THE role & perspective of post-editors: what are the training challenges?

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1. Skills & Competencies of Post-Editor

2. Attitudes & Perspectives towards Post-Editing

3. The Training Challenges

THE ROLE & PERSPECTIVE OF POST-EDITORS: WHAT ARE THE TRAINING CHALLENGES?
1. Skills & Competencies of Post-Editor

What is post-editing?

An early theoretical approach

The correction of texts that have been translated from a source language into a target language by a machine translation system (Allen, 2001)

Post-Editor: human partner to the machine

MT= supportive task for the development of unaided MT

A modern technical approach

The minimal edits required to transform hypothesis into a fluent sentence with the same meaning as the source sentence

Post-Editor: a legitimate agent in MT workflows

PE productivity increases mainly with:

- Experience with the PE task
- Expertise in the domain
- Familiarity with the language pair
- Knowledge of the specific MT system
Translation vs. Post-Editing

Organize Raw MT Output

Knowledge of MT systems:
Type & Frequency of errors

Retranslate Entire Sections
Correct Errors
Review
The Tasks of Post-Editor

**Identify & Eliminate Errors**
- a) Translate from scratch
- b) Correct a lot of errors
- c) Correct a few errors
- d) Accept the MT proposal

**Aim for grammatically, syntactically and semantically correct translation**
- Ensure the key terminology is correctly translated
- Ensure that formatting, punctuation/capitalization are correct
- Carry out the task with reasonable speed
- Adhere to post-editing guidelines to minimize the preferential changes

**Tasks**
- Source-text related processes
- MT related processes
- Target text production processes
- Target text evaluation processes
- Reference work related processes
- Physical writing processes
- Global task related processes

Intertranslations
The Role of Post-Editor Skills & Competencies in Post-Editing

Linguistic skills

- Communicative and textual competence in at least two languages and cultures
- Cultural and intercultural competence
- Subject area competence

Instrumental competence

- MT Knowledge
- Term management
- MT dictionary maintenance
- Basic programming skills

Core competences

- Attitudinal or psycho-physiological competence
- Strategic competence
The Effort in the Post-Editing

**Technical effort:** interaction of the PE with hardware/software

**Temporal effort:** the time needed to PE a segment

**Cognitive effort:** effort required to identify errors in the MT output

**Psychological effort:** specific attitudes towards post-editing
# 1. Skills & Competencies of Post-Editor

<table>
<thead>
<tr>
<th>Post-Editor Skills</th>
<th>Effort Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editing skills &amp; Word processing experience</td>
<td>Technical</td>
</tr>
<tr>
<td>Ability to correct directly on screen</td>
<td></td>
</tr>
<tr>
<td>Ability to balance PE speed with respect to required quality</td>
<td>Temporal</td>
</tr>
<tr>
<td>Knowledge of source and target languages</td>
<td></td>
</tr>
<tr>
<td>Expertise in the subject area</td>
<td>Cognitive</td>
</tr>
<tr>
<td>Ability to adapt to different specifications required for each job</td>
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</tr>
<tr>
<td>Specific knowledge of the weaknesses of the particular MT system</td>
<td></td>
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<tr>
<td>Positive attitude to MT</td>
<td>Psychological</td>
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</tbody>
</table>
2. Attitudes & Perspectives towards Post-Editing

The negative perspective

<table>
<thead>
<tr>
<th>Workload &amp; Payments</th>
<th>Guidelines/Training</th>
<th>Employability &amp; Linguistic Matters</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Higher productivity</td>
<td>• Training is a frustration for both linguists and LSPs</td>
<td>• Fear of being replaced</td>
</tr>
<tr>
<td>• Lack of solid ground for PE metrics</td>
<td>• Lack of specific Guidelines or Limited Guidelines</td>
<td>• The adoption of MT by LSPs is a factor forcing translators to become Post-Editors</td>
</tr>
<tr>
<td>• Lack of solid ground for quality</td>
<td>• Lack of comprehensive training</td>
<td>• Depreciation of Linguistic Capacities</td>
</tr>
<tr>
<td>standards</td>
<td></td>
<td>• Loss of linguistic sense</td>
</tr>
</tbody>
</table>
Negative perspectives come from...

1. Lack of Experience in PE
2. Lack of one single Official Set of Guidelines and consistent Training
3. Inadequate Post-Editing Guidelines
## The positive perspective

<table>
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<tr>
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<th>Employability &amp; Linguistic Matters</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Higher productivity</td>
<td>• Creation of comprehensive, specialized training</td>
<td>• Significant competitive advantage</td>
</tr>
<tr>
<td>• Higher capacity</td>
<td></td>
<td>• More opportunities for new projects</td>
</tr>
<tr>
<td>• Transparent payment system</td>
<td></td>
<td>• Standardization of Terminology</td>
</tr>
<tr>
<td>• More opportunities</td>
<td></td>
<td>• Fewer Inconsistencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Less Time on Automatically Translated Segments</td>
</tr>
</tbody>
</table>
Positive perspectives are based on…

1. Deep understanding of PE tasks
2. Clear understanding of multiplication of skills and Shifting Roles
3. Establishment of PE as a technologically upgraded service and not a replacement strategy
3. The Training Challenges in setting up a comprehensive post-editing protocol

1. Identify main challenges

2. Define objectives and scope
Industry insight

- GALA, The Management and Training Challenges of Post-Editing (Part 1 & Part 2)
- Survey conducted among language industry professionals
- 63 polls, 51 LSPs, 12 SLVs
• 60% of SLVs received MTPE Training
Interesting figures...

- 28.57% considered the training incomprehensive
A successful training should take into account...

- The skills and competencies
- The type of effort to utilize these skills and competencies

To face the main challenges:

- Ambiguous guidelines
- Lack of post-editing skills
- Non-transparent compensation strategies
The Content of the Training

How To

• Manage errors
• Apply changes to the MT Output
• Handle global task-related processes
• Organize PE process and subtasks
• Make the most out of feedback
What are the main questions to be addressed by training?

- How to PE? What to retranslate and what to correct?
- How much of the MT output should be used?
- How may client specifications modify the PE process?
What are the Challenges of the Training?

- The error variation
- The technical background knowledge
- The temporal dimension

based on a pre-established quality level
What are the Benefits of the Training?

- Help linguists familiarize themselves with PE requirements
- Understand how these requirements differ based on the type of MT engine
- Establish a new balanced approach
Interesting figures…

What are the post-editor’s challenges on a scale from 1 to 5? (with 1 marking the biggest challenge)

- Lack of post-editing skills and lack of training opportunities in the post-editing process: 3.27
- Lack of transparent compensation strategy: 3.18
- Ambiguity of post-editing tasks (guidelines, light post-editing, full post-editing): 4.18
- Ambiguity of metrics used by LSPs to calculate speed and evaluate quality: 2.09

- Training should become widely available and set the tone for a cohesive and transparent compensation strategy for post-editors
Interesting figures...

- Vague instructions regarding the management of MT output and scope of work, a lack of detailed guidelines and exaggerated speed and productivity models are the main challenges.
The goal of a Post-Editing Training is to...

1. Finalize translations without recreating

2. Define speed, productivity and compensation standards
An efficient post-editing training is to...

- Embrace new roles and tasks
- Develop linguistic, instrumental skills
- Understand the type of effort to implement PE skills
- Improve linguistic quality of PE
- Define Speed and Productivity Standards
- Establish unambiguous model for Linguist Compensation
- Contribute to shaping of positive attitude
References I


References II


THANK YOU VERY MUCH FOR YOUR ATTENDANCE

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