard deviation, indicating a more consistent and potentially stronger impact. In contrast, the female group has a lower mean score and higher standard deviation, suggesting greater variability in their responses to the impact of translation.

Based on these results, the hypothesis that computer-aided translation tools have no significant impact on French to Igbo language translation among male and female French language students in Colleges of Education is not supported. The statistical analysis indicates that there is a significant difference in the impact of computer-aided translation tools between the male and female groups, with the male group showing a higher impact compared to the female group (Liang & Ma, 2021). These statistics provide an overview of the average impact scores for both single and married students in French to Igbo language translation. The single group shows a slightly higher mean score and a lower standard deviation, suggesting a more consistent impact compared to the married group. However, it is important to note that the married group has a small sample size, which may contribute to the larger standard deviation and higher standard error of the mean (Qiu & Bui, 2022). Based on these results, the hypothesis that computer-aided translation tools have no significant impact on French to Igbo language translation among single and married French language students in Colleges of Education is supported. The statistical analysis indicates that there is no significant difference in the impact of computer-aided translation tools between the single and married groups.

V. Conclusion

In conclusion, this study examined the impact of computer-aided translation tools on French language students in Colleges of Education, specifically focusing on French to Igbo language translation. Through the survey research approach and data analysis, several key findings emerged. Firstly, the results indicated that computer-aided translation tools had a

positive impact on translation efficiency among the participants. These tools were reported to enhance productivity by reducing the time required for manual translation tasks, ultimately increasing the efficiency of the translation process. Secondly, participants perceived computer-aided translation tools as valuable resources for vocabulary assistance. The tools provided suggestions and alternatives for word choices, aiding participants in finding appropriate equivalents in the Igbo language and improving the accuracy of their translations.

Thirdly, the use of computer-aided translation tools was associated with increased consistency in translations. Participants noted that these tools helped maintain consistency in terminology and style, ensuring a higher quality and more professional output, particularly in large translation projects and collaborative settings. The findings of this study highlight the significant role of computer-aided translation tools in supporting French language learners in their translation endeavors. These tools not only enhance translation efficiency but also assist with vocabulary selection and improve overall translation consistency.

Based on these results, it is recommended that Colleges of Education integrate computer-aided translation tools into their language curricula to equip French language students with essential skills and resources for effective translation. Furthermore, additional research could explore the specific features and functionalities of these tools that contribute to their impact on translation proficiency. Overall, this study contributes to the understanding of the benefits and implications of computer-aided translation tools in the context of French to Igbo language translation among French language students in Colleges of Education. By leveraging these tools, educators and learners can harness the potential for improved translation outcomes and enhanced language learning experiences

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