MNH-TT: a collaborative platform for translator training

Bogdan Babych*, Tony Hartley*, Kyo Kageura†, Martin Thomas*, Masao Utiyama‡

*U of Leeds, †Tokyo U of Foreign Studies, ‡U of Tokyo, ‡NICT

m.thomas@leeds.ac.uk
To support and observe trainee translators working together we need three things:

Collaboration

Scaffolding

Visualisation
Computer-mediated support already exists, but is it adequate for trainee translators?

Collaboration

- activities
- environments & tools
- missing features
Similar activities are known under a lot of new names
Collaborative translation is globalising many big brands.
Many environments and tools exist to help set up and conduct translation projects.
These environments offer, collectively, many helpful features ...

- Interact
  - messaging
  - discussion
  - voting
  - editing

- Organise
  - allocate tasks
  - track progress

- Motivate
  - identify
  - rate
  - reward

- Resource
  - guide
  - glossary
  - TM
But every year we jettison mountains of collective experience.
Instead of ever going round in circles, can we raise our performance?
So we have to keep a trace of the journey, with breadcrumbs ... or more modern tools
What features can we provide specifically to support trainee translators?

**Scaffolding**

- translation team roles
- dialogue acts
- revision categories
We extended Minna no Hon’yaku with scaffolding for translator training - MNH-TT
MNH offers a document portal ...
In recent years the nuclear industry and its supporters in government have sought to position nuclear power as a revival after years in the doldrums. George W. Bush’s first term in the White House, and in Tony Blair’s UK’s 2005 election campaign, companies to the government and countries watch the outcome with interest. I do not think the road to a new nuclear programme is smooth, and five main reasons: timing, investment, terrorism, and public consultation.

Timing

The timing problem is how to make procurements for nuclear power as early as possible. It is clear, however, that the UK government is committed to producing a White Paper which rejected nuclear power at the last minute. The UK government rejected any resumption of reactor building, even before any consultation. Given that no nuclear build has been sanctioned for over three years, it is unlikely to begin in the near future.

Indeed, the UK government has stated that nuclear power cannot be built for at least five years. This is because the UK government has made a decision to defer the decision for several years, and the current political climate does not allow for rapid decision-making.

A typical UK public consultation process can take up to two years, and it is unlikely that a new nuclear programme will be announced before 2020. This is because the UK government has stated that it will not make a decision until more information is available.

The UK government has also stated that it will not build a new nuclear programme unless it can be done in a safe and environmentally friendly manner.

In addition, the UK government has stated that it will not build a new nuclear programme unless it can be done in a way that is consistent with the UK’s climate change targets.

The UK government has also stated that it will not build a new nuclear programme unless it can be done in a way that is consistent with the UK’s international obligations.

The UK government has also stated that it will not build a new nuclear programme unless it can be done in a way that is consistent with the UK’s nuclear safety standards.

In summary, the UK government has stated that it will not build a new nuclear programme unless it can be done in a way that is consistent with all of the above criteria.

The UK government has also stated that it will not build a new nuclear programme unless it can be done in a way that is consistent with the UK’s climate change targets, international obligations, and nuclear safety standards.

The UK government has also stated that it will not build a new nuclear programme unless it can be done in a way that is consistent with all of the above criteria.
Scaffolding MNH-TT

- translation team roles
The role repertoire caters for ‘core’ tasks ... and for computer-aided scenarios
MNH-TT requires team members to be assigned to one or more role
Scaffolding MNH-TT

• dialogue acts
Dialogue Acts enforce interaction protocols and reduce cross-cultural misunderstanding
MNH-TT requires members to specify their purpose each time they post a message.
Scaffolding MNH-TT

• revision cats.
A pre-defined set of categories is available for motivating revisions.

Revision

- text
  - st-register
  - tt-register
  - awkward
  - incohesion

- content
  - omission
  - addition
  - distortion

- lexis
  - incorrect term
  - poor collocation

- grammar
  - syntax
  - preposition
  - inflection
  - spelling
  - punctuation

- indecision
Revisers and reviewers choose the appropriate label from a pull-down menu.
A 3-pane editor enables the comparison of any 2 translation drafts with the source.

How did they get ahold of the ebook: most students got them through the university library, as opposed to free, off the web, pirated, etc. Very few students actually purchased etextbooks.

How did they read them, part or all of the book: read "in and out" by chapters as opposed to reading the whole book.

Caren Milloy, JISC (United Kingdom): huge survey of users with over 23,000 responses on ebook use from students and academics and librarians. Data presented was all about students, despite the title.

Highest users of ebooks: business students used them a lot more than other areas and medical titles were hardly used at all.
A pop-up window makes it easier to work on the target drafts.
How can trainees and teachers best view and learn from their interactions?

**Visualisation**

- how the data is captured
- who says what when
- (how) does this correlate with evaluation(s)
How can trainees and teachers best view and learn from their interactions?

Visualisation

- how the data is captured
An extended TMX notation records the interactions and revisions

"添加される文章です。" → "添加された文章です。"

<qc:diff>
qc:lang="ja"
qc:range_from="3"
qc:range_to="5"
qc:user="yoko"
qc:role="reviser"
qc:reason="grammar-syntax">
<qc:modified>された</qc:modified>
<qc:comment>完了形に修正しました</qc:comment>
</qc:diff>
Team roles can be mapped into a simple workflow, optionally using translation tools

Commissio

Sign off

Preparation

Update resources

Translation

MT
Terms
Translation Memory

Quality Assurance
Who talks to who at the preparation stage?
Who talks to who at the translation stage?
Who talks to who at the QA stage?
Who talked to who as the project evolved?

Dialog acts
- information-
  - request
  - differ
  - support
  - offer
- maintenance-
  - acknowledge
  - mediate
  - clarify
  - motivate
- status-
  - check
  - report
  - decline
- role-
  - request
  - accept
  - offer

Dialog act (stepwise sequence sort)

Workflow stages (core stages in bold)
Why did people talk as the project evolved?

Dialog acts:
- information- request, differ
- maintenance- acknowledge, mediate
- status- check, report, decline
- role- request, accept, offer

Workflow stages (core stages in bold):
- commission
- preparation
- translation
- QA
- resource update
- sign off

Dialog act (stepwise sequence sort):
- motivate
- report
- check
- support
- offer
- differ
- support
- offer
- request
- offer
- request
- request
- accept
- motivate
- motivate
- request
- acknowledge
- support
- check
- offer
- support
- clarify
- offer
- differ
- request
- differ
- offer
- differ
- request
- offer
- report
- check
- report
Visualisation

• (how) does this correlate with evaluation(s)
What are the main points to take away from this presentation?

MNH-TT supports a social-constructivist approach to translator training (cf Kiraly, 2000), inducting trainees into a community of practice

- enacts roles played by professionals
- preserves a trace of process and products
- generates data that trainees, teachers and researchers can learn from