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Translation Technology in Education – Facilitator or Risk?

Conference Programme

Centre for Translation and Comparative Cultural Studies

University of Nottingham

5 July 2019

Translation Technology in Education – Facilitator or Risk?

Centre for Translation and Comparative Cultural Studies

University of Nottingham

Teaching & Learning Building, University Park

5 July 2019

9.00-17.00

Automated translation services such as Google Translate have become widely available at no cost. Given the technology's capacity, to some it may be a shortcut to circumvent language acquisition, while to others it may be a facilitator to learning.

For universities, in particular with growing internationalisation, one important question is what role translation technology may play in Higher Education, for instance in research activities or in the production of assessed work, also with regard to the expectations of external stakeholders, such as employers. Equally, for secondary education and Modern Language education, it could play a role in the interaction between pupils whose first language is not English and teachers or in the engagement of students with the learning materials.

In that light, this event brings together an exciting range of international scholarship that covers topics including:

- abilities of automated translation applications
- professional market expectations and practices
- implications for language teaching & learning and translator training
- views of students and academics on the use of automated translation for studying and coursework production
- curriculum and assessment design
- Policy making

Registration is now open at:
www.nottingham.ac.uk/go/translationtechnology

Conference attendance fees:
Students/unwaged: £10
Waged: £20

Registration closes: 20 June 2019

Contact:
Klaus Mundt   Yvonne Lee
klaus.mundt@nottingham.ac.uk   yvonne.lee@nottingham.ac.uk

How to get here

From East Midlands Airport take the Skylink bus to Nottingham and get off at Friar Lane (app. 40mins ride). Find the official timetable here: https://www.trentbarton.co.uk/services/skylinknottingham/timetable

At Friar Lane, walk down the road (1 minute) to either Old Market Square to take the tram, or Angel Row to take the bus to University Park (see 'From Nottingham city centre' below).

Taxis also operate from East Midlands Airport and should cost around £25-30.

From any other city/airport take the train to Nottingham train station and take the tram from there (direction Toton Lane). Get off the tram at University of Nottingham and follow the map below.

From Nottingham city centre:
Either take the tram (direction Toton Lane) from Old Market Square, get off the tram at University of Nottingham and follow the map below.

Or take the bus from Angel Row (close to Old Market Square, outside Nottingham Library):
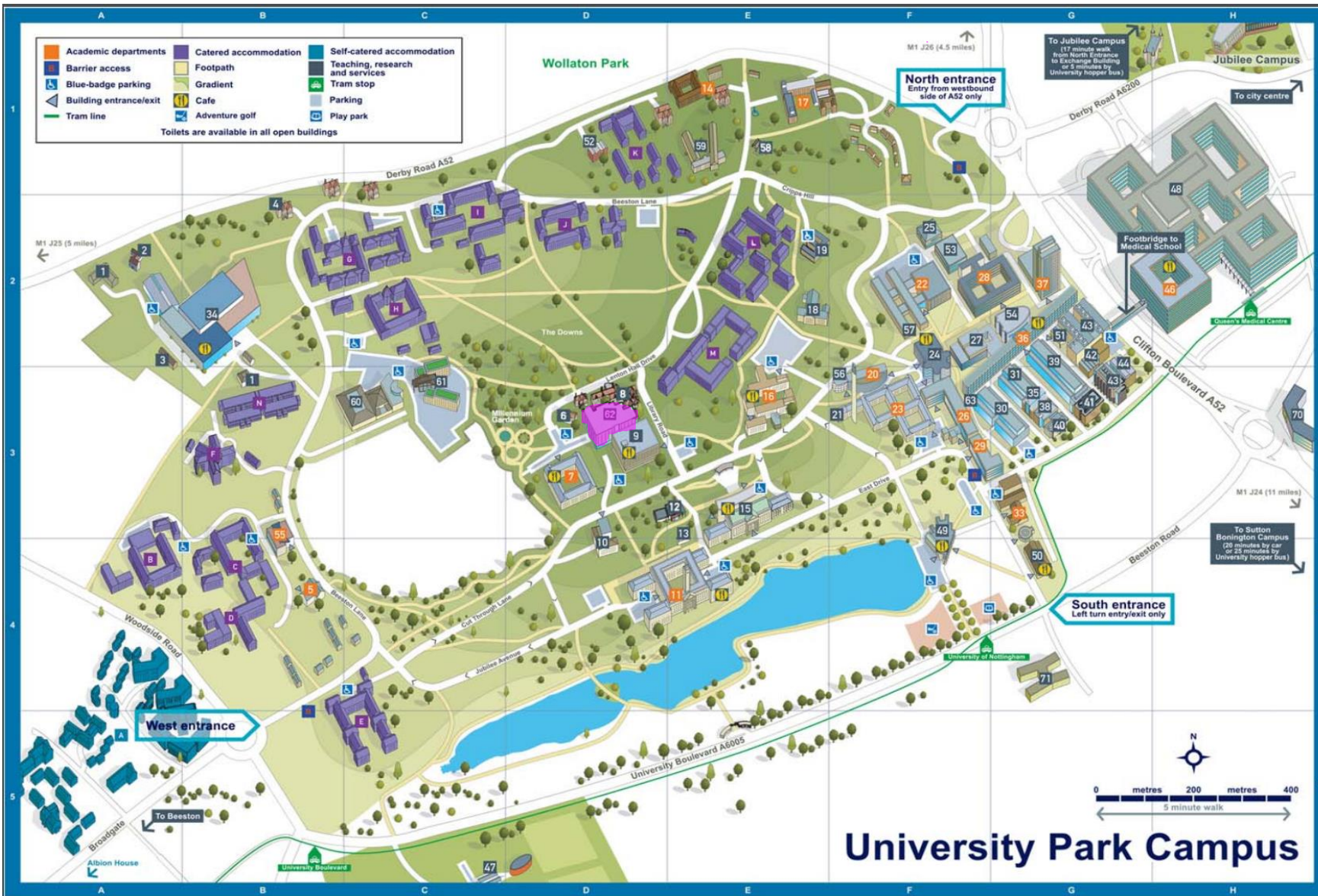- 34 to University Park
  - get off at University Park Campus, East Drive
- 35 or 36 Chillwell/Bullwell/Long Eaton
  - get off at University North Entrance

and follow the map below. These buses require exact change (£2.30 for a single ticket).

Alternatively, there are taxi stands at the train station and several locations in the city centre (e.g. close to Friar Lane/Old Market Square/Angel Row).

On University Park, find your way to the **Teaching & Learning Building** (next to Hallward Library, map location 62)**, room C14** for registration and welcome coffee (see maps below).

https://www.nottingham.ac.uk/sharedresources/documents/mapuniversitypark.pdf

University Park Campus

University of Nottingham
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TEF Gold

University Park campus key

Buildings in alphabetical order (and grid refrences)

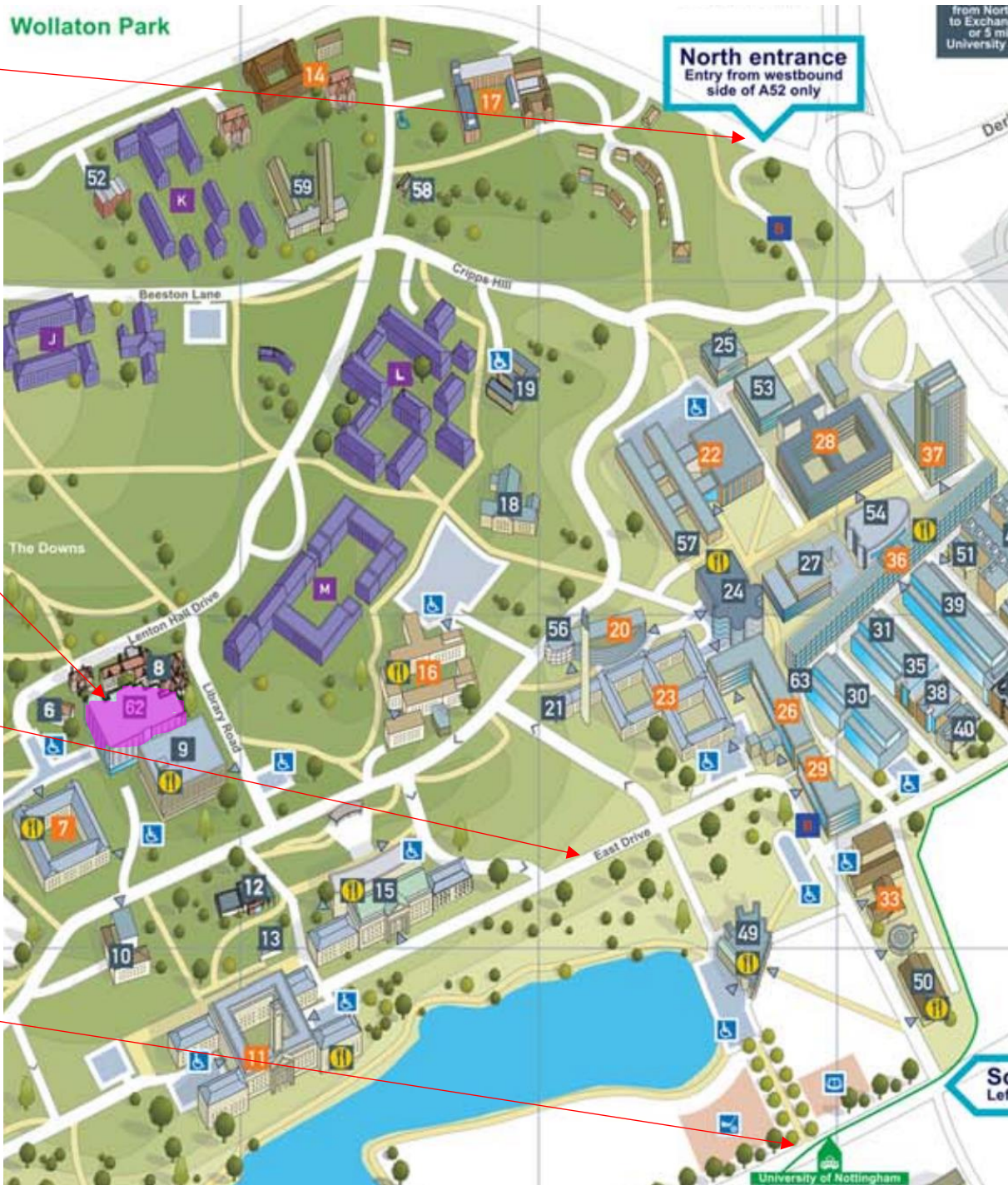| Building	No.
Arts Centre Department of Music (G3)	33
Built Env Centre for 3D Design (D3)	58
Busy Bees Nursery (A2)	1
Centre for Biomolecular Sciences (G3)	43
Chemistry Building (F2)	28
Cherry Tree Lodge (E3)	13
Coates Building (G3)	36
Coates Road Auditorium (G2)	51
Cripps Building (E2)	19
Cripps Health Centre (E1)	59
Cripps North Building (F2)	25
Cripps South Building (F2)	53
D H Lawrence Centre (G4)	49
David Ross Sports Village (B2)	34
Day Nursery (B3)	3
East Midlands Conference Centre (EMCC) (C3)	60
Engineering and Science Learning Centre (ESLC) (G2)	54
Environmental Education Centre (E1)	14
Estates Office (F3)	21
Gatehouse Lodge (H1)	60
George Green Library (F2)	24
Hallward Library (D3)	9
Highfield House (D4)	10
Highfields Pavilion (D4)	47
Humanities (B3)	55
Institute of Hearing Research (G3)	40
Innovative Technology Research Centre (G3)	38
Keighton Auditorium (F3)	56
L2 Laboratories (G2)	39
L3 Laboratories (G3)	31
L4 Laboratories (G4)	30
Law & Social Sciences Building (D3)	7
Lenton Eaves (UNSSC Club) (B2)	4
Lenton Fields - Play Centre (A2)	1
Lenton Firs Main Bldg (E1)	17
Lenton Grove (B4)	5
Lenton Hurst (D1)	52
Lenton Lodge (A2)	2
Life Sciences (F3)	23
Manufacturing Engineering Building (G2)	42
Marmont Centre (E1)	17
Mathematical Sciences (F3)	20
Medical School (H2)	46
New Theatre (E3)	12
Nottingham Lakeside Arts (F3/G4)	49 50
NUAST (H3)	70
Orchard Hotel (C3)	61
Paton Cottage/The Stables Annexe (E1)	14
Paton House (E1)	17
Pavement Research Building (G3)	35
Pharmacy (F3)	28
Physics Building (F2)	22
Pope Building (F2)	27
Portland Building (E3)	15
Psychology (F3)	29
Queens Medical Centre (QMC) (H2)	48
Safety Office (E3)	63
Security (E3)	64
Sir Clive Granger Building (E3)	16
Sir Peter Mansfield MRI Building (E2)	18
Sustainable Research Bldg (E1)	17
Teaching and Learning Building (D3)	62
The Boots Science Building (G3)	44
The Hemsley - Lenton Mount (D3)	5
The Orchards (D3)	6
The Vaughan Parry Williams Pavilion (C5)	47
Tower (G2)	37
Trent Building (E4)	11
University of Nottingham International College	71
Wolfson Building (G30)	41
Workshop/Z Block - Built Env (E1)	17
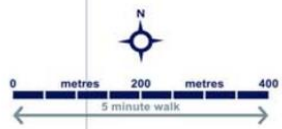
Residential (and grid refrences)

Hall		Hall	
Ancaster Hall (A4)	B	Lincoln Hall (D2)	J
Beeston Hall (B3)	N	Nightingale Hall (B3)	F
Broadgate Park (A4)	A	Rutland Hall (C2)	H
Cavendish Hall (B4)	C	Sherwood Hall (C2)	G
Cripps Hall (E2)	L	Willoughby Hall (B4)	D
Derby Hall (C2)	I		
Florence Boot Hall (C5)	E		
Hugh Stewart Hall (E2)	M		
Lenton and Wortley Hall (D1)	K		

Legend

- Academic departments
- Barrier access
- Blue-badge parking
- Building entrance/exit
- Tram line
- Catered accommodation
- Footpath
- Gradient
- Cafe
- Adventure golf
- Self-catered accommodation
- Teaching, research and services
- Tram stop
- Parking
- Play park

Toilets are available in all open buildings

Wollaton Park

Bus 35/36 arrival

Teaching & Learning Building

Bus 34 arrival

Tram arrival

North entrance
Entry from westbound side of A52 only

University of Nottingham

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Speakers & Panels
Each speaker slot includes the 20-minute presentation and 10 minutes Q&A

**Registration & Welcome Coffee** 9.00-9.45 Teaching & Learning Building, C14			
10.00-10.45	**Keynote Speaker:** Dr Joss Moorkens School of Applied Language and Intercultural Studies, Dublin City University	Incorporating MT in Translator Education		10.00-10.45

	Panel 1 Teaching & Learning Building C14		**Panel 2** Teaching & Learning Building D09		
11.00-13.00	Holi Ibrahim Holi Ali Rustaq College of Education, Oman	Investigating Translators' Views about the Use of CATs: Towards an Eclectic Training Program	Yvonne Lee Xiaofei Sun University of Nottingham	Google Translate in Translation Teaching: friend or foe?	11.00-13.00
	Irina Kudasheva University of Helsinki	Employers´ expectations towards translators´ skills in using translation technology in Finland: educational context	Nathalie Mair Astrid Schmidhofer University of Innsbruck	How does NMT deal with gender?	
	Sonia González Cruz Universitat Pompeu Fabra, Barcelona	The use of subtitling as an active tool to enhance translation competence: A linguistic or technical approach?	Sajedeh Sadat Hosseini Allameh Tabataba'i University, Tehran/ Vrije Universiteit Brussel	Where Technology Stands in Iranian Translator Training Programs: Insights from Teachers, Students and Professional Translators	
	Mike Groves University of Birmingham Klaus Mundt University of Nottingham	The Ghostwriter in the Machine - opinions on the opportunities & risks of Google Translate in Higher Education	Carme Colominas Universitat Pompeu Fabra, Barcelona Antoni Oliver Universitat Oberta de Catalunya, Barcelona	Real use/integration of TA on regular translation training courses	
13.00	**Lunch Break**				13.00

	Panel 3 Teaching & Learning Building C14		**Panel 4** Teaching & Learning Building D09		
14.00-16.30	Reza Farzi University of Ottawa	Taming Translation Technology for L2 Writing: Documenting the Use of Free Online Translation Tools by ESL Students in a Writing Course	Hatem Essa Awadalkareem Alhassan Dhofar University, Salalah	Exploring the use of translation technologies in higher education: perspectives from Omani EFL students	14.00-16.30
	Jake Groves Rina Fokel deVries University of Birmingham	Translation and language-checking tools: how are they (to be) used?	J C Penet Newcastle University	From slaves to masters of automated translation technology. Educating our students to become competent, reflective users of translation technology on our BA T&I	
	Hu Ke Sharon O'Brien Dorothy Kenny Dublin City University	Quality assessment of Machine Translated and Human Translated Subtitles for MOOCs	Alison Organ York St John University	L'éléphant dans la salle / la pièce / le salon? Student use of Google Translate for L2 production: student and staff attitudes, and implications for university policy	
	Walter Nowlan Nottingham Trent University	Translation Software: An insight into student use and non-EAP lecturer attitudes to translation software in university learning and assessments	Joanne Marsden Nottingham Trent International College	Google Translate in pre-university studies: help or hindrance to learning?	
	Emanuelle Lacore-Martin University of Edinburgh	The elephant in the room: Rethinking language assessment in the times of Google Translate			
16.30	**Closing Remarks** Teaching & Learning Building, C14				16.30

Speakers & Abstracts

Keynote

Incorporating MT in Translator Education

Joss Moorkens

Dublin City University

Machine translation (MT) has been part of translator education for some time at Dublin City University. This presentation will describe why we teach translators about MT, and the broader context of the European Masters in Translation network and a dynamic industry. I will also present the results from our most recent work on human factors in MT. The recent paradigm change to neural MT has increased the level of media interest in MT and is considered by some students and translators as a threat to the profession. I propose that the mode of interaction with MT can make it an empowering technology, however, and that MT education for our graduates should help to forearm them to argue for fair and mutually beneficial interactions with MT in their workplace.

Speaker bio:

Joss Moorkens is an Assistant Professor at the School of Applied Language and Intercultural Studies at Dublin City University and a researcher at the ADAPT Centre. He has authored several journal articles and book chapters on translation technology, post-editing of machine translation, user evaluation of machine translation, translator precarity, and translation technology standards. He is a coeditor of the book 'Translation Quality Assessment: From Principles to Practice', published in 2018 by Springer. He is a member of the Centre for Translation and Textual Studies, the European Association for Machine Translation, and the International Association for Translation and Intercultural Studies.

https://www.dcu.ie/salis/people/Joss-Moorkens.shtml

Panel 1

Investigating Translators' Views about the Use of CATs: Towards an Eclectic Training Program

Holi Ibrahim Holi Ali

Rustaq College of Education

Translation as a profession is undergoing major and dramatic changes due to the advances in translation engines such as Google Translate and the like. The use of computer-assisted translation tools (CAT tools) has undoubtedly become a distinctive feature of the translation scene and help translators with digital translation memory, phrase dictionaries and other terminology-related databases which enhance translation efficiency, accuracy and productivity. This presentation is based on a research paper which investigated the views of some translation professionals in the Arabian Gulf about the use of CAT tools in their translation work. The overarching aim of the paper is to help higher education institutions offering translation degrees to develop training programs which could raise translators' awareness about the effectiveness and use of the existing English-Arabic translation technology. The paper seeks to answer the following questions: What kind(s) of CAT tools do professional translators commonly use? How do professional translators perceive these CAT tools? What impact do these CAT tools have on their translation quality and their own professional development? How can CATs be used to further develop professional development programs for translators? The study used a questionnaire with open-ended questions to collect the data from 50 professional translators who have been translating from Arabic into English and vice versa for a long time in the Arabian Gulf. The participants reported that they used a range of CAT tools, such as SDL Trados, MemoQ, MultiTrans, Babylon, Meta Texis, LogiTerm, Wordfast, Star Transit, ProZ, Zanata,

OmagaT, Smart CAT, Fluency Now, Translator Café, etc. They also reported and they believed that CAT tools helped them engage with the profession and its developments and thus enhanced their overall professional growth and skills. The presentation will touch upon the relevant literature along with some pedagogical insights, implications and suggestions for effective translator-led professional development programs.

Speaker bio:

Dr Holi Ibrahim Holi Ali is an assistant professor of applied linguistics and TESOL at Rustaq College of Education, Oman. He has an MA in translation and PhD from the University Huddersfield, UK. His teaching and research interests include translation technology. He has presented widely at national and international conferences and published extensively in peer-reviewed journals.

Employers´ expectations towards translators´ skills in using translation technology in Finland: educational context

Irina Kudasheva

University of Helsinki

With the development of digital tools and translation technology, translators are expected to possess technological competence. According to the EMT Competence Framework 2017, technological competence comprises all the knowledge and skills used to implement present and future translation technologies in the process of translation. Technological competence also requires basic knowledge of machine translation technologies and the ability to implement machine translation according to potential needs. It is considered the responsibility of educational institutions to provide training in the use of translation technology and other digital tools for translators. Based on qualitative data collected through interviews, this paper provides an overview of the translation industry's expectations towards translators' technological competence and translators' skills in using translation technology in Finland as well as the translation industry's expectations towards the teaching of translation technology. Based on the data collected through questionnaires, the paper also explores the students' point of view on the integration of translation technology in some of the translation courses taught in the Master's Programme in Translation and Interpreting at the University of Helsinki. The paper aims to offer insights into the relationship between employers' expectations and translator training.

Speaker bio:

Irina Kudasheva lectures in Russian, Translation and Terminology in the Department of Languages at the University of Helsinki, Finland. She is also a PhD student and her research focuses on technological competence in translators' work and translation teaching in Finland. Her work experience includes almost 13 years as a terminologist compiling Finnish-English-Russian specialized dictionaries as well as 15 years in freelance translation.

The use of subtitling as an active tool to enhance translation competence: A linguistic or technical approach?

Sonia González Cruz

Universitat Pompeu Fabra

This project is framed within the field of the didactics of translation and it focuses on the relationship between the didactics of general translation and active subtitling as a didactic tool. Several empirical experiments prove that interlinguistic active subtitling allows for acquiring and developing certain translation skills and it also has a great impact on the students' motivation. Active subtitling is a relatively recent activity that has generated a lot of interest particularly in the field of second-language acquisition, but it is also present within both the didactics of general translation and language teaching for translators. It is interesting to analyze the level of inclusion of these new resources into the existent

curricula and observe to what extent these different teaching methods are being used in the translation classroom. Although subtitling has already become an independent discipline of study and it is considered to be a type of translation on its own, it is necessary to do further research on the different didactic varieties that this type of audiovisual translation offers. Therefore, the main objective of this project is to analyze the inclusion of interlinguistic active subtitling in general translation curricula at different universities.

Speaker bio:

Sonia González Cruz is a predoctoral researcher and PhD candidate at Universitat Pompeu Fabra (Barcelona, Spain). She holds a predoctoral grant from the Catalan government to work on her PhD thesis which deals with the use of active subtitling in general translation curricula. Nowadays, she is working on the experimental part of her PhD project while she teaches translation courses from English into Spanish. Also, she has presented her research work in different national and international conferences.

The Ghostwriter in the Machine - opinions on the opportunities & risks of Google Translate in Higher Education

Mike Groves, University of Birmingham

Klaus Mundt, University of Nottingham

Internationally, English Medium Instruction (EMI) helps universities attract talent through English as academic Lingua Franca. In the UK, EMI also forms part of the university brand, promising graduates that are fluent in English. English proficiency seems to be considered a given even for international students, despite the relatively low language entry requirements (e.g. IELTS 6.0) UK universities issue to increase student recruitment. This means international students have to develop their subject knowledge and academic English skills simultaneously. To facilitate their assessed coursework, students may, thus, utilise increasingly sophisticated translation technology such as Google Translate.

This presentation presents research in which we interviewed academic staff at two high ranking UK HEIs. Firstly, we will demonstrate Google Translate's ability of lexico-grammatical transposition of languages in the light of its recent neural network implementation and then discuss interview data that indicates that opinions on student use of translation technology diverge, and that currently no relevant university regulation exists, leaving assessors and students in the dark regarding the acceptability of using such technology. We suggest this highlights the need for discussion and institutional guidance on the current and future role and status of translation technology.

Speaker bio:

Klaus Mundt teaches English for Academic Purposes and Translation at the University of Nottingham, UK. His active research interests are translation pedagogy, cultural translation, language acquisition and genre, register, discourse and corpus analysis. His recent publications engage with the concept of untranslatability and with Google Translate in language learning and academic literacy.

Mike groves has over 20 years experience teaching English Language and English for Academic Purposes (EAP) in places as diverse as Taiwan, Sarajevo and Barcelona. He is currently responsible for the running of the EAP side of the Birmingham International Academy's Foundation Pathways. He has written on EAP and Google Translate for academic and non-academic publications, and has presented at conferences in a number of international locations.

Panel 2

Google Translate in Translation Teaching: friend or foe?

Yvonne Lee

Xiaofei Sun

University of Nottingham

Google Translate (GT) has been playing a part in students' coursework and assignments in Higher Education classrooms (Benda 2014, Mundt and Groves 2016, Kim and LaBianca 2017). In a postgraduate translation classroom, however, very little has been done with regard to the ways in which this robust tool is used, let along trainee translators' perspective on its usage. Following an earlier project focusing on the use of GT, this paper makes a tentative attempt on this enquiry through a series of thematic workshops, where students are exposed to a range of operative texts and encouraged to translate with different technological translation tools at their exposal. Through guided workshops, students complete the translations with pre-translation analysis, post-task questionnaire and discussion. During the process, their translations are analysed and compared with MT output in order to identify the impact of such tools in actual output accuracy and efficiency. The post-task discussions and questionnaire seek to answer questions with regard to students' experience and attitude. The findings identify whether translation technology has been in use at any stage of their translation process and if so, what and how much has been adopted. This exercise aims at identifying trainee translators' general attitude towards translation technology. They are also encouraged to discuss what counts as best practice in the translation task. The findings help shed light on incorporating technology-enabled translation tools into translation teaching curriculum.

Speaker bio:

Yvonne Lee is Assistant Professor of Translation and Interpreting at University of Nottingham, UK. Since joining University of Nottingham, she has been involved in projects in user-generated translation and translator training. She has recently published in the Routledge Handbook of Chinese Translation (Routledge, 2017) and co-edited Non-Professional Subtitling (Cambridge Scholars, 2017).

Xiaofei Sun holds a PhD in Translation Studies, and teaches on the MA Chinese-English Translation and Interpreting and the MA Translation Studies at the University of Nottingham.

How does NMT deal with gender?

Natalie Mair

Astrid Schmidhofer

University of Innsbruck

As translator trainers and professional translators, we have conducted different tests with neural machine translation (NMT) software, particularly Google Translate and DeepL. During the analysis of the NMT output we observed that in many cases the software does not reproduce gender correctly. This often leads to incoherent texts and an observed prevalence of male over female forms.

To find out more about the question how NMT deals with gender, we are going to conduct a study which focuses on the translation of job titles and the corresponding personal and possessive pronouns in machine translated texts. For the study we will select a series of newspaper and magazine articles as well as website texts that contain job titles. In all texts, the job titles and pronouns will be presented in context to provide the software with data for a contextual analysis.

We will have the selected texts translated by Google Translate and DeepL in different directions between the languages English, German and Spanish. The choice of languages is due to the fact that these three languages deal very differently with gender in job titles, with English using mostly neutral

forms, German generally using an explicit male or female form in the singular and a generic masculine form or gender-neutral form in the plural and Spanish using an explicit male or female form in the singular or a neutral form with a male or female article.

We expect the results of the study to provide useful insights for translator education and users of NMT. The possible deficiencies shown in the study will hopefully raise student/user awareness and lead them to pay special attention to this aspect when working with NMT. Furthermore, we will analyse if the use of male and female forms might be related to an imbalanced world view in favour of one gender.

Speaker bio:

Natalie Mair is Senior Lecturer for Translation Studies at the University of Innsbruck and works as a freelance translator and interpreter. Her research focuses mainly on intercultural communication and translation teaching. In her most recent research she has been focusing on machine translation in the translation classroom.

Astrid Schmidhofer is Senior Lecturer for Translation Studies at the University of Innsbruck. Her research focuses primarily on contrastive linguistics and translation teaching, including the use of machine translation in the translation classroom.

Where Technology Stands in Iranian Translator Training Programs: Insights from Teachers, Students and Professional Translators

Sajedeh Sadat Hosseini

Allameh Tabataba'i University, Tehran/ Vrije Universiteit Brussel

The present survey-based study sought to look at the topic of technology in translator education form three different perspectives: translation students, professional translators, and translation instructors. The participants of this survey were 83 Master's and senior Bachelor's students of translation at Iranian public universities, 57 translators working at Iran public sector with at least 5 years of professional experience, and 32 translation instructors at the same institutions as students. The survey was based on five-point Likert scales in terms of importance for the first two groups of participants and frequency for the third. The students and professional translators were asked how important they find Machine Translation Tools (MT), Translation Memory Management Systems (TM), Desktop Publishing Applications (DTP), and Internet-related tools (e.g. email, search engines, etc.) in academic translator training courses. Translation instructors were also asked how often they provide their students with training on the mentioned four categories. The results of the study indicated that a majority of %45.8, %41.5, %50.6 and %63.9 of students respectively believed that training on the four mentioned topics is "very important" for them. On the other hand, a majority of %32.1 and %44.6 of professional translators respectively found training on MT and DTP as "slightly important"; %49.2 believed training on TM as being "moderately important", and %50 described training on Internet-related tools as "important". Describing their teaching experience at Iranian public universities, a majority of %40.6, %50 and %34.4 of translation instructors stated that they "rarely" offer their students training on MT, TM, and DTP, while %37.5 stated they "almost always" train students on Internet-related tools. The findings of the study suggested that, with the exception of one category (which makes sense in the Iranian context), there is a big gap among students' expectations, professionals' preferences and instructors' syllabus regarding technology in translator training. The article is concluded on the possible reasons for such a gap and suggestions on how to bridge it.

Speaker bio:

Sajedeh Sadat Hosseini is a joint PhD student of "Translation Studies" at Allameh Tabataba'i University and "Applied Language Studies" at Vrije Universiteit Brussel. She is a lecturer at Allameh Tabataba'i and a senior translator at IRIB. Currently, she is working on her thesis on translation pedagogy in the Institute for Applied Linguistics in Brussels.

Real use/integration of TA on regular translation training courses

Carme Colominas, Universitat Pompeu Fabra

Antoni Oliver, Universitat Oberta de Catalunya

With the advent of neural technology, the output of automatic translation services (DeepL, Google Translate) has improved considerably. The potential of today's machine translation services poses new challenges in the context of translation training centers. The adaptation to new market demands (arising from the expanded use of post-edited MT), for example, is leading changes in curricula with the introduction of new subjects on MT and post-editing. The greatest challenge, however, arises in proper translation classes, those whose main objective is to develop translation competence - which is the sum of sub-competences such as excellence in the written target language or the ability to search and manage information from existing resources. There is no doubt that MT services are among the existing resources, and therefore it would be unreasonable to deny their use to students. However, it is clear too that in some cases it can very easily become a way of circumventing the process of acquiring the competences mentioned above, i.e. it can have disastrous consequences. Avoiding these types of consequences and managing to integrate this resource in a way that helps to develop the skills that will distinguish future professional translators is the great task we face. The guidelines and methodologies that will guide this end must be based on an understanding of the actual real situation. That is why we have carried out a survey of the use of this resource by students of translation at the present time. Our survey is based on a questionnaire that we have handed out to translation students from two Spanish universities and that will allow us to gain an overview of the conditions, contexts and forms of use of TA by translation students today.

Speaker bio:

Carme Colominas is an assistant professor at the Universitat Pompeu Fabra (UPF) and the vice-dean of students of the Faculty of Translation and Interpreting at this university. Her teaching and research activities are related to translation, machine translation and natural language processing.

Antoni Oliver is an associate professor at the Universitat Oberta de Catalunya (UOC) and the director of the master degree in Translation and technologies. His teaching and research activities are related to natural language processing, machine translation and automatic terminology extraction.

Panel 3

Taming Translation Technology for L2 Writing: Documenting the Use of Free Online Translation Tools by ESL Students in a Writing Course

Reza Farzi

University of Ottawa

The present study explored the use of translation technology in second language (L2) writing by English as a Second Language (ESL) students at the University level. The appropriate role of translation, and specifically translation technology, in L2 curricula has been the subject of theoretical and practical debate. In order to address knowledge gaps relevant to this debate, the present study sought to document students' current use of translation technology, specifically free online translation (FOT) tools, and their opinions about these tools. The study's mixed-methods design included video observations and questionnaires regarding FOT use completed by 19 university students enrolled in a high intermediate-level ESL course. Semi-structured follow-up interviews were conducted with the six participants who were observed using FOT tools extensively on the video recordings. Results showed that high intermediate-level ESL students have a primarily positive attitude toward FOT tools. In addition, the majority of students reported using such tools regularly, even though only about one third of the students were actually observed using the tools significantly in the video recordings. Results are discussed in the context of the ongoing debate over whether and how translation technology should be used in L2 classrooms.

Speaker bio:

Reza Farzi is an adjunct professor and curriculum coordinator at the Official Languages and Bilingualism Institute (OLBI) at the University of Ottawa, Canada. His doctoral research focused on the application of free online translation tools in second language writing. His current research interests include the application of (translation) technology in L2 teaching, hybridization of L2 courses and blended learning, and development of EAP curricula.

Translation and language-checking tools: how are they (to be) used?

Jake Groves (Speaker & Researcher)

Rina Fokel de Vries (Researcher)

University of Birmingham

Translation and language-checking tools such as Google Translate have moved towards ever higher degrees of accuracy. Freely available on the Internet, such software enables students to translate (stretches of) text with results of generally good quality and comprehensibility. This is transforming both learning and teaching, triggering mixed opinions from language teachers (Clifford et al, 2013), including tutors of English for Academic Purposes. Some regard translation software as 'just a tool'; others perceive it as a threat to language learning.

Apart from pedagogical implications, translation software has consequences for university policy on ethics: should it be allowed, discouraged or forbidden? This dilemma applies in particular to international students, who often have to demonstrate a certain language proficiency to enter English-speaking higher education, and need to develop the graduate attribute of being able to operate in a global environment. In such a context, assessors of students' written work could regard using translation tools as 'cheating' (Mundt & Groves, 2017), compromising authorship authenticity and academic integrity.

In this study, we explore how international students at a UK university use translation software. Instead of hoping students will not use such software, we depart from the premise that they do (Jolley & Maimone, 2015; Alhaisoni et al, 2017). Conducting surveys and in-depth interviews, we investigate how students use translation software, whether they think it supports their learning (or merely serves as a 'short-cut') and facilitates participation in the UK academic environment. We also address the fact that

translation software cannot adjust for genre features such as academic register or specialist discourse practices (Groves & Mundt, 2015), which forms part of the sociolinguistic communicative competence needed to participate successfully in the UK academic community (Hyland, 2018). The ultimate aim is to advise on how translation software could be used constructively in the language learning process.

Speaker bio:

Jake Groves is an EAP tutor and presessional language support coordinator at Birmingham International Academy, University of Birmingham. He is interested in both the use of technology in education and exploring ways of fostering critical thinking in students.

Rina Fokel de Vries is an EAP tutor and presessionals programmes coordinator at Birmingham International Academy, University of Birmingham. Her main research interests are pronunciation in EAP and technology for learning and teaching.

Quality assessment of Machine Translated and Human Translated Subtitles for MOOCs

Ke Hu

Sharon O'Brien

Dorothy Kenny

Dublin City University

The research presented here is a part of a project entitled "A Reception Study of Machine Translated Subtitles for MOOCs", which aims to test the impact machine translated subtitles have on Chinese viewers' reception of MOOC content, thus to see whether machine translation can help to facilitate Chinese viewers' access to international MOOCs. Previous research in this project found that when watching the same MOOC video, participants who were offered human translated (HT) subtitles did not necessarily score better on our reception metrics — based on eye-tracking, comprehension testing and an attitude survey — when compared with those who were offered full post-edited machine translated (PEMT) subtitles. As a way to investigate further, a quality assessment for both subtitles was carried out.

Ten Chinese students who major in translation studies were recruited as evaluators. All of them have an English proficiency level of intermediate or above. Using a customised version of the QT21 MQM translation quality framework, for each sentence, they were asked to locate errors, pick out their error type and severity level, and tick the better translation (HT or PEMT) of the two, without knowledge of which condition they were evaluating. Apart from the human quality assessment, the language model KenLM was adopted to calculate the perplexity of each sentence for both HT and PEMT subtitles referring to one in-domain corpus (SogouT) and one out-of-domain corpus (OpenSubtitles).

The human quality assessment shows that HT subtitles outperform PEMT subtitles according to half the evaluators, and vice versa for the other half. Results of the perplexity show that PEMT output is more fluent when referring to the in-domain subtitle corpus, while HT output is more fluent when referring to out-of-domain corpus. We will discuss these results and attempt to interpret them in light of the reception metrics.

Speaker bio:

Ke Hu is a PhD Candidate in the School of Applied Language and Intercultural Studies and ADAPT Research Centre, Dublin City University. Her research interests include the human factors in machine translation, translation technologies and audio-visual translation. She also works as a translator in the EN-ZH language pair.

Sharon O'Brien is an Associate Professor in Translation and Language Technology in the School of Applied Language and Intercultural Studies, Dublin City University. She is a Funded Investigator of

ADAPT Research Centre. Her research interests include human factors in machine translation and the use of translation in disaster and crisis scenarios.

Dorothy Kenny is Professor in Translation Studies in the School of Applied Language and Intercultural Studies, Dublin City University. She is a member of the Centre for Translation and Textual Studies at DCU and an associate member of the ADAPT research centre. Her research interests include humanistic approaches to machine translation, the pedagogy of translation technology, and corpus-based translation and contrastive linguistic studies.

Translation Software: An insight into student use and non-EAP lecturer attitudes to translation software in university learning and assessments

Walter Nowlan

Nottingham Trent University

Technological developments in machine translation in recent years have resulted in vast improvements in the quality of outputs produced by online translation software, such as Google Translate, and it has been claimed that such software can produce readable and relatively error-free translations (Groves and Mundt, 2018). As a result, there has been as shift of focus from the quality of such outputs (e.g. Shappard, 2011 and van Rensburg et al., 2012) to the ethical implications and pedagogical affordances of translation software, particularly in language learning and on translation courses. However, it is still unclear how university students are using translation software for learning and assessment on other courses and how widespread is its use across the university. It is also unclear whether teaching staff on other courses share the concerns of those teaching on language or translation courses regarding the ethics of using translation software to complete university assessments. This session will present results from questionnaire from former EAP students into the rate and type of use of translation software at a UK university. It will also report back on the perceptions of non-EAP university teaching staff when they were presented with this questionnaire data. It is hoped that these views can inform the ongoing discussion about appropriate EAP pedagogies for the use of translation software.

Speaker bio:

Walter Nowlan is Acting Principal Lecturer in EAP at Nottingham Trent University and is Course Leader of the Pre-sessional English for Academic Purposes course. His research interests include the use of computers in language learning, particularly in English for Academic Purposes.

The elephant in the room: Rethinking language assessment in the times of Google Translate

Emmanuelle Lacore-Martin

University of Edinburgh

Through my work as eLearning coordinator for the Department of European Languages and Cultures at the University of Edinburgh, I have been working for years on the development of online language courses in French and liaising with colleagues in other languages to guide them in the production of similar resources. This work has been accompanied by a reflexion on our modes and formats of assessment, with a view to ensuring fairness of marking and access to precise and valuable feedback for all students.

The recent progress in the performance of online translation tools such as Google Translate has profoundly impacted the learning and teaching environment. Through a recent stint as School Academic Misconduct Officer, during which I witnessed an alarmingly sharp increase in academic misconduct reports concerning language work and saw morale at an all-time low amongst language tutors, I became convinced that we had to act – i.e. acknowledge the elephant in the room and openly discuss students' access to these new tools, and as a result review and rethink our teaching and assessment formats.

I would like to present the main conclusions I have reached on the subject of "Automated translation technology and assessed work", on the basis of my experience as language lecturer/tutor, eLearning coordinator and more recently, Academic misconduct officer; and to share the steps we are collectively taking in DELC to creatively rethink our assessment formats and assessment regimes to take into account the new environment – as well as to discourage and if necessary penalise academic misconduct.

Our collective aim is to educate students about the pedagogical value – or lack thereof - of various online tools, while ensuring fairness of marking/results – and more importantly perhaps, the essential trust on which the teacher/student relationship is based, which must be preserved at all costs.

Speaker bio:

Dr Emmanuelle Lacore-Martin is a Lecturer in French in the Department of European Languages and Cultures, University of Edinburgh, and E-learning coordinator for all European Languages. Her research involves Renaissance French literature, medical humanities in the early modern period; language teaching and eLearning; and her work encompasses the creation of online resources in support of languages courses, promotion of guided autonomous language study, self-reflective teaching and learning, as well as online language course design.

Panel 4

Exploring the use of translation technologies in higher education: perspectives from Omani EFL students

Hatem Essa

Awadalkareem Alhassan

Dhofar University

There has been a surge in the use of translation technologies by university students as part of coping strategies with their English-medium study. The issue has been a subject for debate among educators. While some have advocated the practice as a learning facilitator brought about by the advancement in such technologies, other educators have remained reserved questioning the pedagogical values of the practice. However, voices of students, as stakeholders, seem to be neglected in this debate. The study reported in this preparation attempted to fill this gap by involving students in the debate and by exploring their experiences with the use of translation technologies in their learning activities. It aims at further exploring the issue and providing some implications that could help enhance the positive aspects of the practice and, at the same time, try and minimize the potential negative sides. Using a qualitative research design with semi structured interviews and open-ended semi-structured questionnaires as the main methods of data collection, the study attempted to address the following three research questions: What type(s) of translation technologies do EFL university students use and why? Do they encounter any challenges using such technologies? To what extent are these technologies un/helpful to students with their learning activities? 50 senior EFL students majoring in English and translation in a private Omani university voluntarily took part in the investigation. Overall, students reported a positive attitude towards a range of benefits for Google Translate but they also highlighted a number of challenges related to the use, selection, intervention in the texts, and the extent to which they should go with the use of such technology for their learning. In closing, some implications and insights will be presented and discussed.

Speaker bio:

Dr. Hatem Essa is an assistant professor in linguistics in Dhofar university. His teaching and research interests include theoretical linguistics and EAP. He has presented in international conferences and is currently engaged in a number of research projects.

Dr. Alhassan is an assistant professor in linguistics in Dhofar university. His teaching and research interests include EAP, TESOL and applied linguistics. He has presented in international conferences and is currently engaged in a number of research projects.

From slaves to masters of automated translation technology. Educating our students to become competent, reflective users of translation technology on our BA T&I

JC Penet

Newcastle University

Ten years ago automated translation technology (ATT) was overwhelmingly seen as a risk to students' learning and development on Newcastle University's undergraduate languages programmes. Indeed, colleagues used to see ATT as a something akin to cheating that prevented tutors from evaluating their students' actual learning on their modules as what they marked was seen as not being the students' own production. This started to change, however, with the introduction of a BA Translation and Interpreting in 2014. With the development of this BA, which aims to develop translatorial competence among students, existing assumptions on translation teaching (and learning) had to be challenged. Teaching had to move away from paper-based, language focused translation exercises to make way for more innovative and life-like teaching and assessment methods. To achieve this, it became increasingly obvious that ATT had to be integrated into the curriculum and that it was our responsibility

as educators to design learning activities that helped students learn to become competent, reflective users of ATT. Indeed, even though ATT is to be distinguished from CAT tools, it is undeniable that CAT tools increasingly integrate an element of ATT and that translators must be able to use ATT for their own purposes to thrive in their careers. In this presentation, I will discuss how we adopted a stepped approach to integrating ATT across all three core translation modules of the BA T&I and I will reflect on how this led the School to rethink translation teaching away from a purely linguistic approach to focus on the other strategic, analytical, methodological, intercultural and service provision-related skills required of a professional translator not just on the BA T&I but also on the BA Modern Languages at large.

Speaker bio:

JC Penet is a Senior Lecturer in Translation Studies at Newcastle University, where he is the Director of the BA T&I. He is also the President of APTIS (Association of Programmes in Translation and Interpreting, UK & Ireland). His research focuses primarily on translation pedagogy, and more particularly on the development of translator competences among both BA and MA students.

Title: L'éléphant dans la salle / la pièce / le salon? Student use of Google Translate for L2 production: student and staff attitudes, and implications for university policy

Alison Organ

York St John University

This paper will present the findings of a research project into student and staff attitudes to the use of Free Online Machine Translation (FOMT) tools in HE language learning, with a particular focus on its use in written assignments. This work builds on the research of Somers et al (2006), Niño (2008 and 2009), Bower (2010), Clifford et al (2013), Groves & Mundt (2015), and Farzi (2016), and is a partial replication study of Jolley & Maimone (2015).

Online questionnaires were distributed via contacts throughout the UK in 2018, resulting in usable responses from 80 students and 36 instructors. Results show that a high percentage of these students habitually use FOMT not only for formative work and translation assignments but also for submitted written assignments, mainly in order to 'verify hunches' for words or phrases, but in some cases for help with whole sentences. In their comments, while expressing some reservations about their accuracy, a majority of students feel that these are tools used in the real world which can aid language learning.

The staff survey reveals differences between staff perceptions and reported student usage, suggesting that staff assume students are using FOMT more than they claim to be doing themselves. Questions about ethicality show, however, that students have fewer reservations regarding the use of FOMT for assignments than staff.

The paper will end by considering implications for university policy on FOMT use. These results echo the recommendations of Clifford et al (2013) and Jolley & Maimone (2015) among others, in calling for the elephant to step forward and be invited to the party, by incorporating FOMT training in language programmes, and re-evaluating assessment procedures.

Speaker bio:

Alison worked as a school teacher and translator before moving into higher education. She currently works at York St John University, lecturing in French, German and Translation, and supervising PGCE trainees. Her research interests focus on language pedagogy, and she is a Senior Fellow of the HEA.

Google Translate in pre-university studies: help or hindrance to learning?

Joanne Marsden

Nottingham Trent International College

As a bridge for international students to a degree at a UK university, Pathways courses are in a unique position regarding the use of translation tools such as Google Translate by those whose first language is not English. The purpose of such courses is to equip international students with the skills, language and knowledge they will need to be successful when they progress to their chosen university degree programme in the UK. The question the speaker would like to explore is the extent to which tools such as Google Translate should be acknowledged and incorporated into the teaching and learning on these courses. Further, if these tools are to be incorporated, how can this be achieved and what would the consequences be of this approach? For example, is it is acceptable for students to use Google Translate to translate academic sources written in English into their own language on the basis it is part of a range of tools, such as electronic dictionaries, now available to students and which are an acceptable part of the language learning/EAP classroom (Grooves & Mundt, 2015)? Equally is it ethical for a student to submit a piece of written work that has been produced with the aid of Google Translate as long as this is limited to the translation of one or two sentences or a paragraph (Kim & LaBianca, 2017)? These issues have significance not just for those who teach on Pathways courses but for the pre-university studies sector in general since there is a danger that bringing these tools into classroom could de-value the courses themselves.

Speaker bio:

Joanne Marsden is the Academic Director at Nottingham Trent International College. She has taught EAP/EFL in China and Portugal. Her research interests include assessment design, technology enhanced learning and issues around academic integrity.