

Do online Machine Translation Systems Care for Context? What About a GPT Model?

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Abstract

This paper addresses the challenges of evaluating document-level machine translation (MT) in the context of recent advances in context-aware neural machine translation (NMT). It investigates how well online MT systems deal with six context-related issues, namely lexical ambiguity, grammatical gender, grammatical number, reference, ellipsis, and terminology, when a larger context span containing the solution for those issues is given as input. Results are compared to the translation outputs from the online ChatGPT. Our results show that, while the change of punctuation in the input yields great variability in the output translations, the context position does not seem to have a great impact. Moreover, the GPT model seems to outperform the NMT systems but performs poorly for Irish.

1 Introduction

Even though contemporary MT assumes a sentence-level paradigm (Wicks and Post, 2022), in recent years, the challenge of producing document-level MT and evaluating translations in context have come into focus. Assessing document-level MT poses a few challenges. Conventional automatic measures are intended for translations at the sentence level and may not accurately reflect the quality of translations at the document level (Smith, 2017). Researchers have suggested a number of evaluation techniques to address this (Barrault et al., 2020), including the use

of test suites with context-aware markers (Rysová et al., 2019), and human evaluation at a document-level, which has shown to yield better agreement and confidence when the full context is available (Castilho, 2021; Castilho, 2020).

Recently, the natural language processing (NLP) field has witnessed significant advancements due to the emergence of large language models (LLMs) such as Generative Pre-trained Transformer (GPT) models (Hendy et al., 2023). GPT models are pre-trained on vast amounts of text data and can generate human-like language in a variety of NLP tasks, including language translation (Brown et al., 2020).

Given the importance of context in translation (Melby and Foster, 2010), this paper investigates how online MT systems deal with context-related issues when more context is given along with the main input sentence. We use a test suite consisting of six different issues. These results are compared to the translation outputs from the online ChatGPT.

2 Related Work

2.1 Document-level MT evaluation

MT evaluation at the document-level has gained attention as it allows for a more thorough examination of output quality in context. There have been efforts to develop methodologies for document-level MT assessment, as well as exploration of the issues that arise with different approaches.

Since 2019, the Conference for Machine Translation (WMT) has carried out document-level human evaluation using direct assessment (DA) (Graham et al., 2016) following recommendations by researchers in the field (Läubli et al., 2018; Toral et al., 2018). In WMT20, the context span was expanded to include complete papers, re-

quiring raters to evaluate specific sections while also reading the entire document and evaluating the translation’s content (Barrault et al., 2020).

The variations in inter-annotator agreement (IAA) between single sentence and document-level evaluations were looked at in a study by Castilho (2020; 2021). The author contrasted the IAA in the assessment of (i) randomly selected single sentences, (ii) individual sentences within a document’s context, and (iii) complete papers. The findings indicated that, assessing (i) and (ii) yields a good level of IAA, whereas assessing (iii) reveals a very low level of IAA. Moreover, the single random sentence assessment approach should be avoided as the misvaluation issue is especially problematic when assessing the quality of NMT systems as they have an improved fluency level.

Another highly used method for assessing the quality of translation at the document level are test suites because they assess how well the model translates particular discourse-level phenomena (Bawden et al., 2018; Guillou et al., 2018; Müller et al., 2018; Voita et al., 2019; Cai and Xiong, 2020). These test suites contain both the proper and wrong translations for a specific phenomenon, and the quality of the model is evaluated by how well it can detect the correct translation. However, there are relatively few with document-level boundaries (c.f. Vojtěchová et al. (2019), Rysová et al. (2019) and Castilho et al. (2021)).

2.2 Large Language Models for Translation

GPT models (Brown et al., 2020) have gained significant attention recently for their ability to generate coherent and context-aware text. The success of GPT models has led to a paradigm shift in NLP, where researchers are exploring ways to fine-tune these models for specific tasks, including translation (Hendy et al., 2023) and translation assessment (Kocmi and Federmann, 2023).

Recent studies using GPT models for translation have compared the performance of these models against traditional NMT models. However, the performance of the document-level experiment has been tested solely in terms of automatic metrics. Results show that increasing window size leads to improvement across metrics, and that “the performance either improves significantly or remains relatively stable depending on the metric used” (Hendy et al., 2023). While document translation outperforms sentence translation across metrics, it

is not possible to say why exactly this significant improvement in metrics or the stability happens because human-evaluation is not performed at the document level. One reason could be because the context given is not enough to solve the ambiguities found in the sentences translated, since the context span to solve context-related issues could be longer than expected (Castilho, 2022).

A GPT-based metric for assessment of translation quality has also been developed (Kocmi and Federmann, 2023), which shows that these models can achieve state-of-the-art performance on several standard metrics for evaluating MT quality, even outperforming traditional metrics and human evaluations in some cases. However, the authors note that the metric is not reliable at a segment level yet.

With that in mind, we test NMT systems and ChatGPT using a test suite in order to check whether giving the solution to specific context-related issues could increase the capabilities of the systems in delivering accurate and fluent translations. We conducted a small-scale manual analysis looking at the accuracy and fluency of translations, and giving insight to the systems choices.

3 Methodology

3.1 Corpus and Setup

In order to test whether the MT systems can rely on the context to translate sentences, we selected sentences from the the DELA corpus (Castilho et al., 2021) that contained the context-related issues to compile our test suite: Lexical Ambiguity, Grammatical Gender, Grammatical Number, Reference, Ellipsis, and Terminology.

We tested these input sentences in two different scenarios based on the findings in (Castilho, 2022), where the authors found that the context span could be preceding, meaning it was found *before* the sentence containing the context-related issue, or following, meaning it was found *after* the sentence containing the issue.¹ Additionally, we tested whether punctuation affected the outputs as sometimes MT systems tend to change their translations when sentences are joined together. Therefore, for each scenario, we tested the input sentences with normal punctuation and with joined sentences (i.e., no space after final periods). We also tested whether having the solution for the is-

¹Note that we focus solely on context before and after the input sentence containing the issue.

sue within the sentence would help the MT systems translate correctly. Thus, we had three main scenarios CB, CA and WS:

1. **CB** - context *before* the sentence where the issue appears

CB-P - normal punctuation

CB-J - joined sentences

2. **CA** - context *after* the sentence where the issue appears

CA-P - normal punctuation

CA-J - joined sentences

3. **WS** - context is within the same input sentence

The sentences used as input examples were modified to fit the methodology, i.e. the context was placed before and after the issue, as well as within the full sentence (see Appendix A for full source sentences and translations):

Original in Corpus: (Sentence with grammatical number issue): *Can you believe that?*

3 + sentences

(Sentence where issue is solved): *And I'm honored to meet you, the future leaders of Great Britain and this world.*

CB (sentence order changed): *And I'm honored to meet you, the future leaders of Great Britain and this world. Can you believe that?*

CA (order was kept, sentences in between were ignored): *Can you believe that? And I'm honored to meet you, the future leaders of Great Britain and this world.*

WS (both sentences were made one): *Would you believe if I told you I'm honored to meet you, the future leaders of Great Britain and this world?*

It is worth noting that some sentences were adapted and/or created, based on the sample of issues found in the DELA corpus when an example of context span to fit the methodology was not possible to be found in the corpus.

In total, seven² input sentences (IS) containing

²Note that two different examples needed to be used for gender issue, one for PT and DE, and another one for GA. That is because GA did not have a gender issue problem in that sentence as the grammatical gender in Irish relates only to the noun and not the person connected to that noun. For example, 'honour' is a feminine noun (to say 'I am honoured' in Irish we use a noun not an adjective) and 'leader' is a masculine noun regardless of if the person who is honoured or the person who is a leader is male or female. Moreover, because ZH does not have the gender issue for nouns, adjectives, and verbs, we did not test it for this issue.

one of the context-related issues were used as a test suite in the scenarios explained above:

- IS-1 (lexical ambiguity): That's a phone case. How do you know it is a **case**³
- IS-2a (gender): Speaking at a London girls' school, Michelle Obama makes a passionate, personal case for each student to take education seriously. [...] "And I'm **honored** to meet you, the **future leaders** of Great Britain and this world".⁴
- IS-2b (gender): A woman walks into the room wearing a name tag which states 'Mary Burns'. Pat glances at Cameron and asks: '**Who is that?**'⁵
- IS-3 (number): Can **you** believe that? [...] And I'm honored to meet you, the future leaders of Great Britain and this world.
- IS-4 (reference): "CAMERON, closely followed by PAT, rushes towards MARY, but suddenly stops in her tracks. PAT GOLD : What's the matter? What is **it?** "
- IS-5 (ellipsis): "I **come from** all boys. I have three older brothers. So for me, to have three daughters has been such a ride and I love every second of it."
- IS-6 (terminology): The material of this waist trainer is nice and thick. The **bones** are rigid and hold their form, but do not restrict your movement.

3.2 Languages

The languages used in this experiment were German (DE), Irish (GA), Brazilian Portuguese (PT) and Simplified Chinese (ZH-CN). The choice of these languages was due to the fact that, since the DELA corpus was annotated looking into PT translations, we wanted to test the context-related issues with languages from different families.

3.3 MT systems

In order to test how online MT system deal with context, we selected some of the most used freely available MT systems that offered translation for the languages researched: Google Translate (GNMT)⁶, DeepL Translator (DeepL)⁷, and

³Adapted from the original: "And thanks for the phone case. I knew you'd remember I needed a new one. It's very nice indeed. How do you know it is a case?"

⁴Used to test PT (*honored* and *future leaders*) and DE (*leaders*).

⁵Created from the literary part of the corpus to test GA.

⁶translate.google.com

⁷deepl.com/translator

IS-1	CB		CA		WS
	CB-P	CB-J	CA-P	CA-J	
GNMT					
DE	MIST	-	MIST	-	-
GA	-	-	-	-	-
PT	MIST	-	MIST	-	-
ZH	MIST	-	MIST	-	-
DeepL					
DE	-	-	-	-	-
PT	MIST	MIST	MIST	MIST	MIST
ZH	MIST	-	MIST	MIST	-
MsB					
DE	MIST	MIST	MIST	MIST	MIST
GA	-	-	-	-	-
PT	MIST	MIST	MIST	MIST	MIST
ZH	MIST	MIST	MIST	MIST	MIST
GPT					
DE	-	-	-	-	-
GA	MIST	MIST	MIST	MIST	MIST
PT	-	-	-	-	-
ZH	-	-	-	-	-

Table 1: Results for the translation of lexical ambiguity issue in Input Sentence 1 (*case*) in each scenario, for each language and each system. The dash ‘-’ means the system handled the issue well, and ‘MIST’ refers to a mistranslation of the issue.

Microsoft Bing (MsB)⁸.

The MT outputs of the above systems were compared to the translations by ChatGPT-3,⁹ a conversational general-purpose AI model developed by OpenAI, specifically designed for conversational AI (OpenAI, 2021). Even though the chatbot is not an MT system, it is able to translate into multiple languages as it has been trained on a diverse set of natural language processing tasks, including language translation. Because ChatGPT-3 can regenerate answers and ‘correct’ them or even ‘be tricked’ to change the answers, we only collected the first answer to the input query “translate from EN into (DE, PT-Br, GA, ZH-CN): EN source sentence”. It is worth noting that even though DeepL does not support Irish, we decided to include its results for the other languages. Translations were gathered from the 6-9 February 2023.

4 Results

4.1 Lexical Ambiguity Issues

Lexical ambiguity refers to when a single word form can refer to more than one different concept and is considered “the most important problem facing an NLU [Natural Language Understanding] system” (Small et al., 2013, p 4). Results for the lexical ambiguity issue in IS-1 in Table 1 show that MsB is the system that has most difficulty

to translate the lexical ambiguity in the sentence (*case*) with the highest number of mistranslations (MIST), except for GA. Interestingly, GNMT fails to translate the issue in both CB-P and CA-P scenarios for DE, PT and ZH, however, it is able to translate the issue correctly in the CB-J and CA-J scenarios, that is, when both sentences are joined together. We speculate that when joining sentences together, it is likely that those MT systems are considering the sentence as one translation unit, and therefore, they are able to consider the context in that sentence. This is supported by the fact that it also translated it correctly in the WS scenario in PT, ZH and DE.

Chat-GPT was able to handle the lexical ambiguity issue for DE, PT and ZH well in all scenarios, apart for GA, in which it was the only system to fail (also incorrectly using a form of the verb ‘bí’ rather than a form of the copula ‘is’). For the translation of the term, ChatGPT uses the term ‘*seoladh*’ which has many meanings in Irish¹⁰ but none of them have anything to do with the term ‘case’, i.e:

EN: That’s a phone case. How do you know it is a case?

HT: Is cás gutháin é sin. Conas atá a fhios agat gur cás atá ann?

ChatGPT: Sin é *seoladh* fón. Conas a bhfuil tú cinnte go bhfuil sé *seoladh*?

GLOSS: That is address phone. How are you sure it is address?

One explanation for this could be that, as GA is a low-resource language, ChatGPT’s training data for Irish MT is limited. A manual search for the term ‘phone case’ in Irish terminology databases did not yield any positive result. In an effort to understand why ChatGPT chose to use ‘*seoladh fón*’ an online search of this phrase was performed, which showed that ‘*seoladh*’ and ‘*fón*’ are often used together in the ‘contact’ section of different web pages. We speculate that because there may not be any examples of ‘phone case’ in its training data, it chose to use the term ‘address’ as it is likely to be used in the same segment as the term ‘phone’. This result corroborates the ones found in Hendy et al. (2023) where authors found that the results for the two low-resource languages (Hausa and Icelandic) lagged behind significantly in the

⁸bing.com/translator

⁹https://chat.openai.com/

¹⁰*Seoladh* can be the verbal noun form of the noun ‘seol’ (sail). It can also be translated as ‘address’, ‘conduction’, ‘shipment’, ‘dispatch’, ‘transmittal’.

IS-2a	CB		CA		WS
	CB-P	CB-J	CA-P	CA-J	
GNMT					
DE	MIST	MIST	MIST	MIST	MIST
PT	MIST	MIST	MIST	MIST	MIST
DeepL					
DE	-	-	MIST	MIST	-
PT	MIST*	MIST*	MIST*	MIST*	MIST*
MsB					
DE	MIST	MIST	MIST	MIST	MIST
PT	MIST*	MIST*	MIST*	MIST*	MIST*
GPT					
DE	-	-	-	-	-
PT	MIST*	MIST*	MIST*	MIST*	-

Table 2: Results for the translation of grammatical gender issue in Input Sentence 2a (*honored, future leaders*) in each scenario, for DE and PT in each system, where ‘MIST’ refers to a mistranslation of the issue, and * indicates the system translated one of the terms correctly.

IS-2b	CB		CA		WS
	CB-P	CB-J	CA-P	CA-J	
GNMT					
GA	MIST	MIST	MIST	MIST	MIST
MsB					
GA	MIST	MIST	MIST	MIST	MIST
GPT					
GA	MIST	MIST	MIST	MIST	MIST

Table 3: Results for the translation of grammatical gender issue in Input Sentence 2b for GA (*Who is that?*) in each scenario where ‘MIST’ refers to a mistranslation of the issue.

human evaluation direct assessment. Interestingly, when trying to see if GTP could translate the term ‘case’ on its own and subsequently ‘phone case’, it uses the correct term.

4.2 Grammatical Gender Issues

Grammatical Gender is a particular problem in MT as some languages are gender inflected and require the translation to follow the inflection. This is the case of the PT, DE and GA languages. In our test suite, we used two different input sentences that would be able to cover the gender issue for the aforementioned languages. Tables 2 and 3 show the results for IS-2a for DE and PT and IS-2b for GA. We observe that GNMT was not able to translate correctly neither the term *future leaders* for DE and PT, nor the term *honored* for PT. For DE, DeepL is able to correctly translate in the CB and WS scenarios by choosing the elegant solution of a neutral noun for leaders (“Führungskräfte”), but it mistranslates in the CA scenario; while MsB is not able to use the context to identify the gender.

Interestingly, DeepL and MsB use a different translation solution for “honored” for PT that does not need a gender, but fail to translate “future

leaders” in the feminine:

EN: “And I’m honored to meet you, the future leaders of Great Britain and this world”

DeepL: “E *tenho a honra* de conhecer vocês, **os futuros** líderes da Grã-Bretanha e deste mundo”

MsB: “E *tenho a honra* de conhecer vocês, **os futuros** líderes da Grã-Bretanha e deste mundo”

GLOSS: “I *have the honor* to meet you [no gender], **the future leaders [male]** of Great Britain and this world”

When compared to ChatGPT we noticed that the GPT model was able to correctly translate into DE in all scenarios. For PT, such as the MT systems, GPT was able to translate one of the issue correctly but not the other, however, with the inverse order. It translates *future leaders* into feminine, but *honored* into masculine, not opting for the solution given by DeepL and MsB. Moreover, it chooses to translate the pronoun *you* into the feminine:

EN: “And I’m honored to meet you, the future leaders of Great Britain and this world”

GTP: “E estou honrado em conhecê-las, as futuras líderes da Grã-Bretanha e do mundo”

GLOSS: “I am honored [male] to meet you [female], the future leaders [female] of Great Britain and this world”

It is worth noting that pronoun *you* in this sentence would be generally translated as *vocês* in the PT-BR variant, which is a genderless pronoun. The addition of the gender for *you* with the verb *met* (*conhecê-las*) is generally used in a more formal register or in PT-PT. We speculate that the GPT model decided to use a more higher register since the phrase *future leaders of Great Britain* might have indicated a formal speech.

Regarding the GA language (Table 3), none of the MT systems or the GPT model was able to translate the issue in IS-2b correctly. All the MT systems used in this experiment struggled with grammatical gender in this excerpt. Each system translated “*Who is that?*” as “*Cé hé sin?*” (who is that man?) rather than “*Cé hí sin?*” (who is that woman?).

4.3 Grammatical Number Issues

Grammatical number is also found in the target languages used in this study and was examined with IS-3. Table 4 shows that GNMT has diffi-

IS-3	CB		CA		WS
	CB-P	CB-J	CA-P	CA-J	
GNMT					
DE	MIST	-	MIST	-	-
GA	MIST	MIST	MIST	MIST	MIST
PT	MIST	-*	MIST	MIST	MIST
ZH	MIST	MIST	MIST	MIST	MIST
DeepL					
DE	-	*	-	*	-
PT	MIST	MIST	MIST	MIST	MIST
ZH	-	-	-	MIST	MIST
MsB					
DE	-	-	-	-	-
GA	MIST	MIST	MIST	MIST	MIST
PT	-*	-*	-*	-*	MIST
ZH	MIST	MIST	MIST	MIST	MIST
GPT					
DE	-	-	-	-	-
GA	MIST	MIST	MIST	MIST	MIST
PT	-	-	MIST	MIST	MIST
ZH	-	-	-	-	-

Table 4: Results for the translation of grammatical number issue in IS-3 (*you*) in each scenario, for each language and each system, where ‘MIST’ refers to a mistranslation of the issue. The ‘-*’ indicates that the system found a solution by avoiding the issue by dropping the pronoun, in the case of PT. The * indicates that the system ignores the whole sentence, in the case of DE.

culties to translate the grammatical number for the term *you* correctly more than the other MT systems investigated, but translating it correctly for DE when sentences are joined together (CB-J and CA-J) or when the solution is already within the sentence (WS). It also translates the issue correctly for PT in the CB-J condition by deciding to drop the pronoun altogether.

DeepL is more successful in translating the issue for DE and ZH but not for PT. Interestingly, for DE, when sentences are joined together, DeepL decides to ignore the full sentence “Can you believe that?”:

EN: Can you believe that? And I’m honored to meet you, the future leaders of Great Britain and this world.

CB-J: Und ich fühle mich geehrt, Sie, die zukünftigen Führer Großbritanniens und der Welt, kennenzulernen. [x]

CA-J: [x] Und ich fühle mich geehrt, Sie kennenzulernen, die zukünftigen Führer Großbritanniens und der Welt.

GLOSS: [x] And I feel honored, you, the future leaders (masculine) Great Britain’s and the world, meet.[x]

The solution of dropping the pronoun is MsB’s strategy for PT in the CB and CA scenarios, but interestingly it fails to translate number when the

IS-4	CB		CA		WS
	CB-P	CB-J	CA-P	CA-J	
GNMT					
DE	MIST	MIST	MIST	MIST	MIST
GA	MIST	*	-	-	MIST
PT	MIST	-*	-*	-*	MIST
ZH	MIST	MIST	MIST	MIST	MIST
DeepL					
DE	-	MIST	-	-	MIST
PT	MIST	MIST	MIST	MIST	MIST
ZH	MIST	*	MIST	MIST	MIST
MsB					
DE	MIST	MIST	MIST	MIST	MIST
GA	-	-	-	-	MIST
PT	-*	-*	-*	MIST	MIST
ZH	MIST	MIST	MIST	MIST	MIST
GPT					
DE	MIST	MIST	MIST	MIST	-
GA	MIST	MIST	MIST	MIST	MIST
PT	-*	-*	-	-	MIST
ZH	MIST	MIST	MIST	MIST	-

Table 5: Results for the translation of the Reference issue in Input Sentence 4 (*it*) in each scenario, for each language and each system, where ‘MIST’ refers to a mistranslation of the issue. The * indicates that the system avoided the issue completely by, in the case of GA, dropping the whole sentence ‘What is it’. The ‘-*’ indicates that the system found a solution by avoiding the issue, in this case, the systems decided to drop the pronoun for PT.

solution is within the sentence (SW). For DE, MsB is able to translate the issues perfectly in all scenarios keeping consistency by using the formal “Sie”, but it fails for GA and ZH. Finally, ChatGPT translates the issue correctly in all scenarios for DE, but it switches between formal and informal, using “Können Sie” (formal,plural) one time and then “Könnt ihr” (informal,plural) the other time. ChatGPT is also able to translate the grammatical number issue correctly only for ZH, for PT in the CB scenarios. It is worth noting that for GA, none of the MT systems (GNMT, MsB) or the GPT model were able to properly translate the issue.

4.4 Reference Issues

Results for the reference issue in IS-4 are shown in Table 5. We can see that this issue is also quite challenging for the MT systems and the GPT model. It is interesting to note that GNMT and DeepL decide to completely drop the whole sentence “*What is it*” when translating in the CB-J scenario for GA and for ZH respectively. For PT, GNMT finds the solution of dropping the pronoun in the CB-J and CAs scenarios. However, it is not able to translate when the information is in the same sentence for any languages (WS). For DE, GNMT was not able to solve the problem, while DeepL solved the issue similarly in the CB-P

IS-5	CB		CA		WS
	CB-P	CB-J	CA-P	CA-J	
GNMT					
DE	MIST	MIST	MIST	MIST	MIST
GA	MIST	MIST	MIST	MIST	MIST
PT	MIST	MIST	MIST	MIST	MIST
ZH	MIST	MIST	MIST	MIST	MIST
DeepL					
DE	MIST	*	MIST	-*	MIST
PT	MIST	MIST	MIST	MIST	MIST
ZH	MIST	MIST	MIST	MIST	MIST
MsB					
DE	MIST	MIST	MIST	MIST	MIST
GA	-	-	-	-	MIST
PT	MIST	MIST	MIST	MIST	MIST
ZH	MIST	MIST	MIST	MIST	MIST
GPT					
DE	-	-	-	-	-
GA	MIST	MIST	MIST	MIST	MIST
PT	MIST	MIST	-	-	MIST
ZH	MIST	-	-	-	MIST

Table 6: Results for the translation of Ellipsis issue in Input Sentence 5 (*come from*) in each scenario, for each language and each system, where ‘MIST’ refers to a mistranslation of the issue, and * refers to when the system drops the sentence completely.

and CAs scenarios but added a particle (“denn”), which can emphasise the sentence or mitigates the force of the utterance, rendering it more fluently:

EN: “What’s the matter? What is it?”

DE: “Was ist los? Was ist denn los?”

GLOSS: “What’s going on? What *IS* going on?”.

MsB is successful when translating into GA and into PT when it drops the pronoun in the translation solution for the latter. However, as the other systems, it fails to recognise the context in the WS scenario. Finally, ChatGPT only succeeds in a couple of scenarios for some languages, ostly for PT where it drops the pronoun in CB and outputs a better solution in CA. One interesting thing about this issue is that in many cases for DE, PT and ZH, all the NMT systems repeat the same translation for both “*What’s the matter? What is it?*”, sometimes translating as *what is this (thing/object)* and sometimes as *What is the problem? What is the problem?* making the translation redundant. Interestingly, for the GA language ChatGPT is the only model which translates ‘*what is it?*’ as ‘*what thing is it?*’.

4.5 Ellipsis Issues

Results for the ellipsis issue in IS-5 are shown in Table 7. In this example, the ellipsis “come from” refers to a *family*, that is “I come from a family of all boys”. This issue proved to be very challenging

IS-6	CB		CA		WS
	CB-P	CB-J	CA-P	CA-J	
GNMT					
DE	MIST	MIST	-	-	MIST
GA	-	-	-	-	-
PT	MIST	MIST	MIST	MIST	MIST
ZH	MIST	MIST	MIST	MIST	MIST
DeepL					
DE	MIST	MIST	MIST	MIST	MIST
PT	MIST	MIST	MIST	MIST	MIST
ZH	MIST	MIST	MIST	MIST	MIST
MsB					
DE	MIST	MIST	MIST	MIST	MIST
GA	-	-	-	-	-
PT	MIST	MIST	MIST	MIST	MIST
ZH	MIST	MIST	MIST	MIST	MIST
GPT					
DE	MIST	MIST	MIST	MIST	MIST
GA	MIST	MIST	MIST	MIST	MIST
PT	MIST	MIST	MIST	MIST	MIST
ZH	MIST	MIST	MIST	MIST	MIST

Table 7: Results for the translation of terminology issue in Input Sentence 6 (*bones*) in each scenario, for each language and each system, where ‘MIST’ refers to a mistranslation of the issue.

for the systems, where the implicit cue given by “I have three older brothers” did not seem to be enough for most of the systems to solve the issue. MsB was able to translate it for GA in the CBs and CAs scenarios but not in the WS scenario. ChatGPT was able to translate it correctly into DE for all scenarios - however with low fluency - for PT in the CAs scenarios, and for ZH in the CB-J and CAs scenarios. For the WS scenario in ZH, ChatGPT uses the word ‘family’ the fluency is lost:

SW:对我来说，有三个女儿真是一段奇妙的经历，而且我爱每一秒，因为我来自一个有三个哥哥的全男孩家庭。

GLOSS: For me, having three daughters has been such an amazing experience and I love every second of it, as I come from a whole boy family with three brothers.

4.6 Terminology Issues

Like lexical ambiguity, terminology issues also refers to when a word or a term can refer to more than one different concept, with the difference that terminology generally relates to one specific meaning inside one specific domain. We examine the terminology issue in IS-6 *bones* meaning the *rod* inside a waist trainer. This proved to be a difficult challenge to the NMT systems as well as to the GPT model which provided a literal translation to the term *bone* as a *skeleton bone* and sometimes as *animal* in the case of GA translation by ChatGPT.

We note that both GNMT and MsB were able to translate it correctly to GA in all scenarios. For DE GNMT was able to use the right term for bones in the CA-P and CA-J scenario while all other NMT systems and the GPT model failed. For PT and ZH all systems failed to make the distinction. ChatGPT mistranslated the term for all scenarios in all languages.

5 Discussion and Conclusions

The present paper tried to shed light on the issue of context for online MT systems compared to a GPT model. We tested whether different context issues, namely lexical ambiguity, gender, number, reference, ellipsis and terminology could be translated correctly if more context with the solution for the issue was presented to the systems. We tested how the position of the context, punctuation, and having the issue and cue in the same sentence would affect the translation.

We noted that the **position of the context span** does not seem to affect the results greatly, even though we noticed that for lexical ambiguity (Table 1), gender (Table 2) and number (Table 4) more correct translations can be seen when the context is positioned before the issue (CB). Interestingly, having the issue and the cue inside the same sentence (WS scenarios) did not seem to yield better results. This is surprising as we expected that systems would be able to deal with this scenario. We speculate that some of the examples we used as test sets were challenging for the systems as they did not have a more straightforward solution for the issues. For instance, for the lexical ambiguity issue *case* (in IS-1), more systems were able to distinguish between other translations of the term and the correct translation because the word *case* is repeated in both sentences with the solution *phone*. However, for the gender issue (IS-2a, IS-2b), instead of having the pronoun *she*, the proper nouns *Michelle Obama* and *Mary* were the cue to the gender, which might not have been clear enough for the system. The same reasoning can be applied for the ellipsis (IS-5) as the word *family* was never used in the surrounding context.

Regarding **punctuation**, we noted that sentences joined together (CB-J and CA-J) seem to yield more varied results, with more correct solutions being seen for lexical ambiguity when compared to the normal punctuation scenarios (CB-P and CA-P). However, it is interesting that even

when the solution is not correct, joining sentences together results in different choices of translations. As mentioned previously, we speculate that it is likely that the systems are considering the sentence as one translation unit, and therefore, they are able to consider the context in that sentence. As most MT systems use sentence splitter to split longer segments into multiple sentences, the system might have more choices for those segments and translation may be successfully performed for each portion. Interestingly, ChatGPT does not seem to care so much about punctuation. When inquired about it with the prompt “*does the lack of space after a final period affect your translation?*”, its answer was “*No, it does not affect my translation, I have been trained to understand context and grammar of the sentence regardless of the spaces after final period or any other punctuation.*”.

When comparing the **NMT systems**, there was no strong indication of one system consistently outperforming another. Instead, we saw GNMT performing better for lexical ambiguity, MsB performing better for ellipsis, and a close performance of MsB and DeepL for the grammatical number issue. Finally, when comparing the NMT results to **ChatGPT**, we noted that the model seems to get it right more frequently than the MT systems researched for all languages, except for GA. Being a low-resource language, GA might be still difficult for the GPT model to translate, which was also the result found in Hendy et al. (2023).

Given that GPT models are largely trained in monolingual data, it is able to show higher fluency (OpenAI, 2021). Moreover, LLMs are also able to generate text, and are able to consider more context or be ‘more creative’ with translation that might be less accurate than the NMT systems. This result was found in Hendy et al. (2023) where authors state that for translations from EN “GPT incurs [...] greater paraphrasticity” and shows “a less adequate translation than the NMT system”. One example is related to terminology for the GA language, where ChatGPT often made up compound words that do not exist in the language. When questioned about the translation choice, it tried to persuade the user that the translation was correct. That was the case when GPT translated “*leaders*” as a made-up word “*déanamhaltóirí*”. When asked whether this term was a compound word, GPT argued: “*Yes, ‘Déanamhaltóirí’ is a compound word in the Irish language. It is composed of two parts:*

‘Déanamh’ which means ‘to do’ or “to make’, and ‘Altóirí’ which means ‘rulers’ or ‘governors’. Together, ‘Déanamhaltóirí’ means ‘Leaders.’”

It is also important to highlight that ChatGPT is able to correct itself when prompted to do so, or when asked to regenerate answers. One example is for the DE language for the terminology of *bones* (IS-6). After mistranslating it for the first time, it was asked to give different translation solution for the term and it was then able to produce two other solution that were better fit for the context. When asked which of the solution it preferred for the context, it stated: *As a language model, I don’t have personal opinions or preferences. However, I think “Stützen” would be the best word to use in this context because it accurately describes the function of the bones or rods in the waist trainer, which is to support the structure of the garment while allowing for a certain degree of flexibility. “Knochen” and “Stäbchen” could be misinterpreted as implying a harder, more inflexible material, which may not be accurate.*

Interestingly, we also found that ChatGPT also carried some gender bias depending on the adjectives used as input sentence. When asked what the gender of the speaker in the sentence that contains no indication of the speaker gender the exchange was:

INPUT-1: what is the gender of the speaker in the following sentence “*I was also fortunate enough to be cherished and encouraged by some strong male role models as well, including my father, my brother, uncles and grandfathers*”¹¹

ChatGPT: The speaker in the sentence is female. The sentence contains personal pronouns such as “I” and “my” which indicates that the speaker is talking about themselves, also the use of “father, brother, uncles, and grandfathers” suggest that the person speaking is female, as they are referring to male figures as role models.

When the input prompt was modified by removing the adjective “cherished”, ChatGTP stated that the speaker of the sentence was not specified and that the use of “father, brother, uncles, and grandfathers” as role models does not imply the gender of the speaker itself. Following this, we re-input the first prompt (INPUT-1 containing the adjective “cherished”) and this time, the model answered the speaker was not specified. Another input prompt was tried, this time we asked to the model trans-

late into PT-BR the INPUT-1 and the translation output was in the masculine. The translation was quite surprising as because of the adjective cherished we were expecting the translation to be in the feminine as well.

This ability of the GPT model to generate different version of the translation might lead better translation solutions, but might also lead to inconsistent translations, especially terminology-wise.

With the rise in document-level translation and LLMs, such as GPT, our evaluation attempted to highlight some of the outcomes when translating specific context-related issues with those models. While a more comprehensive evaluation is needed, we believe our findings might help to understand how online NMT system deal with context. Moreover, while the results for ChatGPT performance show that, although it produces fluent and sometimes very ‘creative’ translations for some languages, translation solutions for GA are mostly very inaccurate and disfluent. This is an indication that although LLMs are the new hype in the AI world, further investigation on their translation capabilities is necessary. Future work should focus on more context-related issues, with explicit and non-explicit cues, and also expanding the context span to verify whether that can have an effect on the translation output.

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¹¹Excerpt from Michele Obamas’ talk found in the corpus.

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Appendix A. Input Sentences and Their Respective Translations

Table 1		CONTEXT BEFORE (CB) Normal Punctuation (CB-P)		LEX AMB= "CASE" CONTEXT AFTER (CA) Normal Punctuation (CA-P)		WITHIN SAME SENTENCE (WS)	
Input Sentence - IS1		That's a phone case. How do you know it is a case?		That's a phone case. How do you know it is a case?		How do you know it is a case? That's a phone case.	
		That's a phone case. How do you know it is a case?		How do you know it is a case? That's a phone case.		How do you know it is a case? That's a phone case.	
GNMT	DE	Das ist eine Handyhülle. Woher weißt du, dass es sich um einen Fall handelt?	Das ist eine Handyhülle. Woher weißt du, dass es eine Hülle ist?	Woher weißt du, dass es sich um einen Fall handelt? Das ist eine Handyhülle.	Woher wissen Sie, dass es sich um eine Hülle handelt? Das ist eine Handyhülle.	Das ist in der Tat eine Handyhülle, aber woher wussten Sie, dass es überhaupt eine Hülle war?	Das ist in der Tat eine Handyhülle, aber woher wussten Sie, dass es überhaupt ein Fall war?
	GA	Sin cás gutháin. Cén chaoi a bhfuil a fhios agat gur cás é?	Sin cás gutháin. Cén chaoi a bhfuil a fhios agat gur cás é?	Cén chaoi a bhfuil a fhios agat gur cás é? Sin cás gutháin.	Cén chaoi a bhfuil a fhios agat gur cás é? Sin cás gutháin.	Is cás gutháin é sin go deimhin ach conas a bhí a fhios agat gur cás é sa chéad áit?	Is cás gutháin é sin go deimhin ach cén chaoi a raibh a fhios agat gur cás a bhí ann ar an gcéad dul síos?
	PT	Isso é uma capa de telefone. Como você sabe que é um caso?	Isso é uma capa de telefone. Como você sabe que é uma capa?	Como você sabe que é um caso? Isso é uma capa de telefone.	Como você sabe que é uma capa? É uma capa de telefone.	Essa é realmente uma capa de telefone, mas como você sabia que era uma capa em primeiro lugar?	Essa é realmente um caso telefônico, mas como você sabia que se tratava de um caso em primeiro lugar?
	ZH	那是手机壳 你怎么知道是个案?	那是手机壳, 你怎么知道是手机壳?	你怎么知道是个案? 那是手机壳	你怎么知道是手机壳? 那是手机壳。	那确实是一个手机壳, 但你怎么知道它首先是一个手机壳?	那确实是一个手机壳, 但你怎么知道它是一个手机壳呢?
DeePL	DE	Das ist eine Handyhülle. Woher wissen Sie, dass es eine Hülle ist?	Das ist eine Handyhülle. Woher wissen Sie, dass es eine Hülle ist?	Woher weißt du, dass es eine Hülle ist? Das ist eine Handyhülle.	Woher wissen Sie, dass es sich um eine Hülle handelt? Das ist eine Handyhülle.	Das ist tatsächlich eine Handyhülle, aber woher wussten Sie überhaupt, dass es eine Hülle ist?	Das ist tatsächlich eine Handyhülle, aber woher wussten Sie überhaupt, dass es eine Hülle ist?
	PT	Isso é um caso telefônico. Como você sabe que se trata de um caso?	Isso é um caso telefônico. Como você sabe que é um caso?	Como você sabe que se trata de um caso? Isso é um caso telefônico.	Como você sabe que se trata de um caso? Isso é um caso telefônico.	Isso é realmente um caso telefônico, mas como você sabia que se tratava de um caso em primeiro lugar?	Isso é realmente um caso telefônico, mas como você sabia que se tratava de um caso em primeiro lugar?
	ZH	那是一个手机壳。你怎么知道它是一个箱子?	那是一个手机壳。你怎么知道它是一个手机壳?	你怎么知道它是一个箱子? 那是一个手机壳。	你怎么知道它是一个箱子? 那是一个手机壳。	那确实是一个手机壳, 但你怎么知道它是一个手机壳呢?	那确实是一个手机壳, 但你怎么知道它是一个手机壳呢?
MSB	DE	Das ist eine Handyhülle. Woher wissen Sie, dass es sich um einen Fall handelt?	Das ist eine Handyhülle. Woher wissen Sie, dass es sich um einen Fall handelt?	Woher wissen Sie, dass es sich um einen Fall handelt? Das ist eine Handyhülle.	Woher wissen Sie, dass es sich um einen Fall handelt? Das ist eine Handyhülle.	Das ist in der Tat eine Handyhülle, aber woher wussten Sie, dass es überhaupt ein Fall war?	Das ist in der Tat eine Handyhülle, aber woher wussten Sie, dass es überhaupt ein Fall war?
	GA	Sin cás teilteafóin. Cá bhfios duit gur cás é?	Sin cás teilteafóin. Cá bhfios duit gur cás é?	Cá bhfios duit gur cás é? Sin cás teilteafóin.	Cá bhfios duit gur cás é? Sin cás teilteafóin.	Is cás gutháin é sin go deimhin ach cén chaoi a raibh a fhios agat gur cás a bhí ann ar an gcéad dul síos?	Is cás gutháin é sin go deimhin ach cén chaoi a raibh a fhios agat gur cás a bhí ann ar an gcéad dul síos?

	PT	Isso é um caso de telefone. Como você sabe que é um caso?	Isso é um caso de telefone. Como você sabe que é um caso?	Como você sabe que é um caso? Isso é um caso de telefone.	Como você sabe que é um caso? Isso é um caso de telefone.	Isso é de fato um caso de telefone, mas como você sabia que era um caso em primeiro lugar?		
	ZH	那是手机壳。你怎么知道这是一个案例？	那是手机壳。你怎么知道这是一个案例？	你怎么知道这是一个案例？那是手机壳。	你怎么知道这是一个案例？那是手机壳。	这确实是一个手机壳，但你怎么知道这是一个箱子呢？		
	DE	Das ist eine Handyhülle. Wie weißt du, dass es eine Hülle ist?	Das ist eine Handyhülle. Wie weißt du, dass es eine Hülle ist?	Wie weißt du, dass es eine Hülle ist? Das ist eine Handyhülle.	Wie weißt du, dass es eine Hülle ist? Das ist eine Handyhülle.	Das ist tatsächlich eine Handyhülle, aber wie hast du zuerst gewusst, dass es eine Hülle ist?		
	GA	Sin é seoladh fón. Conas a bhfuil tú cinnte go bhfuil sé seoladh?	Sin é seoladh fón. Conas a bhfuil tú cinnte go bhfuil sé seoladh?	Conas a bhfuil tú cinnte go bhfuil sé seoladh? Sin é seoladh fón.	Conas a bhfuil tú cinnte go bhfuil sé seoladh? Sin é seoladh fón.	Sin é seoladh fón ar fad, ach conas a bhfuil tú cinnte go raibh sé seoladh i gcéad aif?		
	PT	Isso é uma capa de telefone. Como você sabe que é uma capa?	Isso é uma capa de telefone. Como você sabe que é uma capa?	Como você sabe que é uma capa? Isso é uma capa de telefone.	Como você sabe que é uma capa? Isso é uma capa de telefone.	Isso é de fato uma capa de telefone, mas como você soube que era uma capa em primeiro lugar?		
	ZH	那是一个手机壳。你怎么知道它是壳子？	那是一个手机壳。你怎么知道它是壳子？	你怎么知道它是壳子？那是一个手机壳。	你怎么知道它是壳子？那是一个手机壳。	那确实是一个手机壳，但是你怎么开始知道它是壳子的？		

Table 2	GENDER="HONORED, FUTURE LEADERS"			
	CONTEXT BEFORE (CB) Normal Punctuation (CB-P)	Joined Sentences (CB-J)	CONTEXT AFTER (CA) Normal Punctuation (CA-P)	Joined Sentences (CA-J)
Input Sentence - IS2a	Speaking at a London girls' school, Michelle Obama makes a passionate, personal case for each student to take education seriously. "And I'm honored to meet you, the future leaders of Great Britain and this world. Can you believe that?"	Speaking at a London girls' school, Michelle Obama makes a passionate, personal case for each student to take education seriously. "And I'm honored to meet you, the future leaders of Great Britain and this world. Can you believe that?"	"And I'm honored to meet you, the future leaders of Great Britain and this world. Can you believe that?" Speaking at a London girls' school, Michelle Obama makes a passionate, personal case for each student to take education seriously.	"And I'm honored to meet you, the future leaders of Great Britain and this world. Can you believe that?" Speaking at a London girls' school, Michelle Obama makes a passionate, personal case for each student to take education seriously.
	WITHIN SAME SENTENCE (WS)			

GNMT	DE	In ihrer Rede an einer Londoner Mädchenschule plädiert Michelle Obama leidenschaftlich und persönlich dafür, dass jede Schülerin Bildung ernst nehmen sollte. „Und es ist mir eine Ehre, Sie kennenzulernen, die zukünftigen Führer Großbritanniens und dieser Welt. Können Sie das glauben?“	In ihrer Rede an einer Londoner Mädchenschule plädiert Michelle Obama leidenschaftlich und persönlich dafür, dass jede Schülerin Bildung ernst nehmen sollte. „Und es ist mir eine Ehre, Sie kennenzulernen, die zukünftigen Führer Großbritanniens und dieser Welt. Können Sie das glauben?“	„Und es ist mir eine Ehre, Sie kennenzulernen, die zukünftigen Führer Großbritanniens und dieser Welt. Können Sie das glauben?“ In ihrer Rede an einer Londoner Mädchenschule plädiert Michelle Obama leidenschaftlich und persönlich dafür, dass jede Schülerin Bildung ernst nehmen sollte.	„Und es ist mir eine Ehre, Sie kennenzulernen, die zukünftigen Führer Großbritanniens und dieser Welt. Können Sie das glauben?“ In ihrer Rede an einer Londoner Mädchenschule plädiert Michelle Obama leidenschaftlich und persönlich dafür, dass jede Schülerin Bildung ernst nehmen sollte.	In einer Rede an einer Londoner Mädchenschule plädiert Michelle Obama leidenschaftlich und persönlich dafür, dass jede Schülerin Bildung ernst nimmt, und erklärt: „Ich fühle mich geehrt, Sie kennenzulernen, die zukünftigen Führer Großbritanniens und dieser Welt. Können Sie das glauben?“
	PT	Falando em uma escola para meninas em Londres, Michelle Obama faz um caso pessoal e apaixonado para que cada aluno leve a educação a sério. "E estou honrado em conhecê-los, os futuros líderes da Grã-Bretanha e deste mundo. Dá para acreditar nisso?"	Falando em uma escola para meninas em Londres, Michelle Obama faz um caso pessoal e apaixonado para que cada aluno leve a educação a sério. "E estou honrado em conhecê-los, os futuros líderes da Grã-Bretanha e deste mundo. Dá para acreditar nisso?"	"E estou honrado em conhecê-los, os futuros líderes da Grã-Bretanha e deste mundo. Dá para acreditar nisso?" Falando em uma escola para meninas em Londres, Michelle Obama faz um caso pessoal e apaixonado para que cada aluno leve a educação a sério.	"E estou honrado em conhecê-los, os futuros líderes da Grã-Bretanha e deste mundo. Dá para acreditar nisso?" Falando em uma escola para meninas em Londres, Michelle Obama faz um caso pessoal e apaixonado para que cada aluno leve a educação a sério.	Falando em uma escola para meninas em Londres, Michelle Obama faz um caso pessoal e apaixonado para que cada aluno leve a educação a sério e declara: "Estou honrado em conhecê-los, os futuros líderes da Grã-Bretanha e deste mundo. Vocês acreditam nisso?"
DeePL	DE	In ihrer Rede an einer Londoner Mädchenschule hält Michelle Obama ein leidenschaftliches, persönliches Plädoyer dafür, dass jede Schülerin Bildung ernst nehmen sollte. "Und ich fühle mich geehrt, Sie kennenzulernen, die zukünftigen Führungskräfte Großbritanniens und der Welt. Können Sie sich das vorstellen?"	In ihrer Rede an einer Londoner Mädchenschule hält Michelle Obama ein leidenschaftliches, persönliches Plädoyer dafür, dass jede Schülerin Bildung ernst nehmen sollte. "Und ich fühle mich geehrt, Sie kennenzulernen, die zukünftigen Führungskräfte Großbritanniens und der Welt. Können Sie sich das vorstellen?"	"Und ich fühle mich geehrt, Sie kennenzulernen, die zukünftigen Führer Großbritanniens und der Welt. Können Sie das glauben?" In ihrer Rede an einer Londoner Mädchenschule hält Michelle Obama ein leidenschaftliches, persönliches Plädoyer dafür, dass jede Schülerin Bildung ernst nehmen sollte.	"Und ich fühle mich geehrt, Sie kennenzulernen, die zukünftigen Führer Großbritanniens und der Welt. Können Sie das glauben?" In ihrer Rede an einer Londoner Mädchenschule hält Michelle Obama ein leidenschaftliches, persönliches Plädoyer dafür, dass jede Schülerin Bildung ernst nehmen sollte.	In ihrer Rede an einer Londoner Mädchenschule hält Michelle Obama ein leidenschaftliches, persönliches Plädoyer dafür, dass jede Schülerin Bildung ernst nehmen sollte, und erklärt: "Ich fühle mich geehrt, euch kennenzulernen, die zukünftigen Führungskräfte Großbritanniens und der Welt. Können Sie das glauben?"

		Falando em uma escola feminina de Londres, Michelle Obama faz um caso apaixonado e pessoal para que cada estudante leve a educação a sério. "E tenho a honra de conhecer vocês, os futuros líderes da Grã-Bretanha e deste mundo". Você pode acreditar nisso?"	Falando em uma escola feminina de Londres, Michelle Obama faz um caso apaixonado e pessoal para que cada estudante leve a educação a sério. "E tenho a honra de conhecer vocês, os futuros líderes da Grã-Bretanha e deste mundo". Você pode acreditar nisso?"	"E tenho a honra de conhecer vocês, os futuros líderes da Grã-Bretanha e deste mundo". Você acredita nisso?" Falando em uma escola feminina de Londres, Michelle Obama faz um caso apaixonado e pessoal para que cada estudante leve a educação a sério.	"E tenho a honra de conhecer vocês, os futuros líderes da Grã-Bretanha e deste mundo". Você acredita nisso?" Falando em uma escola feminina de Londres, Michelle Obama faz um caso apaixonado e pessoal para que cada estudante leve a educação a sério.	Falando em uma escola feminina de Londres, Michelle Obama faz um caso apaixonado e pessoal para que cada estudante leve a educação a sério e declara: "Tenho a honra de conhecer vocês, os futuros líderes da Grã-Bretanha e deste mundo". Você pode acreditar nisso?"
	PT	Falando em uma escola feminina de Londres, Michelle Obama faz um caso apaixonado e pessoal para que cada aluno leve a educação a sério. "E tenho a honra de conhecer vocês, os futuros líderes da Grã-Bretanha e deste mundo. Você pode acreditar nisso?"	Falando em uma escola para meninas de Londres, Michelle Obama faz um caso apaixonado e pessoal para que cada aluno leve a educação a sério. E tenho a honra de conhecer vocês, os futuros líderes da Grã-Bretanha e deste mundo. Você pode acreditar nisso?"	"E tenho a honra de conhecer vocês, os futuros líderes da Grã-Bretanha e deste mundo. Você pode acreditar nisso?" Falando em uma escola para meninas de Londres, Michelle Obama faz um caso apaixonado e pessoal para que cada aluno leve a educação a sério.	"E tenho a honra de conhecer vocês, os futuros líderes da Grã-Bretanha e deste mundo. Você pode acreditar nisso?" Falando em uma escola para meninas de Londres, Michelle Obama faz um caso apaixonado e pessoal para que cada aluno leve a educação a sério.	Falando em uma escola para meninas de Londres, Michelle Obama faz um caso apaixonado e pessoal para que cada aluno leve a educação a sério e declara: "Estou honrada em conhecer vocês, os futuros líderes da Grã-Bretanha e deste mundo. Você pode acreditar nisso?"
	DE	In einer Rede an einer Londoner Mädchenschule plädiert Michelle Obama leidenschaftlich und persönlich dafür, dass jeder Schüler Bildung ernst nimmt. "Und ich fühle mich geehrt, Sie, die zukünftigen Führer Großbritanniens und dieser Welt, zu treffen. Kannst du das glauben?"	In einer Rede an einer Londoner Mädchenschule plädiert Michelle Obama leidenschaftlich und persönlich dafür, dass jeder Schüler Bildung ernst nimmt. "Und ich fühle mich geehrt, Sie, die zukünftigen Führer Großbritanniens und dieser Welt, zu treffen. Kannst du das glauben?"	"Und ich fühle mich geehrt, Sie, die zukünftigen Führer Großbritanniens und dieser Welt, zu treffen. Kannst du das glauben?" In einer Rede an einer Londoner Mädchenschule plädiert Michelle Obama leidenschaftlich und persönlich dafür, dass jeder Schüler Bildung ernst nimmt.	"Und ich fühle mich geehrt, Sie, die zukünftigen Führer Großbritanniens und dieser Welt, zu treffen. Kannst du das glauben?" In einer Rede an einer Londoner Mädchenschule plädiert Michelle Obama leidenschaftlich und persönlich dafür, dass jeder Schüler Bildung ernst nimmt.	In einer Rede an einer Londoner Mädchenschule plädiert Michelle Obama leidenschaftlich und persönlich dafür, dass jeder Schüler Bildung ernst nimmt, und erklärt: "Ich fühle mich geehrt, Sie, die zukünftigen Führer Großbritanniens und dieser Welt, zu treffen. Kannst du das glauben?"
	MSB					

MSB	GA	Siúlann bean isteach sa seomra agus clib aimn á chaitheamh aici a deir 'Mary Burns'. Amharcann Pat ar Cameron agus fiafraíonn sé: 'Cé hé sin?'	Siúlann bean isteach sa seomra agus clib aimn á chaitheamh aici a deir 'Mary Burns'. Amharcann Pat ar Cameron agus fiafraíonn sé: 'Cé hé sin?'	Féachann Pat ar Cameron agus fiafraíonn sé: 'Cé hé sin?'. Siúlann bean isteach sa seomra agus í ag caitheamh a hainm 'Mary Burns'.	Amharcann Pat ar Cameron agus fiafraíonn sé: 'Cé hé sin?'. Siúlann bean isteach sa seomra agus clib aimn á chaitheamh aici a deir 'Mary Burns'.	Amharcann Pat ar Cameron agus fiafraíonn sé: 'Cé hé sin? ag tagairt do bhean a shiúlann isteach sa seomra agus clib aimn á chaitheamh aici a dúirt 'Mary Burns'.
GPT	GA	Téann bean isteach sa seomra ag portáil tag aimn a léiríonn 'Mary Burns'. Glanceann Pat ar Cameron agus féachann sé: 'Cé hé sin?'	Glanceann Pat ar Cameron agus féachann sé: 'Cé hé sin?'. Téann bean isteach sa seomra ag portáil tag aimn a léiríonn 'Mary Burns'.	Glanceann Pat ar Cameron agus féachann sé: 'Cé hé sin?', ag diriú ar mhná a théann isteach sa seomra ag portáil tag aimn a léiríonn 'Mary Burns'.	Glanceann Pat ar Cameron agus ceistíonn sé: 'Cé hé sin?'. Téann bean isteach sa seomra agus tá teagairtí aimn aici ag léiriú 'Mary Burns'.	Glanceann Pat ar Cameron agus ceistíonn sé: 'Cé hé sin?' ag tagairt do bhean a théann isteach sa seomra agus teagairtí aimn aici ag léiriú 'Mary Burns'.

		GRAMMATICAL NUMBER = "YOU"				
Table 4	CONTEXT BEFORE (CB)	CONTEXT AFTER (CA)		WITHIN SAME SENTENCE (WS)		
		Normal Punctuation (CB-P)	Joined Sentences (CB-J)	Normal Punctuation (CA-P)	Joined Sentences (CA-J)	
Input Sentence - IS3	And I'm honored to meet you, the future leaders of Great Britain and this world. Can you believe that?	And I'm honored to meet you, the future leaders of Great Britain and this world. Can you believe that?	Can you believe that? And I'm honored to meet you, the future leaders of Great Britain and this world.	Can you believe that? And I'm honored to meet you, the future leaders of Great Britain and this world.	Would you believe if I told you I'm honored to meet you, the future leaders of Great Britain and this world?	
GNMT	DE	Und ich fühle mich geehrt, Sie kennenzulernen, die zukünftigen Führer Großbritanniens und dieser Welt. Kannst du das glauben?	Und ich fühle mich geehrt, Sie kennenzulernen, die zukünftigen Führer Großbritanniens und dieser Welt. Können Sie das glauben?	Kannst du das glauben? Und ich fühle mich geehrt, Sie kennenzulernen, die zukünftigen Führer Großbritanniens und dieser Welt.	Können Sie das glauben? Und ich fühle mich geehrt, Sie kennenzulernen, die zukünftigen Führer Großbritanniens und dieser Welt.	Würden Sie glauben, wenn ich Ihnen sagen würde, dass ich mich geehrt fühle, Sie zu treffen, die zukünftigen Führer Großbritanniens und dieser Welt?
	GA	Agus is mór an onóir dom bualach leatsa, ceannairí na Breataine Móire agus an tsaoil seo amach anseo. An féidir leat é sin a chreidiúint?	Agus is mór an onóir dom bualach leat, ceannairí na Breataine Móire agus an domhain seo amach anseo. An féidir leat é sin a chreidiúint?	An féidir leat é sin a chreidiúint? Agus is mór an onóir dom bualach leatsa, ceannairí na Breataine Móire agus an tsaoil seo amach anseo.	An féidir leat é sin a chreidiúint? Agus is mór an onóir dom bualach leat, ceannairí na Breataine Móire agus an tsaoil seo amach anseo.	An gcreidfeá dá ndéarfainn leat gur mór an onóir dom bualach leat, ceannairí na Breataine Móire agus an tsaoil seo amach anseo?
	PT	E estou honrado em conhecê-los, os futuros líderes da Grã-Bretanha e deste mundo. Você pode acreditar nisso?	E estou honrado em conhecê-los, os futuros líderes da Grã-Bretanha e deste mundo. Dá para acreditar nisso?	Você pode acreditar nisso? E estou honrado em conhecê-los, os futuros líderes da Grã-Bretanha e deste mundo.	Você pode acreditar nisso? E estou honrado em conhecê-los, os futuros líderes da Grã-Bretanha e deste mundo.	Você dissesse que estou honrado em conhecê-los, os futuros líderes da Grã-Bretanha e deste mundo?
	ZH	我很荣幸见到你们。英国和这个世界的未来领袖。你相信吗？	我很荣幸见到你。英国和这个世界的未来领袖。你能相信吗？	你相信吗？我很荣幸见到你们。英国和这个世界的未来领袖。	你能相信吗？我很荣幸见到你们。英国和这个世界的未来领袖。	如果我告诉你我很荣幸见到你，英国和这个世界的未来领袖，你会相信吗？

Deepl	DE	Und ich fühle mich geehrt, Sie kennenzulernen, die zukünftigen Führer Großbritanniens und dieser Welt. Können Sie das glauben?	Und ich fühle mich geehrt, Sie, die zukünftigen Führer Großbritanniens und der Welt, kennenzulernen.	Können Sie das glauben? Und es ist mir eine Ehre, Sie kennenzulernen, die zukünftigen Führer Großbritanniens und dieser Welt.	Und ich fühle mich geehrt, Sie kennenzulernen, die zukünftigen Führer Großbritanniens und der Welt.	Würden Sie mir glauben, wenn ich Ihnen sagen würde, dass ich mich geehrt fühle, Sie, die zukünftigen Führer Großbritanniens und der Welt, kennenzulernen?	
	PT	E tenho a honra de vos conhecer, os futuros líderes da Grã-Bretanha e deste mundo. Acredita nisso?	E tenho a honra de vos conhecer, os futuros líderes da Grã-Bretanha e deste mundo. Acredita nisso?	Acredita nisso? E tenho a honra de vos conhecer, os futuros líderes da Grã-Bretanha e deste mundo.	Acredita nisso? E tenho a honra de vos conhecer, os futuros líderes da Grã-Bretanha e deste mundo.	Acreditaria se eu lhe dissesse que tenho a honra de o conhecer, os futuros líderes da Grã-Bretanha e deste mundo?	
	ZH	我很荣幸能见到你们，大不列颠和这个世界的未来领导人。你们相信吗？	我很荣幸能见到你们，大不列颠和这个世界的未来领导人。你们相信吗？	你们相信吗？我很荣幸能见到你们，大不列颠和这个世界的未来领导人。	你相信吗？我很荣幸能见到你们，大不列颠和这个世界的未来领导人。	如果我告诉你，我很荣幸能见到你们这些大不列颠和这个世界的未来领导人，你会相信吗？	
MSB	DE	Und ich fühle mich geehrt, Sie, die zukünftigen Führer Großbritanniens und dieser Welt, zu treffen. Können Sie das glauben?	Und ich fühle mich geehrt, Sie, die zukünftigen Führer Großbritanniens und dieser Welt, zu treffen. Können Sie das glauben?	Können Sie das glauben? Und ich fühle mich geehrt, Sie, die zukünftigen Führer Großbritanniens und dieser Welt, zu treffen.	Können Sie das glauben? Und ich fühle mich geehrt, Sie, die zukünftigen Führer Großbritanniens und dieser Welt, zu treffen.	Würden Sie glauben, wenn ich Ihnen sagen würde, dass ich mich geehrt fühle, Sie, die zukünftigen Führer Großbritanniens und dieser Welt, zu treffen?	
	GA	Agus is mór an onóir dom bualadh leat, ceannairí na Breataine Móire agus an tsaoil seo amach anseo. An féidir leat é sin a chreidiúint?	Agus is mór an onóir dom bualadh leat, ceannairí na Breataine Móire agus an tsaoil seo amach anseo. An féidir leat é sin a chreidiúint?	An féidir leat é sin a chreidiúint? Agus is mór an onóir dom bualadh leat, ceannairí na Breataine Móire agus an tsaoil seo amach anseo.	An féidir leat é sin a chreidiúint? Agus is mór an onóir dom bualadh leat, ceannairí na Breataine Móire agus an tsaoil seo amach anseo.	An gcreidfeá dá ndéarfainn leat gur mór an onóir dom bualadh leat, ceannairí na Breataine Móire agus an tsaoil seo amach anseo?	
	PT	E tenho a honra de conhecer vocês, os futuros líderes da Grã-Bretanha e deste mundo. Dá para acreditar nisso?	E tenho a honra de conhecer vocês, os futuros líderes da Grã-Bretanha e deste mundo. Dá para acreditar nisso?	Dá para acreditar nisso? E tenho a honra de conhecer vocês, os futuros líderes da Grã-Bretanha e deste mundo.	Dá para acreditar nisso? E tenho a honra de conhecer vocês, os futuros líderes da Grã-Bretanha e deste mundo.	Você acreditaria se eu lhe dissesse que tenho a honra de conhecê-lo, os futuros líderes da Grã-Bretanha e deste mundo?	
	ZH	我很荣幸见到你们，英国和这个世界的未来领导人。你能相信吗？	我很荣幸见到你们，英国和这个世界的未来领导人。你能相信吗？	你能相信吗？我很荣幸见到你们，英国和这个世界的未来领导人。	你能相信吗？我很荣幸见到你们，英国和这个世界的未来领导人。	如果我告诉你我很荣幸见到你，英国和这个世界的未来领导人，你会相信吗？	
	DE	Und ich bin geehrt, Sie, die zukünftigen Führer Großbritanniens und dieser Welt, kennenzulernen. Können Sie das glauben?	Und ich bin geehrt, Sie, die zukünftigen Führer von Großbritanien und dieser Welt, kennenzulernen. Könt ihr das glauben?	Könt ihr das glauben? Und ich bin geehrt, Sie, die zukünftigen Führer von Großbritanien und dieser Welt, kennenzulernen.	Könt ihr das glauben? Und ich bin geehrt, Sie, die zukünftigen Führer von Großbritanien und dieser Welt, kennenzulernen.	Würdet ihr es glauben, wenn ich euch sage, dass ich geehrt bin, Sie, die zukünftigen Führer von Großbritanien und dieser Welt, kennenzulernen?	

GPT		GA	PT	ZH	
	Agus tá mé onóirach leat a fháil, na líonraí oibre de Bhreatain Mhór agus an domhain seo. An dtuigeann tú sin?	Agus tá mé onóirach leat a fháil, na líonraí oibre de Bhreatain Mhór agus an domhain seo. An dtuigeann tú sin?	An dtuigeann tú sin? Agus tá mé onóirach leat a fháil, na líonraí oibre de Bhreatain Mhór agus an domhain seo.	An dtuigeann tú sin? Agus tá mé onóirach leat a fháil, na líonraí oibre de Bhreatain Mhór agus an domhain seo.	An dtuigeann tú más é do dhearthú dom go bhfuil mé onóirach leat a fháil, na líonraí oibre de Bhreatain Mhór agus an domhain seo?
	E eu sou honrado em conhecê-los, os futuros líderes da Grã-Bretanha e do mundo. Vocês acreditam nisso?	E eu sou honrado em conhecê-los, os futuros líderes da Grã-Bretanha e do mundo. Vocês acreditam nisso?	Você acredita nisso? E eu sou honrado em conhecê-los, os futuros líderes da Grã-Bretanha e do mundo.	Você acredita nisso? E eu sou honrado em conhecê-los, os futuros líderes da Grã-Bretanha e do mundo.	Será que você acreditaria se eu dissesse que sou honrado em conhecê-los, os futuros líderes da Grã-Bretanha e do mundo?
	我很荣幸能够遇到你们，英国和世界的未来领导者。你们能相信吗？	我很荣幸能够遇到你们，英国和世界的未来领导者。你们能相信吗？	你们能相信吗？我很荣幸能够遇到你们，英国和世界的未来领导者。	你们能相信吗？我很荣幸能够遇到你们，英国和世界的未来领导者。	如果我告诉你我很荣幸能够遇到你们，英国和世界的未来领导者，你们相信吗？

Table 5		CONTEXT BEFORE (CB)		CONTEXT AFTER (CA)		WITHIN SAME SENTENCE (WS)
		Normal Punctuation (CB-P)	Joined Sentences (CB-J)	Normal Punctuation (CA-P)	Joined Sentences (CA-J)	
Input Sentence - IS4		CAMERON, closely followed by PAT, rushes towards MARY, but suddenly stops in her tracks. PAT GOLD : What's the matter? What is it?	CAMERON, closely followed by PAT, rushes towards MARY, but suddenly stops in her tracks. PAT GOLD : What's the matter?What is it?	CAMERON, closely followed by PAT, rushes towards MARY, but suddenly stops in her tracks. PAT GOLD : What is it? What's the matter?	CAMERON, closely followed by PAT, rushes towards MARY, but suddenly stops in her tracks. PAT GOLD : What is it? What's the matter?	CAMERON figures things didn't go well when sees the expression on Pat's face and asks what it is.
	DE	CAMERON, dicht gefolgt von PAT, eilt auf MARY zu, bleibt aber plötzlich stehen. Was ist los? Was ist es?	CAMERON, dicht gefolgt von PAT, eilt auf MARY zu, bleibt aber plötzlich stehen. PAT GOLD: Was ist los? Was ist los?	CAMERON, dicht gefolgt von PAT, eilt auf MARY zu, bleibt aber plötzlich stehen. Pat Gold: Was ist das? Was ist los?	CAMERON, dicht gefolgt von PAT, eilt auf MARY zu, bleibt aber plötzlich stehen. Pat Gold: Was ist das? Was ist los?	CAMERON stellt fest, dass die Dinge nicht gut gelaufen sind, als er den Ausdruck auf Pats Gesicht sieht und fragt, was das ist.
	GA	Ritheann CAMERON, agus PAT go dlúth ina dhiaidh, i dtreo MARY, ach stopann sí ina rianta go tobann. PAT GOLD : Cad é an t-ábhar? Cad é sin?	Ritheann CAMERON, agus PAT go dlúth ina dhiaidh, i dtreo MARY, ach stopann sí ina rianta go tobann. PAT GOLD : Cad é an t-ábhar?	Ritheann CAMERON, agus PAT go dlúth ina dhiaidh, i dtreo MARY, ach stopann sí ina rianta go tobann. PAT GOLD : Cad é? Céard atá ort?	Ritheann CAMERON, agus PAT go dlúth ina dhiaidh, i dtreo MARY, ach stopann sí ina rianta go tobann. PAT GOLD : Cad é? Céard atá ort?	Léiríonn Camarún níos éirigh go maith le rudaí nuair a fheiceann sé an slonn ar aghaidh Pat agus fiafraíonn sé cad atá ann.
GNMT						
	PT	CAMERON, seguido de perto por PAT, corre em direção a MARY, mas de repente para em seu caminho. PAT GOLD: Qual é o problema? O que é isso?	CAMERON, seguido de perto por PAT, corre em direção a MARY, mas de repente para em seu caminho. PAT GOLD: Qual é o problema? O que é?	CAMERON, seguido de perto por PAT, corre em direção a MARY, mas de repente para em seu caminho. PAT GOLD: O que é? Qual é o problema?	CAMERON, seguido de perto por PAT, corre em direção a MARY, mas de repente para em seu caminho. PAT GOLD: O que é? Qual é o problema?	CAMERON percebe que as coisas não foram bem quando vê a expressão no rosto de Pat e pergunta o que é.

		CAMERON 紧跟在 PAT 后面，冲向 MARY，但突然停住了。PAT GOLD：怎么了？它是什么？	CAMERON 紧跟在 PAT 后面，冲向 MARY，但突然停住了。PAT GOLD：怎么了？怎么了？怎么了？	CAMERON 紧跟在 PAT 后面，冲向 MARY，但突然停住了。PAT GOLD：这是什么？怎么了？	CAMERON 紧跟在 PAT 后面，冲向 MARY，但突然停住了。PAT GOLD：这是什么？怎么了？	当卡梅伦看到帕特脸上的表情并问这是什么时，他认为事情进展不顺利。
ZH		CAMERON 紧跟在 PAT 后面，冲向 MARY，但突然停住了。PAT GOLD：怎么了？它是什么？	CAMERON 紧跟在 PAT 后面，冲向 MARY，但突然停住了。PAT GOLD：怎么了？怎么了？怎么了？	CAMERON 紧跟在 PAT 后面，冲向 MARY，但突然停住了。PAT GOLD：这是什么？怎么了？	CAMERON 紧跟在 PAT 后面，冲向 MARY，但突然停住了。PAT GOLD：这是什么？怎么了？	当卡梅伦看到帕特脸上的表情并问这是什么时，他认为事情进展不顺利。
DE		CAMERON, dicht gefolgt von PAT, stürmt auf MARY zu, bleibt aber plötzlich stehen. PAT GOLD: Was ist denn los? Was ist los?	CAMERON, dicht gefolgt von PAT, stürmt auf MARY zu, bleibt aber plötzlich stehen. PAT GOLD: Was ist los? Was ist es?	CAMERON, dicht gefolgt von PAT, stürmt auf MARY zu, bleibt aber plötzlich stehen. PAT GOLD: Was ist los? Was ist das?	CAMERON, dicht gefolgt von PAT, stürmt auf MARY zu, bleibt aber plötzlich stehen. PAT GOLD: Was ist los? Was ist das?	CAMERON denkt sich, dass es nicht gut gelaufen ist, als er den Ausdruck auf Pats Gesicht sieht und fragt, was es ist.
PT	DeepL	CAMERON, seguido de perto por PAT, corre em direção a MARY, mas de repente pára em seu caminho. PAT GOLD: Qual é o problema? Qual é o problema?	CAMERON, seguido de perto por PAT, corre em direção a MARY, mas de repente pára em seu caminho. PAT GOLD: Qual é o problema? Qual é o problema?	CAMERON, seguido de perto por PAT, corre em direção a MARY, mas de repente pára em seu caminho. PAT GOLD: O que é isso? Qual é o problema?	CAMERON, seguido de perto por PAT, corre em direção a MARY, mas de repente pára em seu caminho. PAT GOLD: O que é isso? Qual é o problema?	CAMERON acha que as coisas não correram bem quando viu a expressão no rosto de Pat e perguntou o que era.
PT		CAMERON, seguido de perto por PAT, corre em direção a MARY, mas de repente pára em suas trilhas. PAT GOLD: Qual é o problema? O que é?	CAMERON, seguido de perto por PAT, corre em direção a MARY, mas de repente pára em suas trilhas. PAT GOLD: Qual é o problema? O que é?	CAMERON, seguido de perto por PAT, corre em direção a MARY, mas de repente pára em suas trilhas. PAT GOLD: O que é? Qual é o problema?	CAMERON, seguido de perto por PAT, corre em direção a MARY, mas de repente pára em suas trilhas. PAT GOLD: O que é? Qual é o problema?	CAMERON acha que as coisas não correram bem quando vê a expressão no rosto de Pat e pergunta o que é.
DE		CAMERON, agus PAT ina dhiaidh sin, rithheann sé i dtreo MARY, ach stoppann sí go tobann ina rianta. PAT GOLD: Céard atá ort? Céard é?	CAMERON, agus PAT ina dhiaidh sin, rithheann sé i dtreo MARY, ach stoppann sí go tobann ina rianta. PAT GOLD: Was ist los? Was ist es?	CAMERON, agus PAT ina dhiaidh sin, rithheann sé i dtreo MARY, ach stoppann sí go tobann ina rianta. PAT GOLD: Cad é? Céard atá cearr?	CAMERON, agus PAT ina dhiaidh sin, rithheann sé i dtreo MARY, ach stoppann sí go tobann ina rianta. PAT GOLD: Cad é? Céard atá cearr?	Déanann CAMERON figiúiri nár éirigh go maith le rudal nuair a fheiceann siad an nath ar aghaidh Pat agus fiafraíonn sé cad é.
GA		CAMERON, agus PAT ina dhiaidh sin, rithheann sé i dtreo MARY, ach stoppann sí go tobann ina rianta. PAT GOLD: Céard atá ort? Céard é?	CAMERON, agus PAT ina dhiaidh sin, rithheann sé i dtreo MARY, ach stoppann sí go tobann ina rianta. PAT GOLD: Was ist los? Was ist es?	CAMERON, agus PAT ina dhiaidh sin, rithheann sé i dtreo MARY, ach stoppann sí go tobann ina rianta. PAT GOLD: Cad é? Céard atá cearr?	CAMERON, agus PAT ina dhiaidh sin, rithheann sé i dtreo MARY, ach stoppann sí go tobann ina rianta. PAT GOLD: Cad é? Céard atá cearr?	Déanann CAMERON figiúiri nár éirigh go maith le rudal nuair a fheiceann siad an nath ar aghaidh Pat agus fiafraíonn sé cad é.
PT	MSB	CAMERON, seguido de perto por PAT, corre em direção a MARY, mas de repente pára em suas trilhas. PAT GOLD: Qual é o problema? O que é?	CAMERON, seguido de perto por PAT, corre em direção a MARY, mas de repente pára em suas trilhas. PAT GOLD: Qual é o problema? O que é?	CAMERON, seguido de perto por PAT, corre em direção a MARY, mas de repente pára em suas trilhas. PAT GOLD: O que é? Qual é o problema?	CAMERON, seguido de perto por PAT, corre em direção a MARY, mas de repente pára em suas trilhas. PAT GOLD: O que é? Qual é o problema?	CAMERON acha que as coisas não correram bem quando vê a expressão no rosto de Pat e pergunta o que é.
ZH		卡梅隆 紧跟着帕特，冲向玛丽，但突然停下脚步。帕特-金：怎么了？怎么了？	卡梅隆 紧跟着帕特，冲向玛丽，但突然停下脚步。PAT GOLD：怎么了？怎么了？	卡梅隆 紧随后，向玛丽冲去，但突然停下了脚步。帕特-戈尔德：这是什么？怎么了？	卡梅隆 紧随后，向玛丽冲去，但突然停下了脚步。帕特-戈尔德：这是什么？怎么了？	当看到帕特脸上的表情时，卡梅伦认为事情并不顺利，并问他这是什么。

GPT	DE	CAMERON, gefolgt von PAT, eilt auf MARY zu, aber hält plötzlich inne. PAT GOLD: Was ist los? Was ist es?	CAMERON, gefolgt von PAT, stürmt auf MARY zu, aber bleibt plötzlich stehen. PAT GOLD: Was ist los? Was ist es?	PAT GOLD: Was ist es? Was ist los? CAMERON, gefolgt von PAT, stürmt auf MARY zu, aber bleibt plötzlich stehen.	CAMERON, gefolgt von PAT, stürmt auf MARY zu, aber bleibt plötzlich stehen. PAT GOLD: Was ist los? Was ist es?	CAMERON erkennt, dass es nicht gut gelaufen ist, als sie den Ausdruck auf Pats Gesicht sieht und fragt, was los ist.
	GA	CAMERON agus PAT, go dlúth agus go tapa, ag rith chuig MARY, ach tar éis fanacht brúite go tapa. PAT GOLD: Cén chúis é seo? Cén rud é?	CAMERON, PAT ina dhiaidh sin de ghnáth, ag réabhadh chuig MARY, ach tar éis fanacht brúite go tapa. PAT GOLD: Cén chúis é seo? Cén rud é?	CAMERON, PAT ina dhiaidh sin de ghnáth, ag réabhadh chuig MARY, ach tar éis fanacht brúite go tapa. PAT GOLD: Cén chúis é seo? Cén rud é?	CAMERON, PAT ina dhiaidh sin de ghnáth, ag réabhadh chuig MARY, ach tar éis fanacht brúite go tapa. PAT GOLD: Cén chúis é seo? Cén rud é?	CAMERON a fhéachann go raibh rud éigin as ceart nuair a fheiceann sé an mhíniú ar dhuine Pat agus é ag iarraidh a fhaifraí cén chúis é.
	PT	"CAMERON, acompanhado de perto por PAT, corre em direção a MARY, mas de repente para na sua trilha. PAT GOLD: Qual é o problema? O que é?"	"CAMERON, acompanhado de perto por PAT, corre em direção a MARY, mas de repente para na sua trilha. PAT GOLD: Qual é o problema? O que é?"	PAT em direção a MARY, mas de repente para de repente. PAT GOLD: O que houve? Qual é o problema?	PAT em direção a MARY, mas de repente para de repente. PAT GOLD: O que houve? Qual é o problema?	CAMERON percebe que as coisas não correram bem ao ver a expressão no rosto de Pat e pergunta o que é.
	ZH	卡梅隆紧随帕特的脚步冲向玛丽，但突然停下了脚步。帕特·戈尔德：怎么了？是什么问题？	卡梅隆紧随帕特的脚步冲向玛丽，但突然停下了脚步。帕特·戈尔德：怎么了？是什么问题？	卡梅隆紧随帕特而来，朝着玛丽冲去，但突然停在了她的轨迹上。帕特·戈尔德：怎么回事？怎么回事？	卡梅隆紧随帕特·向玛丽冲去，但突然停在了原地。帕特·戈尔德：怎么了？怎么了？	卡梅隆看到帕特脸上的表情就知道事情不顺，回是什么事。

Table 6		CONTEXT BEFORE (CB)		CONTEXT AFTER (CA)		WITHIN SAME SENTENCE (WS)	
		Normal Punctuation (CB-P)	Joined Sentences (CB-J)	Normal Punctuation (CA-P)	Joined Sentences (CA-J)		
Input Sentence - ISS		I come from all boys. I have three older brothers. So for me, to have three daughters has been such a ride and I love every second of it."	I come from all boys. I have three older brothers. So for me, to have three daughters has been such a ride and I love every second of it."	For me, to have three daughters has been such a ride and I love every second of it. I come from all boys. I have three older brothers.	For me, to have three daughters has been such a ride and I love every second of it. I come from all boys. I have three older brothers.	For me, to have three daughters has been such a ride and I love every second of it since I come from all boys with three older brothers.	For me, to have three daughters has been such a ride and I love every second of it since I come from all boys with three older brothers.
	DE	Ich komme aus allen Jungs. Ich habe drei ältere Brüder. Drei Töchter zu haben war für mich also eine solche Fahrt und ich liebe jede Sekunde davon."	Ich komme von allen Jungs. Ich habe drei ältere Brüder. Für mich war es also eine solche Fahrt, drei Töchter zu haben, und ich liebe jede Sekunde davon."	Drei Töchter zu haben war für mich eine solche Fahrt und ich liebe jede Sekunde davon. Ich komme aus allen Jungs. Ich habe drei ältere Brüder.	Drei Töchter zu haben, war für mich so ein Ritt und ich liebe jede Sekunde davon. Ich komme aus reiner Jungs. Ich habe drei ältere Brüder.	Drei Töchter zu haben war für mich eine solche Fahrt und ich liebe jede Sekunde davon, da ich von allen Jungs mit drei älteren Brüdern komme.	

GNMT	GA	Tagann mé ó na buachaillí go léir. Tá triúr deartháireacha níos sine agam. Mar sin domsa, ba mhór an turas é triúr iníonacha a bheith agam agus is breá liom gach soicind de.”	Tagann mé ó na buachaillí go léir. Tá triúr deartháireacha níos sine agam. Mar sin domsa, bhí a leithéid de thiomána le triúr iníonacha agus is breá liom gach soicind de.”	Maidir liom féin, is turas mar sin é triúr iníon a bheith agam agus is breá liom gach soicind de. Tagann mé ó na buachaillí go léir. Tá triúr deartháireacha níos sine agam.	Maidir liom féin, tá triúr iníonacha ina leithéid de thiomána agus is breá liom gach soicind de. Tagann mé ó gach buachaill. Tá triúr deartháireacha níos sine agam.	Maidir liom féin, is turas den sórt sin é triúr iníonacha a bheith agam agus is breá liom gach soicind de toisc go dtagann mé ó na buachaillí go léir le triúr deartháireacha níos sine.
	PT	Eu venho de todos os meninos. Eu tenho três irmãos mais velhos. Então, para mim, ter três filhas foi um passeio e eu amo cada segundo disso.”	Eu venho de todos os meninos. Tenho três irmãos mais velhos. Então, para mim, ter três filhas foi um passeio e eu amo cada segundo disso.”	Para mim, ter três filhas foi um passeio e eu amo cada segundo disso. Eu tenho todos os meninos. Eu tenho três irmãos mais velhos.	Para mim, ter três filhas foi um passeio e eu amo cada segundo disso. Eu venho de todos os meninos. Eu tenho três irmãos mais velhos.	Para mim, ter três filhas foi um passeio e eu amo cada segundo desde que venho de todos os meninos com três irmãos mais velhos.
	ZH	我来自所有男孩。 我有三个哥哥。 所以对我来说，拥有三个女儿是一种享受，我喜欢其中的每一秒。”	我来自所有男孩。我有三个哥哥。所以对我来说，拥有三个女儿是一种享受，我喜欢其中的每一秒。”	对我来说，拥有三个女儿是一种享受，我喜欢其中的每一秒。我来自所有男孩。我有三个哥哥。	对我来说，拥有三个女儿是一种享受，我喜欢其中的每一秒。我来自所有男孩。我有三个哥哥。	对我来说，拥有三个女儿是一种享受，我喜欢其中的每一秒，因为来自所有有三个哥哥的男孩。
	DE	Ich stamme von allen Jungen ab. Ich habe drei ältere Brüder. Drei Töchter zu haben, war für mich also eine tolle Erfahrung, und ich liebe jede Sekunde davon. Eu venho de todos os meninos. Eu tenho três irmãos mais velhos.	Ich habe drei ältere Brüder, und drei Töchter zu haben, ist für mich eine tolle Erfahrung, und ich liebe jede Sekunde davon. Drei Töchter zu haben, war für mich eine tolle Erfahrung, und ich liebe jede Sekunde davon. Ich stamme von lauter Jungen ab. Ich habe drei ältere Brüder.	Drei Töchter zu haben, war für mich eine tolle Erfahrung, und ich liebe jede Sekunde davon. Ich stamme von lauter Jungen ab. Ich habe drei ältere Brüder.	Drei Töchter zu haben, war für mich eine tolle Erfahrung, und ich liebe jede Sekunde davon. Ich stamme aus einer Jungenfamilie und habe drei ältere Brüder.	Drei Töchter zu haben, ist für mich eine tolle Erfahrung, und ich liebe jede Sekunde davon, denn ich stamme von drei älteren Brüdern ab, die alle Jungs sind.
DeePL	PT	Eu venho de todos os meninos. Eu tenho três irmãos mais velhos. Portanto, para mim, ter três filhas tem sido um passeio tão grande e eu amo cada segundo”.	Eu venho de todos os meninos. Eu tenho três irmãos mais velhos. Portanto, para mim, ter três filhas tem sido um passeio tão grande e eu amo cada segundo”.	Para mim, ter três filhas tem sido um passeio e eu amo cada segundo. Eu venho de todos os meninos. Eu tenho três irmãos mais velhos.	Para mim, ter três filhas tem sido um passeio e eu amo cada segundo. Eu venho de todos os meninos. Eu tenho três irmãos mais velhos.	Para mim, ter três filhas tem sido um passeio e eu amo cada segundo desde que venho de todos os meninos com três irmãos mais velhos.
	ZH	我来自所有的男孩。 我有三个哥哥。 因此，对我来说，有三个女儿就是这样的旅程，我喜欢它的每一秒。”	我来自所有的男孩，我有三个哥哥。所以对我来说，有三个女儿是这样的一个旅程，我喜欢它的每一秒钟。”	对我来说，拥有三个女儿是一种享受，我喜欢其中的每一秒。我来自于所有的男孩。我有三个哥哥。	对我来说，有三个女儿就是这样一个旅程，我喜欢其中的每一秒钟。我来自所有的男孩，我有三个哥哥。	对我来说，有三个女儿是一种享受，我喜欢其中的每一秒，因为我是全男孩出身，有三个哥哥。

MSB	DE	Ich komme von allen Jungs. Ich habe drei ältere Brüder. Für mich war es eine solche Fahrt, drei Töchter zu haben, und ich liebe jede Sekunde davon."	Ich komme von allen Jungs. Ich habe drei ältere Brüder. Für mich war es eine solche Fahrt, drei Töchter zu haben, und ich liebe jede Sekunde davon.	Für mich war es eine solche Fahrt, drei Töchter zu haben, und ich liebe jede Sekunde davon. Ich habe drei ältere Brüder.	Für mich war es eine solche Fahrt, drei Töchter zu haben, und ich liebe jede Sekunde davon. Ich komme von allen Jungs. Ich habe drei ältere Brüder.	Für mich war es so ein Ritt, drei Töchter zu haben, und ich liebe jede Sekunde davon, da ich von allen Jungs mit drei älteren Brüdern komme.
	GA	Is as gach buachail mé. Tá triúr deartháireacha níos sine agam. Mar sin domsa, go raibh triúr iníonacha chomh turas sin agus is breá liom gach soicind de."	Is as gach buachail mé. Tá triúr deartháireacha níos sine agam. Mar sin domsa, go raibh triúr iníonacha chomh turas sin agus is breá liom gach soicind de."	Maidir liomsa, go mbeadh triúr iníonacha chomh turas sin agus is breá liom gach soicind de. Is as gach buachail mé. Tá triúr deartháireacha níos sine agam.	Maidir liomsa, go mbeadh triúr iníonacha chomh turas sin agus is breá liom gach soicind de. Is as gach buachail mé. Tá triúr deartháireacha níos sine agam.	Maidir liomsa, go mbeadh triúr iníonacha chomh turas sin agus is breá liom gach soicind de ó tháinig mé ó na buachailí go léir le triúr deartháireacha níos sine.
	PT	Eu venho de todos os meninos. Tenho três irmãos mais velhos. Então, para mim, ter três filhas tem sido um passeio e eu amo cada segundo disso."	Eu venho de todos os meninos. Tenho três irmãos mais velhos. Então, para mim, ter três filhas tem sido um passeio e eu amo cada segundo disso."	Para mim, ter três filhas tem sido um passeio e eu amo cada segundo disso. Eu venho de todos os meninos. Tenho três irmãos mais velhos.	Para mim, ter três filhas tem sido um passeio e eu amo cada segundo disso. Eu venho de todos os meninos. Tenho três irmãos mais velhos.	Para mim, ter três filhas tem sido um passeio e eu amo cada segundo disso, já que venho de todos os meninos com três irmãos mais velhos.
	ZH	我来自所有男孩。我有三个哥哥。所以对我来说，有三个女儿是一段旅程，我喜欢它的每一秒。	我来自所有男孩。我有三个哥哥。所以对我来说，有三个女儿是一段旅程，我喜欢它的每一秒。	对我来说，有三个女儿是一段旅程，我喜欢它的每一秒。我来自所有男孩。我有三个哥哥。	对我来说，有三个女儿是一段旅程，我喜欢它的每一秒。我来自所有男孩。我有三个哥哥。	对我来说，有三个女儿是一段旅程，我喜欢它的每一秒，因为我来自所有有三个哥哥的男孩。
GPT	GA	Ich komme aus einer Familie von nur Jungen. Ich habe drei ältere Brüder. Daher war es für mich eine große Veränderung, dass ich jetzt drei Töchter habe, aber ich liebe jeden einzelnen Moment davon.	Ich komme aus einer Familie von nur Jungen. Ich habe drei ältere Brüder. Daher war es für mich eine große Veränderung, dass ich jetzt drei Töchter habe, aber ich liebe jeden einzelnen Moment davon.	Für mich war es eine große Veränderung, drei Töchter zu haben, aber ich liebe jeden einzelnen Moment davon. Ich komme aus einer Familie von nur Jungen und habe drei ältere Brüder.	Für mich war es eine große Veränderung, drei Töchter zu haben, aber ich liebe jeden einzelnen Moment davon. Ich komme aus einer Familie von nur Jungen und habe drei ältere Brüder.	Für mich war es eine große Veränderung, drei Töchter zu haben, besonders, da ich aus einer Familie von nur Jungen mit drei älteren Brüdern komme. Aber ich liebe jeden einzelnen Moment davon.
	DE	Táim ó gach buachail. Tá trí bhráithre níos sine agam. Mar sin, le haghaidh mé, bheith agamsa le trí iníonacha a bheith ann tá sé mar dhul ar inírice agus is breá liom gach nóiméad de.	Táim ó gach buachail. Tá trí bhráithre níos sine agam. Mar sin, le haghaidh mé, bheith agamsa le trí iníonacha a bheith ann tá sé mar dhul ar inírice agus is breá liom gach nóiméad de.	Le haghaidh mé, bheith agamsa le trí iníonacha a bheith ann tá sé mar dhul ar inírice agus is breá liom gach nóiméad de. Táim ó gach buachail. Tá trí bhráithre níos sine agam.	Le haghaidh mé, bheith agamsa le trí iníonacha a bheith ann tá sé mar dhul ar inírice agus is breá liom gach nóiméad de. Táim ó gach buachail. Tá trí bhráithre níos sine agam.	Le haghaidh mé, bheith agamsa le trí iníonacha a bheith ann tá sé mar dhul ar inírice agus is breá liom gach nóiméad de ós nach mian liom ó gach buachail a bheith agam le trí bhráithre níos sine.
	ZH	我来自所有男孩。我有三个哥哥。所以对我来说，有三个女儿是一段旅程，我喜欢它的每一秒。	我来自所有男孩。我有三个哥哥。所以对我来说，有三个女儿是一段旅程，我喜欢它的每一秒。	对我来说，有三个女儿是一段旅程，我喜欢它的每一秒。我来自所有男孩。我有三个哥哥。	对我来说，有三个女儿是一段旅程，我喜欢它的每一秒。我来自所有男孩。我有三个哥哥。	对我来说，有三个女儿是一段旅程，我喜欢它的每一秒，因为我来自所有有三个哥哥的男孩。

	"Eu venho de todos os meninos. Tenho três irmãos mais velhos. Então para mim, ter três filhas tem sido uma jornada e eu amo cada segundo disso."	"Eu venho de todos os meninos. Tenho três irmãos mais velhos. Então para mim, ter três filhas tem sido uma jornada e eu amo cada segundo disso."	Para mim, ter três filhas foi uma jornada incrível e eu amo cada segundo disso. Eu venho de uma família só de meninos, tenho três irmãos mais velhos.	Para mim, ter três filhas foi uma jornada incrível e eu amo cada segundo disso. Eu venho de uma família só de meninos, tenho três irmãos mais velhos.	Para mim, ter três filhas tem sido uma aventura incrível e eu amo cada segundo disso, já que venho de uma família com apenas men
PT					
ZH	我来自一群男孩。我有三个哥哥。所以对我来说，有一次非常好的经历，我爱每一秒。	我来自一个全是男孩的家庭，我有三个哥哥。所以对我来说，有三个女儿是如此的难忘，我爱每一秒。	对我来说，有三个女儿是如此难忘的经历，我爱每一秒。我来自全是男孩的家庭，有三个哥哥。	对我来说，有三个女儿是一段难忘的旅程，我爱每一秒。我来自一个全是男孩的家庭，有三个哥哥。	对我来说，有三个女儿真是一段奇妙的经历，而且我爱每一秒，因为我来自一个有三个哥哥的全男孩家庭。

		TERMINOLOGY = "BONES"		
Table 7		CONTEXT BEFORE (CB)	CONTEXT AFTER (CA)	WITHIN SAME SENTENCE (WS)
		Normal Punctuation (CB-P)	Normal Punctuation (CA-P)	
Input Sentence - IS6	The material of this waist trainer is nice and thick. The bones are rigid and hold their form, but do not restrict your movement.	The material of this waist trainer is nice and thick. The bones are rigid and hold their form, but do not restrict your movement.	The bones are rigid and hold their form, but do not restrict your movement. The material of this waist trainer is nice and thick.	The bones are rigid and hold their form, but do not restrict your movement. The material of this waist trainer is nice and thick.
	Das Material dieses Taillentrainers ist schön dick. Die Knochen sind steif und formstabil, schränken Ihre Bewegung aber nicht ein.	Das Material dieses Taillentrainers ist schön dick. Die Knochen sind steif und halten ihre Form, schränken Ihre Bewegung jedoch nicht ein.	Die Stäbchen sind steif und halten ihre Form, schränken Ihre Bewegung aber nicht ein. Das Material dieses Taillentrainers ist schön dick.	Die Stäbchen sind steif und halten ihre Form, schränken Ihre Bewegung aber nicht ein. Das Material dieses Taillentrainers ist schön dick.
DE				
GA	Tá ábhar an oiliúnóra waist seo deas agus tiubh. Tá na cnámha docht agus coinníonn siad a bhfoirm, ach ní chuireann siad srian ar do ghluaiseacht.	Tá ábhar an oiliúnóra waist seo deas agus tiubh. Tá na cnámha docht agus coinníonn siad a bhfoirm, ach ní chuireann siad srian ar do ghluaiseacht.	Tá na cnámha docht agus coinníonn siad a bhfoirm, ach ná cuir srian ar do ghluaiseacht. Tá ábhar an oiliúnóra waist seo deas agus tiubh.	Tá na cnámha docht agus coinníonn siad a bhfoirm, ach ná cuir srian ar do ghluaiseacht. Tá ábhar an oiliúnóra waist seo deas agus tiubh.
PT	O material deste modelador de cintura é bom e grosso. Os ossos são rígidos e mantêm sua forma, mas não restringem seus movimentos.	O material deste modelador de cintura é bom e grosso. Os ossos são rígidos e mantêm sua forma, mas não restringem seus movimentos.	Os ossos são rígidos e mantêm sua forma, mas não restringem seus movimentos. O material deste modelador de cintura é bom e grosso.	Os ossos são rígidos e mantêm sua forma, mas não restringem seus movimentos. O material deste modelador de cintura é bom e grosso.
GNMT				

	DE	Das Material dieses Taillentrainers ist angenehm dick. Die Knochen sind steif und behalten Ihre Form, beeinträchtigen jedoch nicht Ihre Bewegungsfreiheit.	Das Material dieses Taillentrainers ist angenehm dick. Die Knochen sind steif und behalten Ihre Form, beeinträchtigen jedoch nicht Ihre Bewegungsfreiheit.	Die Knochen sind steif und behalten Ihre Form, beeinträchtigen jedoch nicht Ihre Bewegungsfreiheit. Das Material dieses Taillentrainers ist angenehm dick.	Die Knochen sind steif und behalten Ihre Form, beeinträchtigen jedoch nicht Ihre Bewegungsfreiheit. Das Material dieses Taillentrainers ist angenehm dick.	Das Material dieses Taillentrainers ist angenehm dick, da seine Knochen steif sind und Ihre Form behalten, aber Ihre Bewegungsfreiheit nicht einschränken.
GPT	GA	Is éánta an teasbhrúiteoir crothair seo go maith agus go tiubh. Tá na haimhíthe garbh agus iad ag cur i gcrích a n-foirm, ach ní bhíonn siad ag cur rialach ar do ghníomhaíocht.	Is éánta an teasbhrúiteoir crothair seo go maith agus go tiubh. Tá na haimhíthe garbh agus iad ag cur i gcrích a n-foirm, ach ní bhíonn siad ag cur rialach ar do ghníomhaíocht.	Tá na haimhíthe garbh agus iad ag cur i gcrích a n-foirm, ach ní bhíonn siad ag cur rialach ar do ghníomhaíocht. Is éánta an teasbhrúiteoir crothair seo go maith agus go tiubh.	Tá na haimhíthe garbh agus iad ag cur i gcrích a n-foirm, ach ní bhíonn siad ag cur rialach ar do ghníomhaíocht. Is éánta an teasbhrúiteoir crothair seo go maith agus go tiubh.	Is éánta an teasbhrúiteoir crothair seo go maith agus go tiubh mar tá na haimhíthe garbh agus iad ag cur i gcrích a n-foirm, ach ní bhíonn siad ag cur rialach ar do ghníomhaíocht.
	PT	"O material deste modelador de cintura é agradável e espesso. As costelas são rígidas e mantêm sua forma, mas não restringem seus movimentos."	"O material deste modelador de cintura é agradável e espesso. As costelas são rígidas e mantêm sua forma, mas não restringem seus movimentos."	As costelas são rígidas e mantêm sua forma, mas não restringem seus movimentos. O material deste modelador de cintura é agradável e espesso.	As costelas são rígidas e mantêm sua forma, mas não restringem seus movimentos. O material deste modelador de cintura é agradável e espesso.	O material deste modelador de cintura é agradável e espesso, suas costelas são rígidas e mantêm sua forma, mas não restringem seus movimentos.
	ZH	这款腰训练器的材料很好，厚实。骨头坚硬且保持形状，但不会限制您的活动。	这款腰训练器的材料很不错，厚实。骨盆坚硬且保持形状，但不限制你的活动。	骨骼坚硬且保持形状，但不限制你的活动。这款腰训练器的材料很不错，厚实。	骨骼坚硬且保持形状，但不限制你的活动。这款腰训练器的材料很不错，厚实。	这款腰训练器的材料很不错，厚实，因为它的骨盆坚硬且保持形状，但不限制你的活动。