

Classroom Laboratory

When should we ditch TM and take an MT generated segment instead?

What's the relation between edit-distance and actual time spent in a TM vs. MT scenario?

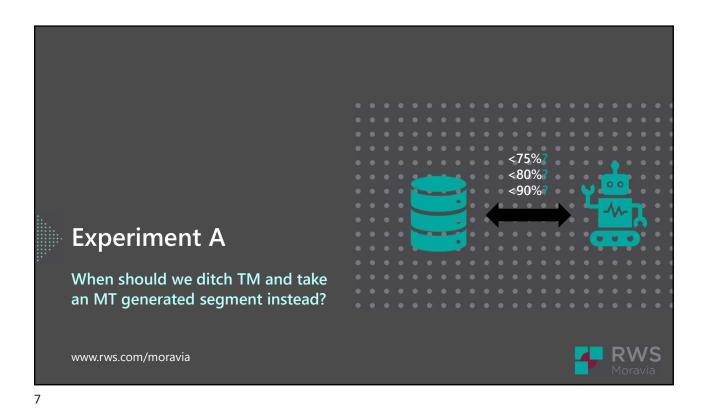
Classroom Laboratory

1. At what point does MTPE require the same amount of editing as a "fuzzy" TM match on average?

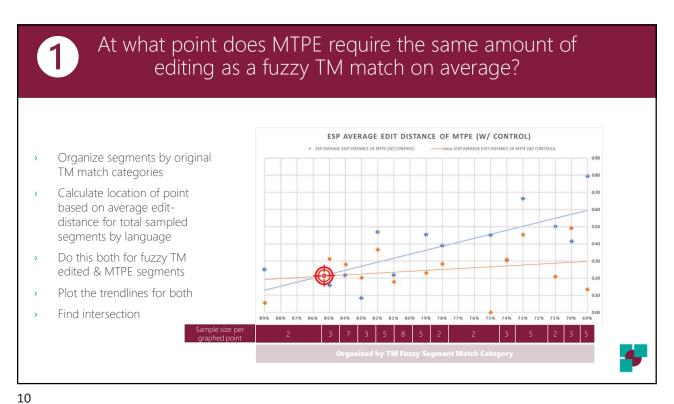
2. Which requires more editing overall:
a full text of MT generated segments OR
a full text of "fuzzy" TM matches in the 89%-69% range ("low fuzzies")?

1. When editing the content, which takes less time:
"fuzzy" TM edits OR MTPE?

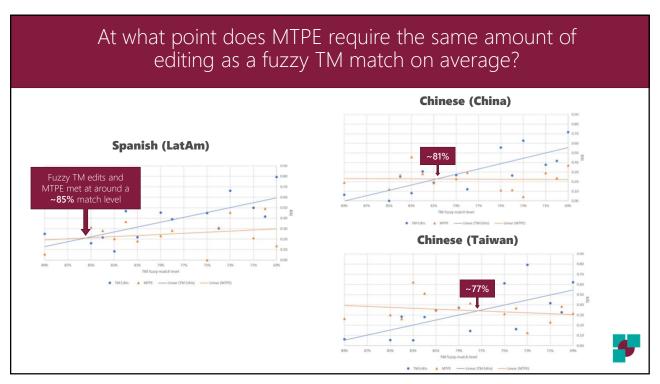
2. Is there a matching correlation between edit-distance and time spent fixing segments for "low fuzzies" and MTPE?

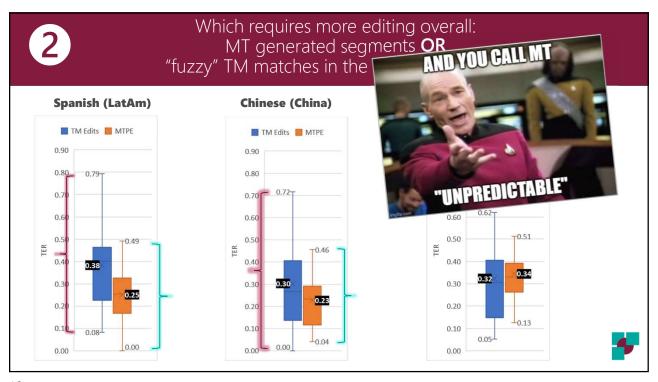


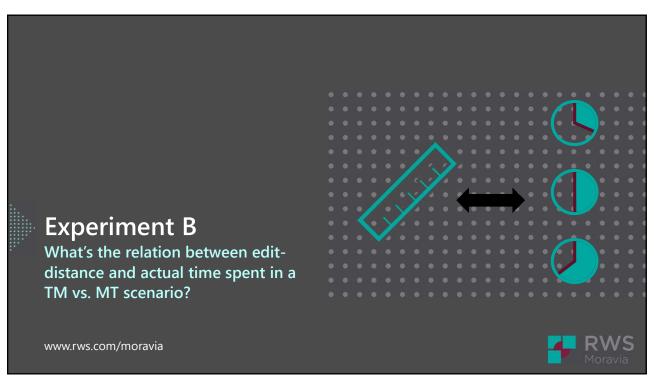
For every language... There are 22 source segments in total split equally into "Set A" and "Set B" All are *full* sentences from older (2015 or earlier) Apple iOS documentation (pulled from PDFs) Set B - 161 wds Set A - 11 sentences; avg. 15 wds long For TM, pre-populate with fuzzy matches in the 89%-69% range (avg. match across Set A = 79%; Set B = 78%) Set A For MT, pre-populate with Google Translate - 165 wds Set B - 11 sentences; One student *per language* will complete Set A with a "fuzzy match TM" and Set B as MTPE; the other student will do the reverse. Then they will avg. 15 wds long **Fuzzies TM** Edit distance will be measured for every segment NOTE Students can be unpredictable on occasion, so the official Apple translations were added as a "control group" to minimize this risk

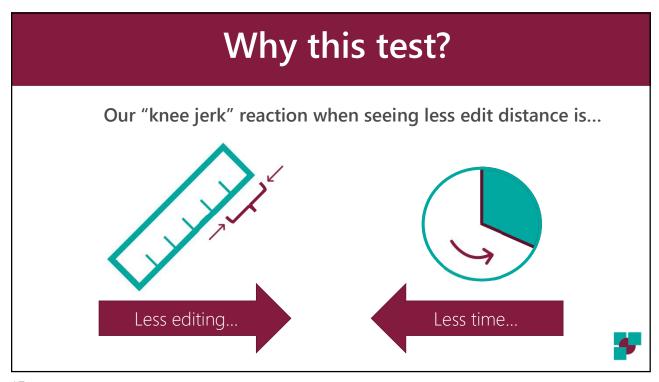


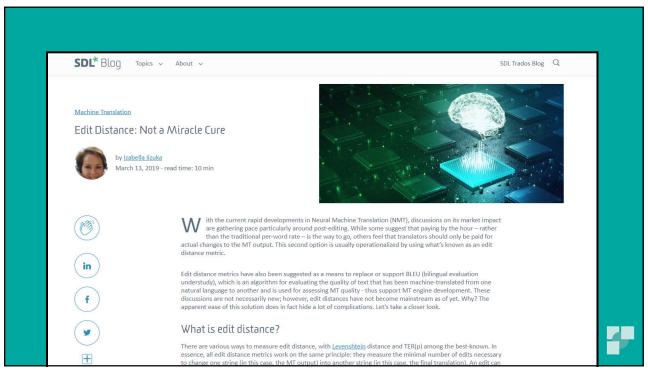
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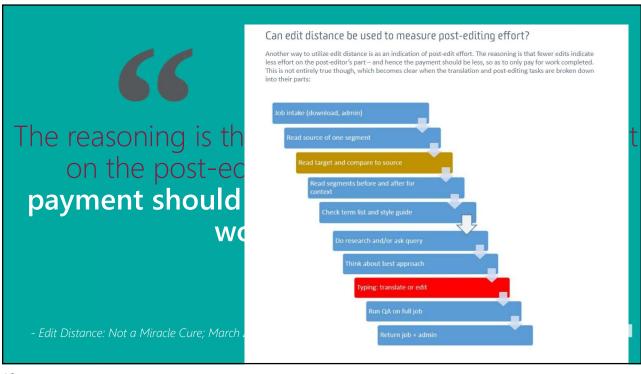


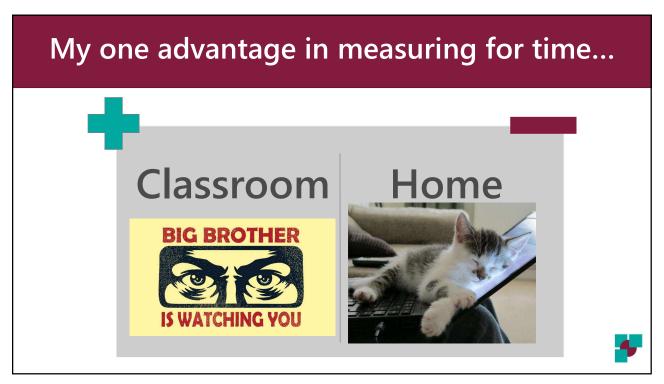






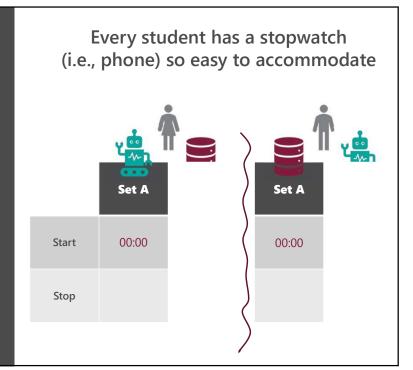




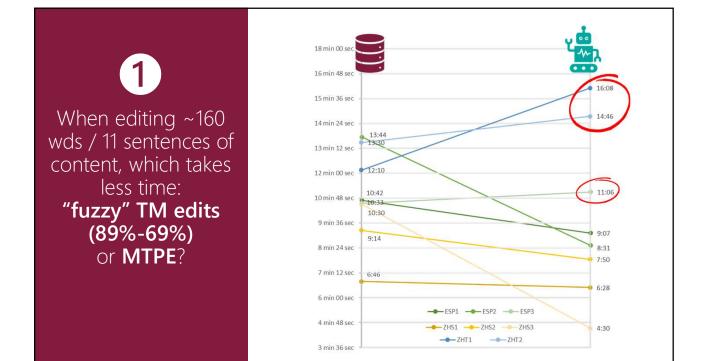


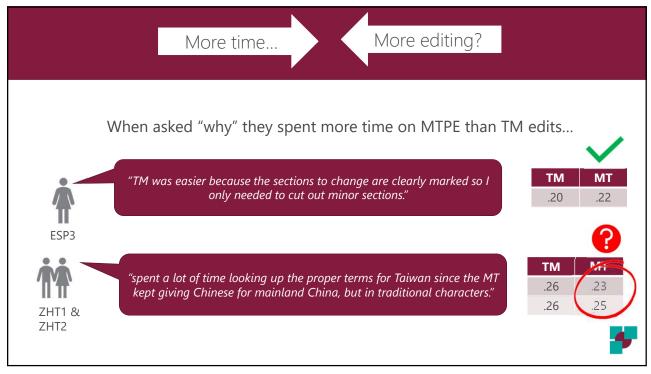
Methodology

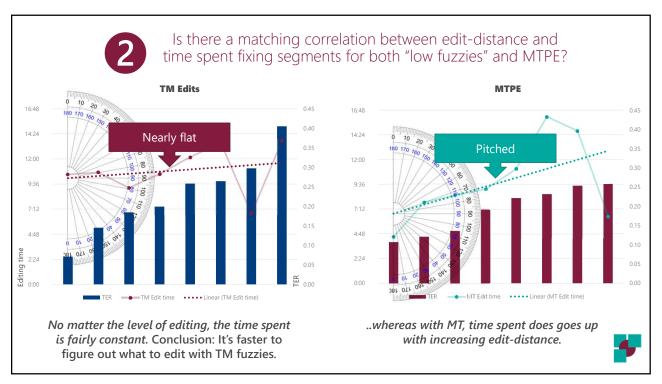
- Begin stopwatch at start of translation with each set
- Pause timer and call instructor over when
 - All segments confirmed
 - All terminology checks against the term database were cleared out (or personally verified as a "non-error")
 - All other automated quality checks that could be cleared out were completed (capitalization, punctuation, number mismatches, etc).
- If issue was spotted, unpause the timer and call instructor over again when fixed.
- Instructor writes down time of completion
 - NOTE: there is no "control group" for this experiment



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What did you prefer?

PE of wholly generated raw MT output OR a trained "adaptive" MT system where you had control over the output

Nearly 50/50 in a show of hands every year since 2016

...those who prefer "adaptive MT" are nearly always Romance language speakers

I've mixed the reference translations in with raw MT from 4 major engines. Which do you think is human?

Students are given homework the week before to provide multiple sentences of human-made content (bilingual) that <u>they believe</u> will be "tough" for MT.

		可憐的湯姆富爾(Tom Fool)身處馬車 後面,與誠實的家庭糊塗骨頭,誠實的 家庭靠他的翻滾生活。		再過去是可憐的小丑湯姆躲在貨車後頭 帶著一家老小哨骨頭,這些老實人就靠 他翻筋斗膜來的機過活。
只是這笑容比起方才惡狠限藏青的臉色 來,也好看不了多少。		這位年輕女士的面容,以前帶著近乎憤 窓的神情,露出了一絲可能更討人喜歡 的微笑。		
	這個世界是一個展望的玻璃,並將自己 臉上的反射回饋給每個人。	世界是一面鏡子,把自己臉上的倒影還 給每個人。	這個世界是一個窺視鏡,並且將每個人 的面孔反射給每個人。	世界是一個看起來玻璃,並回饋每個人自己的臉的反射。
他穿著鹿皮褲子,簡上有流蘇的靴子, 園蓋好幾條寬大的領巾,幾乎直鋒到鼻 子。	一個非常健壯,浮腫的男人,穿蕃鹿 皮,黑森靴,幾條幾乎高到鼻子的大領 巾。		一個非常粗壯,浮踵的男人,在牛皮和 黑森靴子,幾乎上升到他的鼻子幾乎巨 大的領口。	一個非常矮胖,矮胖的人,穿著鹿皮和 黑森州的靴子,幾條巨大的閩巾圍在他 的鼻子上。



Fall 2019 = 1st time students in a language group (Spanish) chose MT generated output over the human reference text



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I'm looking for your ideas...



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