THE MANAGEMENT & TRAINING CHALLENGES OF POST-EDITING (PART 2)

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Intertranslations S.A.**

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PART 2 ITINERARY

- Special Thanks & Feedback
- Q&A
- Surveys Results
- Discussion
- A new initiative: a Post-Editing Training Protocol

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SPECIAL THANKS & FEEDBACK

There was so much material and so many good slides. I would love to hear more background on how the individual aspects of many of the slides were collected? Was it experience? Research? Other formal studies by industry? Also, I can't wait to hear how universities can enter more into the picture. I "only" teach terminology management. But I would love to learn what is specifically needed in that area in order to cater for MT.

Karsch Barbara Inge, NYUSPS MS in Translation & Interpreting
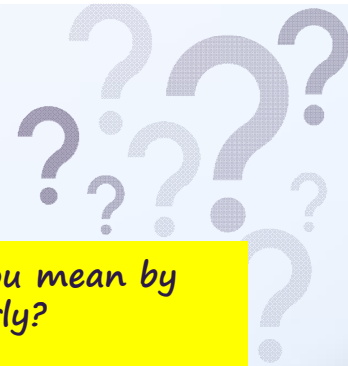
Clara Ginovart, CAT and AT Consultant at Datawords

Dr Vilelmini Sosoni, DFLTI, Ionian University

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12. Skills and Profile of the New Role of the Translator as MT Post-editor Celia Rico, Senior Lecturer, Facultad de Artes y Comunicación, Universidad Europea de Madridcelia.rico@uem.es, Enrique Torrejón, Language Technologies Consultantenrique.torrejon@gmail.com

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Q&A

Do you think that the MTPE-based solutions should be different depending on the required quality of the final output - be it high-quality human-level translation or just a "Light PE"?

When should we add in the pre-editor and annotator if we are barely doing any MTPE work right now?

Flat rate - what do you mean by this? per word or hourly?

I would be very interested in the role of the pre-editor. It seems like in many cases, pre-editor is not considered to be a legitimate part of the content creation process and may be difficult to justify - especially when requested to process a really poor source.

The matrix of PE: what is it and how does it work? Once Quality Estimation works like fuzzies, will this matrix be the new widely-accepted grid?

How frequently should you retrain your MT engines?

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SURVEY RESULTS 1

Does your organization manage translation projects with post-editing of machine translation (PEMT)?

- Yes: 69.81%
- No: 1.89%
- No, but we plan to implement post-editing in the near future: 28.30%

Responses LSPs

Do you post-edit machine translation output (PEMT)?

- Yes: 75.00%
- No: 8.33%
- No, but I plan to do so in the future: 8.33%
- No, and I do not plan to do so: 8.33%

Responses SLVs

Intertranslations

SURVEY RESULTS 2

**For which type of documents do you use PEMT or
do you think that you could use PEMT?**

- Documents with restricted access (low-visibility content): Responses LSPs 35.85%, Responses SLVs 25.00%
- Publicly available documents (high-visibility content): Responses LSPs 45.28%, Responses SLVs 41.67%
- Other: Responses LSPs 11.32%, Responses SLVs 8.33%
- I do not know: Responses LSPs 7.55%, Responses SLVs 25.00%

Intertranslations

SURVEY RESULTS 3

What is the percentage of your translation production via PEMT or that you would like to have post-edited?

Legend:
- Responses LSPs
- Responses SLVs

Category	Responses LSPs	Responses SLVs
25% or less	50.94%	41.67%
Between 26% and 50%	22.64%	41.67%
Between 51% and 75%	11.32%	16.67%
More than 75%	15.09%	0.00%

Intertranslations

SURVEY RESULTS 4

How do you decide if MT output is of good enough quality to be post-edited?

Responses LSPs

Category	Percentage
Machine Translation Quality Estimation (QE) or confidence scores (predictive)	3.77%
Automatic scoring (metrics like BLEU, TER, METEOR, etc.)	11.32%
Human evaluation by error categorization	41.51%
Human task-based evaluation: edit distance after post-editing	22.64%
I do not use MT	13.21%
Other (please specify)	7.55%

In one short phrase, how would you describe the role of the post-editor?

Responses SLVs

Category	Percentage
A competitor of the translator	0.00%
An upgraded model of the translator	16.67%
A downgraded model of the translator	8.33%
Two completely different roles	75.00%

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SURVEY RESULTS 5

What is the level of PE that is most often required?

Legend:
- Responses LSPs (dark purple)
- Responses SLVs (orange)

Category	Responses LSPs	Responses SLVs
Light post-editing or "good enough" quality	5.66%	0.00%
Full post-editing or "human" quality	83.02%	75.00%
I do not know	11.32%	25.00%

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SURVEY RESULTS 6

Which of the following PE scenarios is most used in your organization?

- 50.94% — Improving medium (acceptable) quality raw output to high or publishable quality
- 5.66% — Improving poor quality raw output to medium (acceptable) quality
- 15.09% — Improving poor quality raw output to high or publishable quality
- 0.00% — Controlled Language / Authoring
- 11.32% — I do not know
- 1.89% — I do not use PE
- 15.09% — I do not currently use PE, but I would consider using

■ Responses LSPs

What is the most important element you check to accept a post-editing project?

- 75.00% — The quality of the MT ouput
- 8.33% — The compensation strategy
- 0.00% — The subject field
- 8.33% — The deadline
- 8.33% — I do not post-edit
- 0.00% — Other (please specify)

■ Responses SLVs

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SURVEY RESULTS 7

LSPs: Do you use existing translation memories and/or glossaries to train, customize or tune an MT engine?
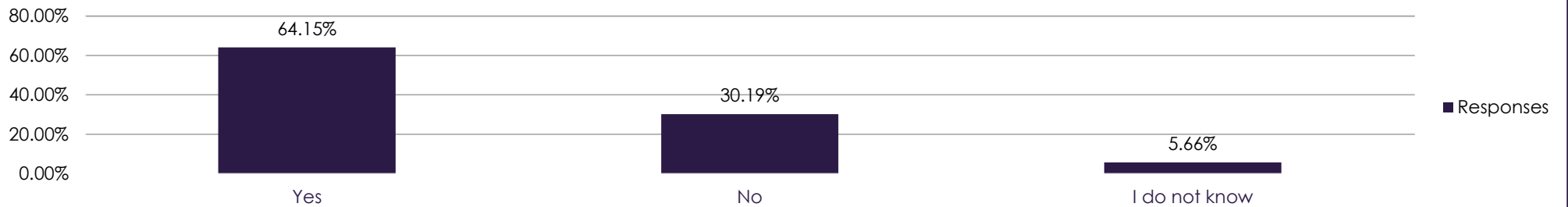
- Yes: 64.15%
- No: 30.19%
- I do not know: 5.66%

Legend: Responses

SLVs: Based on the post-editing tasks you have performed, how often would you have preferred to translate from scratch rather than post-edit?

- Always: 0.00%
- Most of the cases > 75%: 27.27%
- Half of the cases 50%: 45.45%
- Very few cases < 25%: 27.27%

Legend: Responses

Intertranslations

SURVEY RESULTS 8

Do you use CAT tool(s) in your internal procedure?

Legend:
- Responses LSPs
- Responses SLVs

	Yes	No	I do not know
Responses LSPs	100.00%	0.00%	0.00%
Responses SLVs	83.33%	0.00%	16.67%

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SURVEY RESULTS 9

What is the ideal profile of the post-editor for you?
(check as many answers as apply)

Legend:
- Responses LSPs
- Responses SLVs

Category	Responses LSPs	Responses SLVs
Degree in Translation + Post-Editing Training + Post-Editing experience of more than 3 years	67.31%	83.33%
Degree in Translation + experience of more than 3 years in translating texts in a specific subject area	53.85%	25.00%
Degree in any discipline + Post-Editing Training + Post-Editing experience of more than 3 years	53.85%	50.00%
Degree in any discipline + proven experience in translating texts	19.23%	8.33%
Degree in Translation	13.46%	8.33%
Degree in any discipline	0.00%	0.00%

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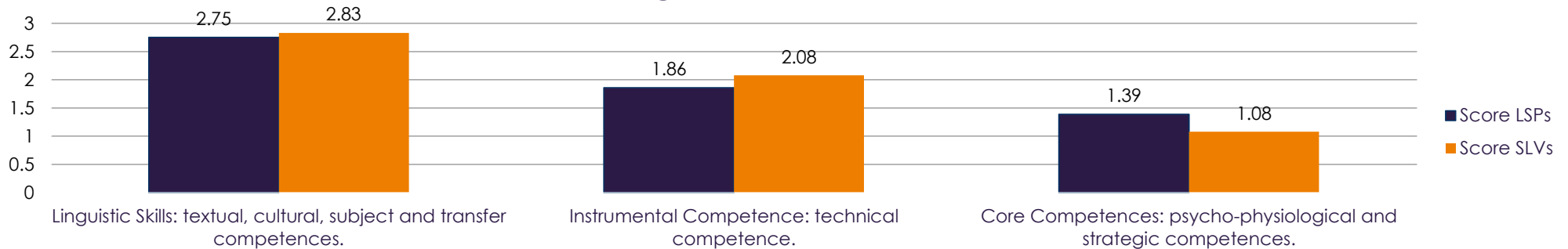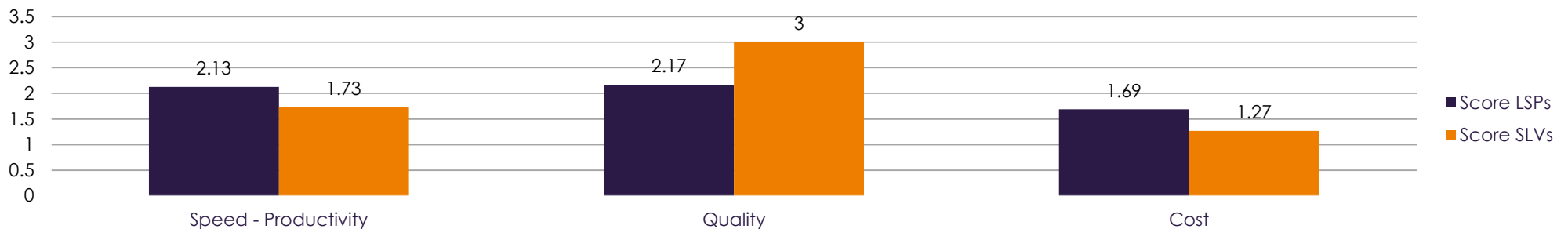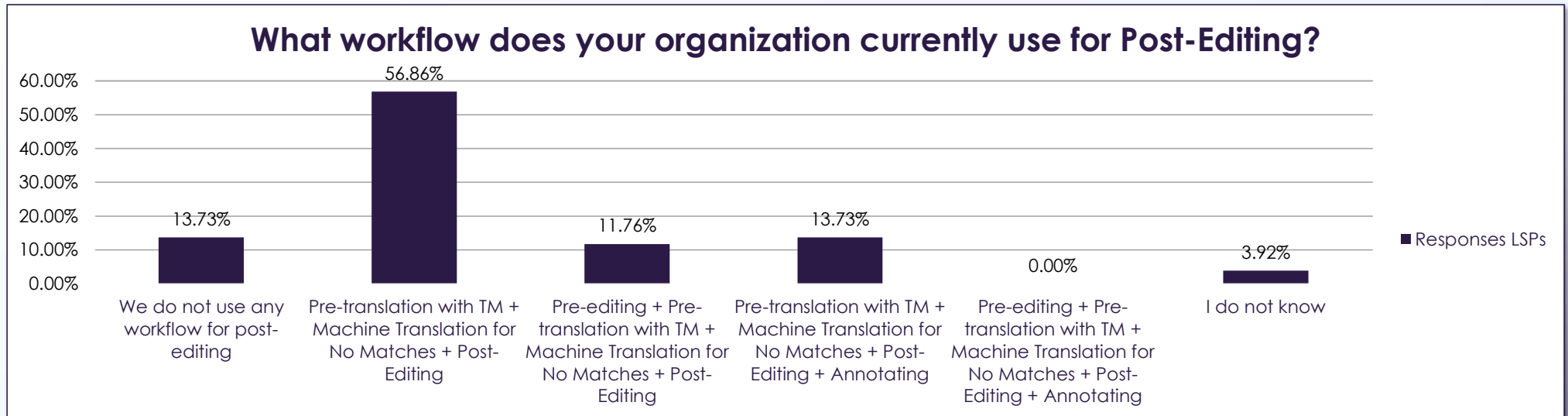
SURVEY RESULTS 10-11

Prioritize the skills of post-editors in terms of importance using the ranking of 1 (highest) to 3 (lowest)

Linguistic Skills: textual, cultural, subject and transfer competences.
- Score LSPs: 2.75
- Score SLVs: 2.83

Instrumental Competence: technical competence.
- Score LSPs: 1.86
- Score SLVs: 2.08

Core Competences: psycho-physiological and strategic competences.
- Score LSPs: 1.39
- Score SLVs: 1.08

Prioritize the following elements of the post-editing service in terms of importance using the ranking of 1 (highest) to 3 (lowest)

Speed - Productivity
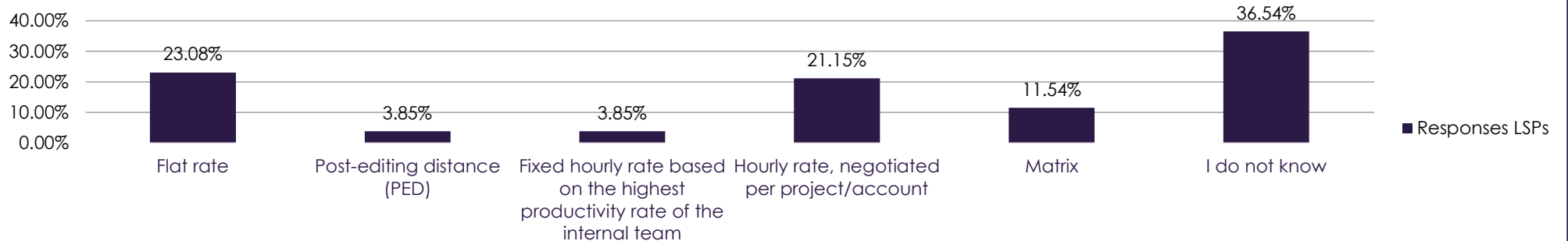- Score LSPs: 2.13
- Score SLVs: 1.73

Quality
- Score LSPs: 2.17
- Score SLVs: 3

Cost
- Score LSPs: 1.69
- Score SLVs: 1.27

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SURVEY RESULTS 12

What workflow does your organization currently use for Post-Editing?

Bar chart — Responses LSPs:
- We do not use any workflow for post-editing: 13.73%
- Pre-translation with TM + Machine Translation for No Matches + Post-Editing: 56.86%
- Pre-editing + Pre-translation with TM + Machine Translation for No Matches + Post-Editing: 11.76%
- Pre-translation with TM + Machine Translation for No Matches + Post-Editing + Annotating: 13.73%
- Pre-editing + Pre-translation with TM + Machine Translation for No Matches + Post-Editing + Annotating: 0.00%
- I do not know: 3.92%

Are you satisfied with the approach organizations/LSPs use to attract potential vendors for post-editing?

Bar chart — Responses SLVs:
- No: 36.36%
- Yes: 0.00%
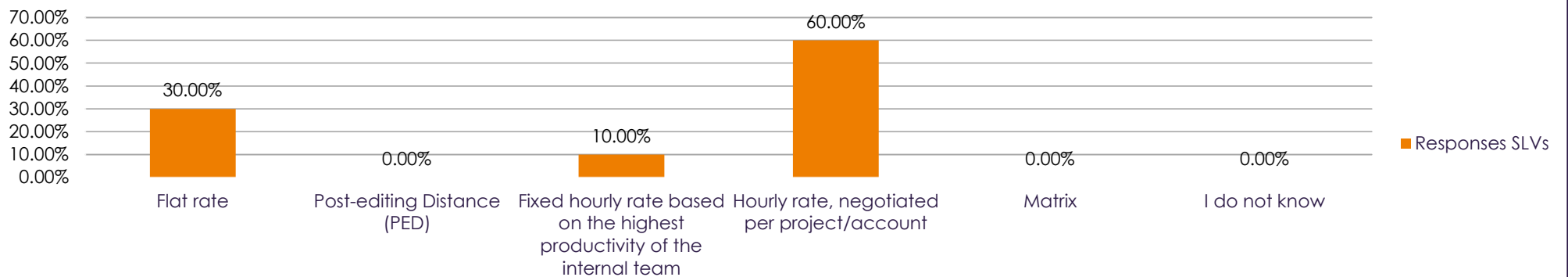- I do not know: 63.64%

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SURVEY RESULTS 13

What compensation strategy does your company currently use for Post-Editing?

Category	Responses LSPs
Flat rate	23.08%
Post-editing distance (PED)	3.85%
Fixed hourly rate based on the highest productivity rate of the internal team	3.85%
Hourly rate, negotiated per project/account	21.15%
Matrix	11.54%
I do not know	36.54%

What compensation do you currently accept and find fair for Post-Editing?

Category	Responses SLVs
Flat rate	30.00%
Post-editing Distance (PED)	0.00%
Fixed hourly rate based on the highest productivity of the internal team	10.00%
Hourly rate, negotiated per project/account	60.00%
Matrix	0.00%
I do not know	0.00%

Intertranslations

SURVEY RESULTS 14

What are the PE management challenges on a scale from 1 to 5? (with 1 being the highest rank)

Category	Score LSPs
Post-editor recruitment	3.38
Post-editing workflow	2.37
Post-editor compensation strategy	3.15
Post-editing tasks	2.33
Post-editor productivity/quality evaluation	3.75

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

Category	Score SLVs
Lack of post-editing skills and competencies	3.27
Lack of training opportunities in the post-editing process	3.18
Lack of transparent compensation strategy	2.27
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

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SURVEY RESULTS 15

In your opinion, what is the main reason a post-editor may reject a post-editing project?

- Responses LSPs
- Responses SLVs

Category	Responses LSPs	Responses SLVs
Payment method	32.08%	18.18%
Subject field	15.09%	27.27%
Customer reputation	1.89%	0.00%
Clarity of guidelines and training	9.43%	9.09%
Training material	1.89%	0.00%
Wrong communication strategy in terms of compensation method and cooperation from the organization/LSP	39.62%	45.45%

Intertranslations

SURVEY RESULTS 16

What are the main management challenges encountered while recruiting post-editors on a scale from 1 to 5? (with 1 being the biggest challenge)

Challenge	Score LSPs
Lack of resources willing to post-edit or be trained to post-edit in the market	3.38
Lack of trained post-editors	4.14
Lack of a solid post-editing compensation strategy acceptable by the resources	2.5
Lack of internal training in post-editing processes/workflows to support recruiting	2.5
Limited sources of recruitment due to lack of academic training programs that supply the market with qualified post-editing candidates	2.48

Do you receive training in MTPE from LSPs or another organization?

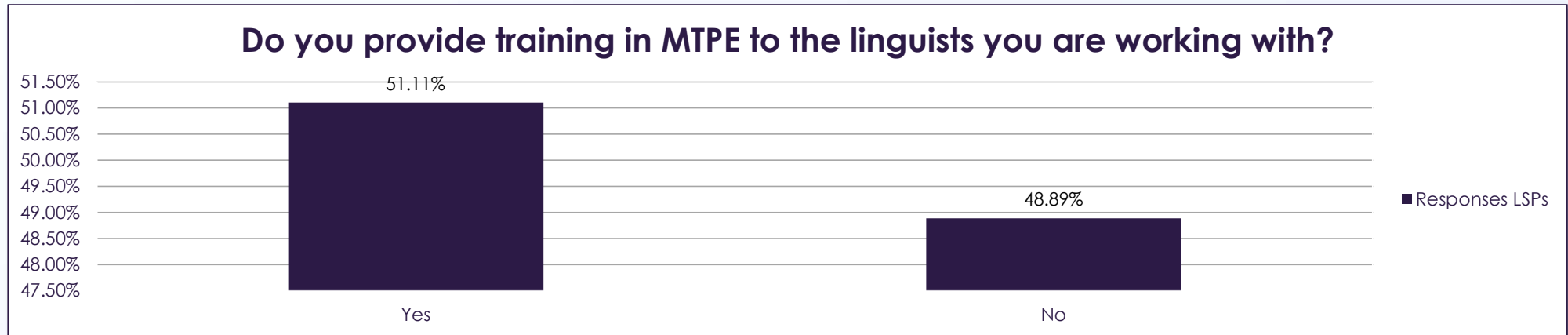| Response	Responses SLVs
Yes.	60.00%
No.	40.00%

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SURVEY RESULTS 17

What are the criteria that you take into consideration when hiring a post-editor on a scale from 1 (most important) to 6?

- Skills/Competencies: 5.18
- Productivity: 3.36
- Rate: 3.09
- Attitude towards MTPE: 4.86
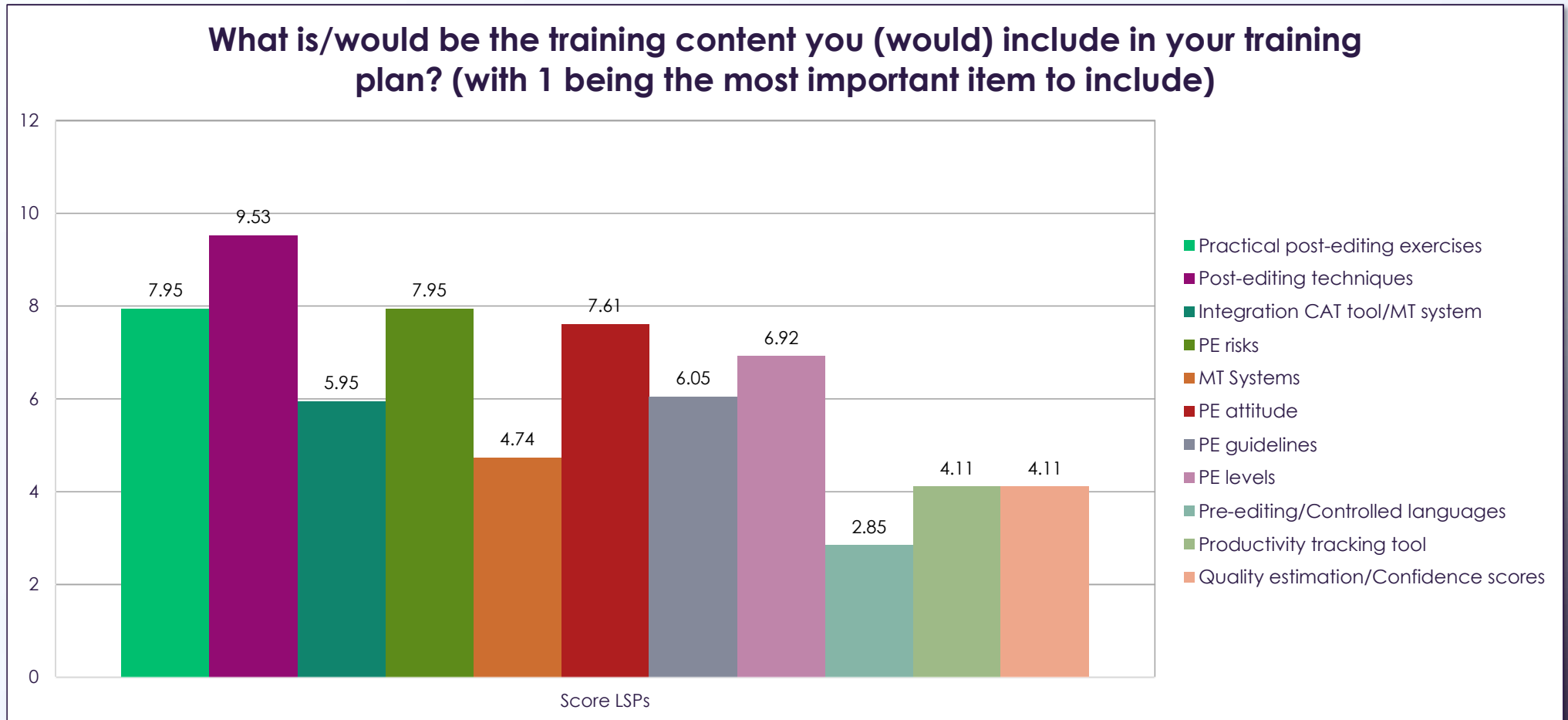- Trainability: 3.45
- Other: 1.15

■ Score LSPs
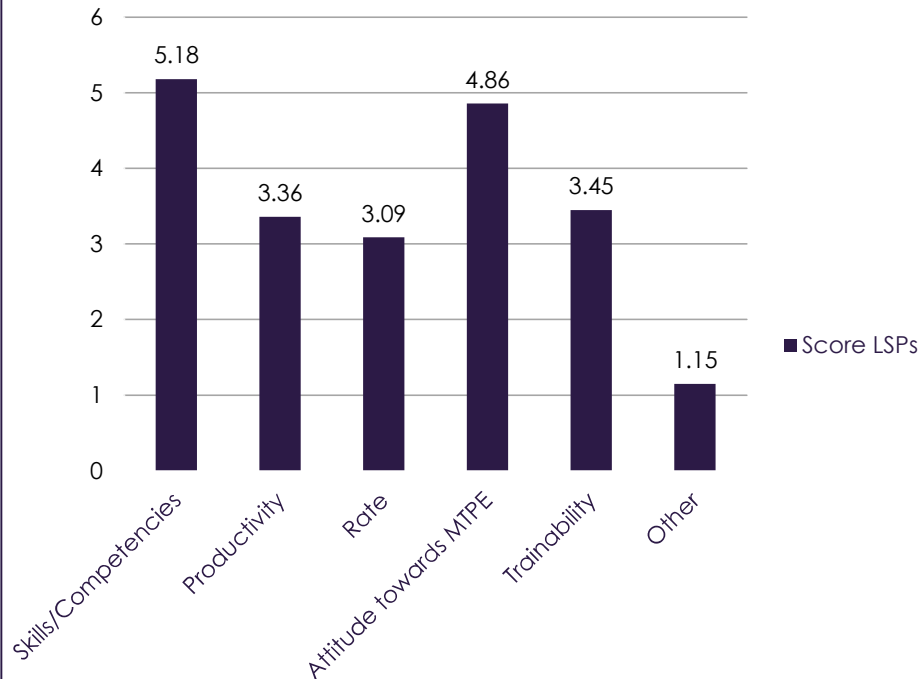
Is the training you are offered by LSPs and/or other organizations comprehensive and concise enough to meet their expectations in terms of speed and quality?

- Yes: 57.14%
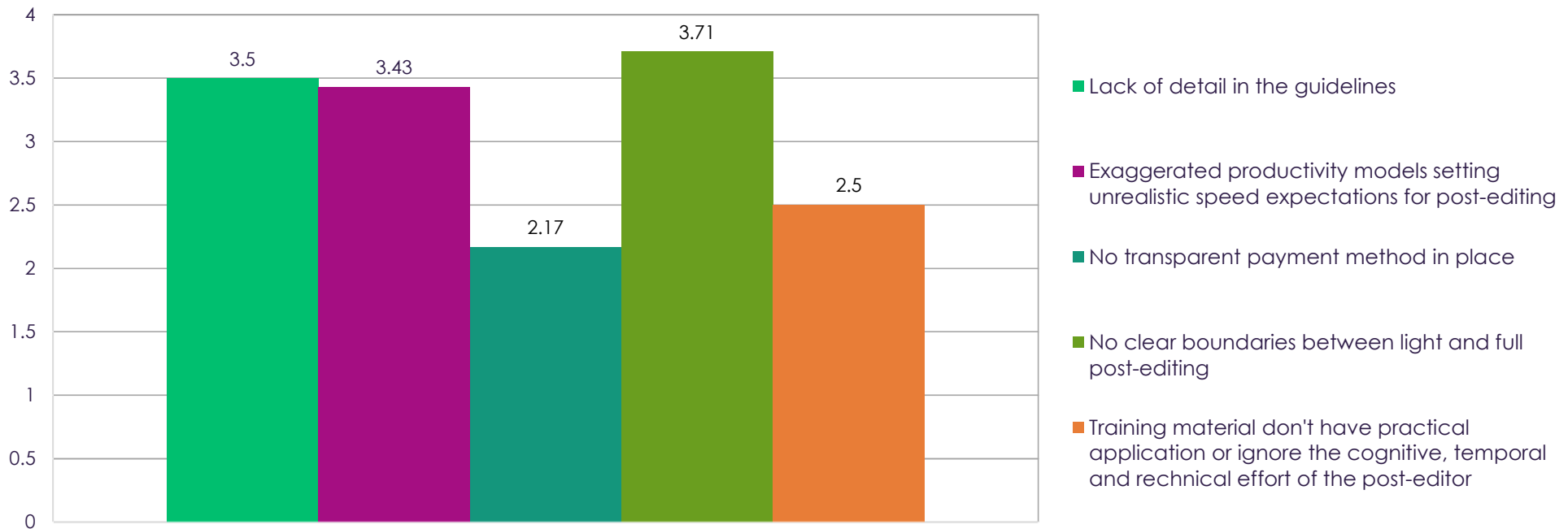- No: 28.57%
- No training offered: 14.29%

■ Responses SLVs

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SURVEY RESULTS 18

Do you provide training in MTPE to the linguists you are working with?

Responses LSPs

- Yes: 51.11%
- No: 48.89%

What are the main challenges encountered when receiving training from an LSP/ organization on a scale from 1 to 5? (with 1 being the most important challenge)

Score SLVs

Challenge	Score
Lack of detail in the guidelines	3.5
Exaggerated productivity models setting unrealistic speed expectations for post-editing	3.43
No transparent payment method in place	2.17
No clear boundaries between light and full post-editing	3.71
Training material don't have practical application or ignore the cognitive, temporal and rechnical effort of the post-editor	2.5

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SURVEY RESULTS 19 - LSP

What is/would be the training content you (would) include in your training plan? (with 1 being the most important item to include)

- Practical post-editing exercises: 7.95
- Post-editing techniques: 9.53
- Integration CAT tool/MT system: 5.95
- PE risks: 7.95
- MT Systems: 4.74
- PE attitude: 7.61
- PE guidelines: 6.05
- PE levels: 6.92
- Pre-editing/Controlled languages: 2.85
- Productivity tracking tool: 4.11
- Quality estimation/Confidence scores: 4.11

Score LSPs

Intertranslations

SURVEY RESULTS 19 - SLV

What are the main challenges encountered when receiving training from an LSP/ organization on a scale from 1 to 5? (with 1 being the most important challenge)

Legend:
- Lack of detail in the guidelines
- Exaggerated productivity models setting unrealistic speed expectations for post-editing
- No transparent payment method in place
- No clear boundaries between light and full post-editing
- Training material don't have practical application or ignore the cognitive, temporal and rechnical effort of the post-editor

Values: 3.5, 3.43, 2.17, 3.71, 2.5

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SURVEY RESULTS 20

Universities have begun to include PE training in the final years of their degree programs. Based on your experience, is the syllabus offered by Universities adapted to industry needs so that students are well-prepared to face the professional world?

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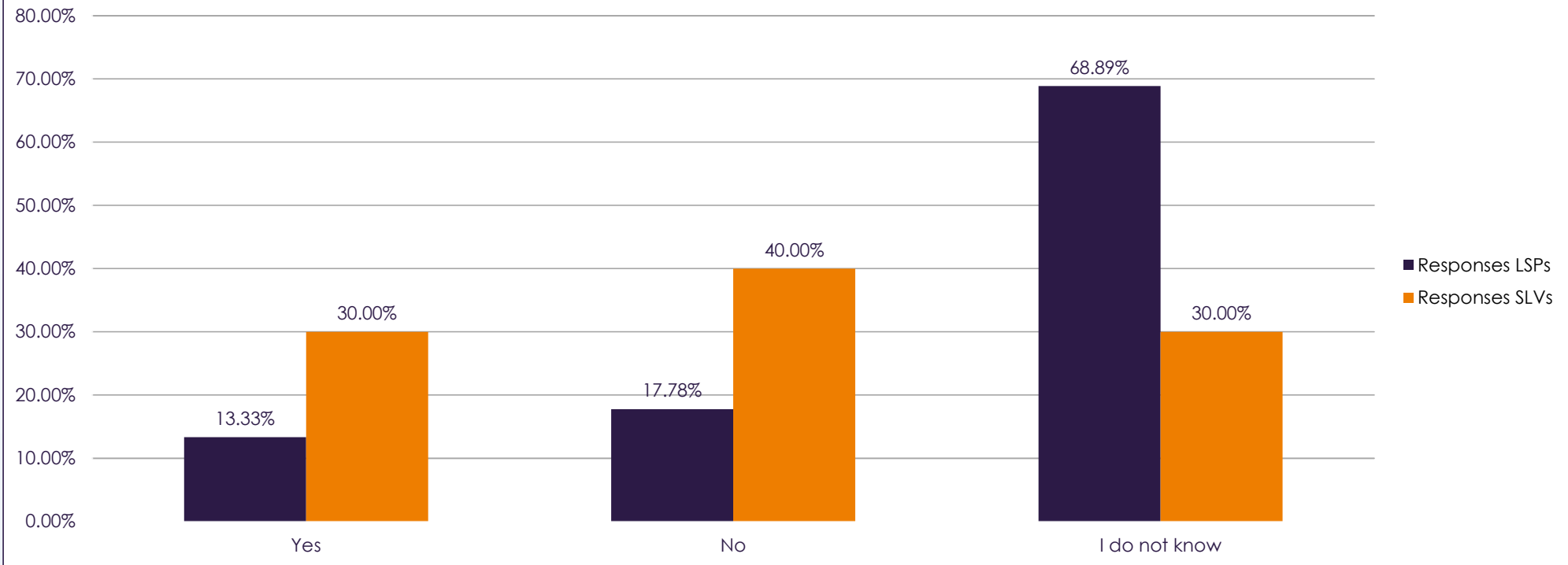
HOW TO BUILD THE MTPE TRAINING PROTOCOL? THE NEW ROLES

Pre-Editor

- Proficient knowledge of the source and contrastive knowledge of source and target
- Word processing
- Text Linguistics Knowledge
- Pre-editing and Controlled Language Skills

Post-Editor

- **Proficient knowledge of the source and contrastive knowledge of source and target**
- **Advanced word processing**
- **Fully key proficiency**
- **Efficiency in cursor positioning**
- **Effective use of search and replace functions**
- **Positive attitude towards MT**
- **Confidence in abilities and technical expertise**
- Ability to use macros and coded dictionaries
- Advanced terminology management skills
- Programming skills (for automatically correcting errors).
- Text Linguistics Knowledge.

Annotator

- Proficient knowledge of the source and contrastive knowledge of source and target
- Word processing
- Text Linguistics Knowledge
- Knowledge of the type errors of different MT systems
- Revision/Assessment skills

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HOW TO BUILD THE MTPE TRAINING PROTOCOL? THE NEW TASKS

Pre-Editing

- Avoid the use of more than 3 nouns
- Avoid many adjectives
- Use determiners
- Avoid spelling mistakes and make sure punctuation is correct
- Use of the active voice
- Use that, in order to and which after verbs that admit omissions
- Use always the same term for the same product, avoid synonyms
- Use general dictionary terms
- Use acronyms and abbreviations not ambiguous

Post-Editing

- Fix punctuation and capitalization
- Change sentence and phrase structures
- Edit grammatical agreements, e.g. singular/plural, masculine/feminine
- Add/delete punctuation symbols
- Change formatting
- Remove/add words
- Retranslate whole words or expressions
- Retain as much output as possible

Annotating

- Identify, describe, explain and evaluate MT errors
- Use properly the different categories of errors
- Use properly the different grades of severity of errors

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HOW TO BUILD A TRAINING PROTOCOL?
THE NEW APPROACH: LSPS, VENDORS & EDUCATION INSTITUTIONS

Vendor

- Understand the Specific Quality of MT
- Look at samples of representative output (100 segments+)
- Calculate Your Specific Productivity Words / Hour
- Understand if MT Output can be Improved

LSP

- Communicate business opportunities
- Leave the service decision-making to vendors
- Provide Training to all LSP Departments
- Explain the compensation strategy to Vendors
- Be aware of both Automatic & Human Assessment Metrics
- Share examples of MT for each account/project
- Establish a Threshold Limit for Compensation based on a productivity calculation on actual output from MT
- Determine MT Competence of Agency
- Err on the side of overcompensation than under
- Retrain the engine frequently so edits get easier

Education Institutions

- Consider a separate discipline for Post-Editing at a post-graduate or graduate level
- Promote the new roles
- Cooperate with LSPs to recruit volunteer candidates for surveys/tests to promote research
- Cover theoretical and practical aspects of post-editing: Theory and history of MT and PE, Practical use of MT and PE, Controlled language and pre-editing for MT, Post-editing without source text, Post-editing process research, Post-editing quality levels and guidelines, MT quality evaluation and PE effort, PE Competencies
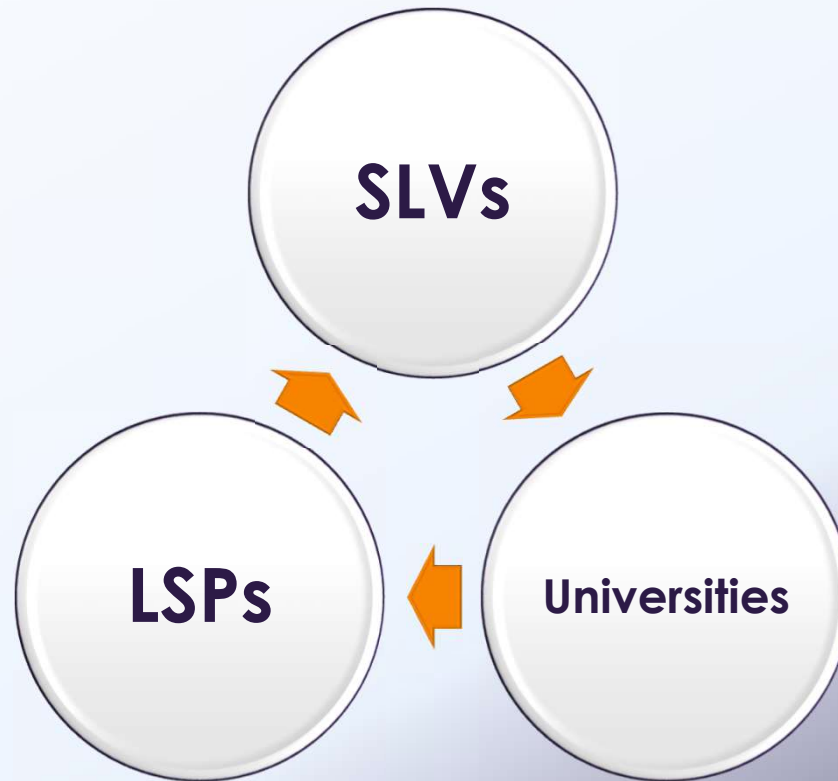
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HOW TO BUILD A TRAINING PROTOCOL?
EXISTING POST-EDITING TRAINING RESOURCES

▶Industry Events
▶SDL Online Post-Editing Course
▶TAUS Guidelines and Courses
▶Translation University Courses around the world

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HOW TO BUILD A TRAINING PROTOCOL?

SLVs

Universities

LSPs

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HOW TO BUILD A TRAINING PROTOCOL?

IDEAS

➤ Post-Editing Training Protocol with the participation of SLVs, LSPs and Universities

➤ Industry events focusing on more practical aspects and workshops to build the links between SLVs, LSPs and Universities

➤ Real post-editing projects offered by the LSPs to the Universities

➤ Different types of training exercises and tests provided by LSPs to SLVs

NeTTT
New Trends in Translation & Technology

https://nettt-conference.com/
5-7th July 2021
The aim of the conference is to bring together academics in linguistics, translation studies, machine translation and natural language processing, as well as developers, practitioners, language service providers (LSPs) and vendors who work on or are interested in various aspects of technology for translation. The conference will be a distinctive and interdisciplinary event for discussing the latest developments and practices in translation technology.

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AN INITIATIVE FOR A COMMON POST-EDITING TRAINING PROTOCOL FOR SLVs, LSPs & Universities

▶ **A Common Post-Editing Training Protocol to address the challenges we currently face and promote our cooperation**

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Feel free to send me your questions and feedback to
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THANK YOU VERY MUCH FOR YOUR ATTENDANCE

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