**Computer-assisted translation**

Course scenario

# CLASS 1

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| **TOPIC** | Introduction |
| **LEARNING CONTENT - DETAILED CHARACTERISTICS** | Topics to be covered: Self-introduction; The scope of the course; Machine translation vs computer assisted translation; Main concepts; Internet and translation; Mailing lists; Forums; Blogs; Virtual conferences; Internet search; Google search tricks; Filter bubble; Alternative search engines; Practical task |
| **KEY WORDS** | computer-assisted translation, machine translation, search engine |
| **SUGGESTED TOOLS** | MS PowerPoint / Canvas (or similar)Access to an internet browserMoodle, Mentimeter or Kahoot could be used for larger groups of students |
| **TIPS / METHODOLOGICAL REMARKS****(if applicable)** | * Present the scope of the course before each class, highlighting the current topic.
* Tasks and examples need to be adopted to students’ language knowledge or specialisation of (e.g. English-German, Spanish-English)
* Minimum CEFR Level required: B1 (Reading, Writing, Listening and Speaking).
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| **IMPLEMENTATION OF THE CLASSES**  | **STEP 1** | Self-introduction by the lecturer and by everyone in the class. Moderated by a lecturer. Students are asked about their experience with translation and professional translation, as well as their experience with translation tools. Survey tools could be used for larger groups of students |
| **STEP 2** | Support the class by the presentation software (e g. PowerPoint/Canvas or similar). Presenting the scope of the course based on classification into Human translation, Computer assisted translation, and Machine translation. |
| **STEP 3** | Discuss the importance of Internet tools and online resources for the translation. Present with various examples |
| **STEP 4** | Focus on possibilities of Internet and capabilities of search engines, exemplified by real-life examples |
| **STEP 5** | Give a practical task for finding translation equivalents of specific terms with the help of search engines. |

**ADDITIONAL MATERIAL 1 (TABLE)**

Table shows the distinction between different groups of translation tools. The original table is modified to include new actual tools (GPT and quality assurance tools)

|  |  |  |
| --- | --- | --- |
| ***Human translation (HT)*** | ***Computer Assisted Translation tools (CAT)*** | ***Machine translation (MT)*** |
| * Spell checkers
* Word processors (e.g. MS Word)
* Electronic resources (e.g. dictionaries on CD)
* **Internet (e.g. www, e-mail, on-line dictionaries)**
 | * Data capture tools
* Corpora and corpus analysis tools
* Terminology management systems
* Translation memories
* Localisation and web page translation tools
* Diagnostic and quality assurance tools
 | * Machine translation systems
* Generative pretrained transformers (GPT)
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Source: Bowker, Lynne. (2002) Computer-Aided Translation Technology. University of Ottawa Press.

**ADDITIONAL MATERIAL 2 (PICTURE)**



**ADDITIONAL MATERIAL 3 (ONLINE MATERIAL, PICTURE)**

Be aware of personalised Search



Source: (<https://www.stateofdigital.com/beware-of-personalised-search-and-online-filter-bubbles/>)

**ADDITIONAL MATERIAL 4 (ONLINE MATERIAL)**

Google search tricks (e.g. from <http://time.com/4116259/google-search-2/>

**ADITIONAL MATERIAL 2 (WORK CARD)**

**Note:** Select words for translation according to students’ knowledge of languages. The below example is for English and Lithuanian.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Source Word | Translation | Found Alternatives | Duration (mins) | Notes (how it was found) | Location (website) |
| hand bailer (example) | Semtuvas | Semėjas, kaušas, semtuvėlis | 6 min | Google search“hand bailer” | https://www.sailing.lt/produktas/e-8209-parduotuve/jachtu-iranga/semtuvelis-didelis3/ |
| Traškis |  |  |  |  |  |
| Bendrasis programavimo dokumentas |  |  |  |  |  |
| Network interface card (NIC) |  |  |  |  |  |
| … |  |  |  |  |  |