**Computer-assisted translation**

Course scenario

# CLASS 14

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| **TOPIC** | Machine Translation (Part 2) |
| **LEARNING CONTENT - DETAILED CHARACTERISTICS** | Topics to be covered: Why is MT difficult?; Overview of different ambiguity problems: morphological, lexical, structural, transformational, syntactic, idiomatic, anaphora etc.; Human assistance; Controlled language; Requirements of the controlled language; Online MT systems, Practical tasks |
| **KEY WORDS** | machine translation (MT) |
| **SUGGESTED TOOLS** | MS PowerPoint / Canvas (or similar)Access to Machine Translation systems (Google Translate or similar) |
| **TIPS / METHODOLOGICAL REMARKS****(if applicable)** | * This class is the continuation of the 1st class on MT, thus some things that could not be covered during the 1st class could be covered in this class.
* MT examples and practical tasks need to be selected according 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** | Give a self-assessment quiz from previous lecture. |
| **STEP 2** | Discuss difficulties and challenges of MT systems and give examples of MT in all different levels of language analysis. |
| **STEP 3** | Give student a practical task. |
| **STEP 4** | Review results of the task |

**ADITIONAL MATERIAL 1 (PRACTICAL TASK)**

Students may be given an extract of a complicated text. Then it needs, firstly, be translated with an MT system. Secondly, it could be simplified according to requirements of controlled language and then translated.

*Its smooth creamy paper, a little yellowed by age, was of a kind that had not been manufactured for at least forty years past.*

Source: Extract from George Orwel *1984*