ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ОЛИЙ ТАЪЛИМ ТИЗИМИ ПЕДАГОГ ВА РАҲБАР КАДРЛАРИНИ ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ МАЛАКАСИНИ ОШИРИШНИ ТАШКИЛ ЭТИШ БОШ ИЛМИЙ - МЕТОДИК МАРКАЗИ

ЎзДЖТУ ҲУЗУРИДАГИ ЧЕТ ТИЛЛАРНИ ЎҚИТИШНИНГ ИННОВАЦИЯВИЙ МЕТОДИКАЛАРИНИ РИВОЖЛАНТИРИШ РЕСПУБЛИКА ИЛМИЙ-АМАЛИЙ МАРКАЗИ

ТАРЖИМА НАЗАРИЯСИ ВА АМАЛИЁТИ: ИНГЛИЗ ТИЛИ

“АМАЛИЙ ТАРЖИМА”
модули бўйича
Ў Қ У В –У С Л У Б И Й М А Ж М У А

Тошкент – 2017

Мазкур ўқув-услубий мажмуа Олий ва ўрта махсус таълим вазирлигининг 2017 йил _____ _____-сонли буйруғи билан тасдиқланган ўқув режа ва дастур асосида тайёрланди.

Тузувчи: **А.Ҳамидов – ЎзДЖТУ Таржима назарияси ва амалиёти факультети ўқитувчиси**

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Дилярам Ашурова - “Лингвистика ва инглиз адабиёти” кафедраси профессори

Ўқув -услубий мажмуа ЎзДЖТУ ҳузуридаги РИАИМ Кенгашининг 2017 йил _____даги ___-сонли қарори билан тасдиққа тавсия қилинган.

МУНДАРИЖА

I. ИШЧИ ДАСТУР

Кириш

Дастур Ўзбекистон Республикаси Президентининг 2015 йил 12 июндаги “Олий таълим муассасаларининг раҳбар ва педагог кадрларини қайта тайёрлаш ва малакасини ошириш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида” ги ПФ-4732-сон Фармонидаги устувор йўналишлар мазмунидан келиб чиққан ҳолда тузилган бўлиб, у замонавий талаблар асосида қайта тайёрлаш ва малака ошириш жараёнларининг мазмунини такомиллаштириш ҳамда олий таълим муассасалари педагог кадрларининг касбий компетентлигини мунтазам ошириб боришни мақсад қилади. Дастур мазмуни олий таълимнинг норматив-ҳуқуқий асослари ва қонунчилик нормалари, илғор таълим технологиялари ва педагогик маҳорат, таълим жараёнларида ахборот-коммуникация технологияларини қўллаш, амалий хорижий тил, тизимли таҳлил ва қарор қабул қилиш асослари, махсус фанлар негизида илмий ва амалий тадқиқотлар, технологик тараққиёт ва ўқув жараёнини ташкил этишнинг замонавий услублари бўйича сўнгги ютуқлар, педагогнинг касбий компетентлиги ва креативлиги, глобал Интернет тармоғи, мультимедиа тизимлари ва масофадан ўқитиш усулларини ўзлаштириш бўйича янги билим, кўникма ва малакаларини шакллантиришни назарда тутади.

«Амалий таржима» фани бўйича таълим технологияси маъруза ва амалий машғулотларни лойиҳалаш технологиялари асосида ишлаб чиқилган.

Мазкур ўқув услубий қўлланма кириш, таълим технологиясининг концептуал асослари ҳамда маъруза ва амалий машғулотларда ўқитиш технологияларидан таркиб топган.

Таълим технологиясининг концептуал асослари бўлимида «Амалий таржима» фанини ўқитишнинг долзарблиги асосланган, мазкур курснинг

тузилмаси келтирилган ҳамда курс бўйича ўқитишнинг мазмуни очиб берилган.

Сўнгра ўқув фани бўйича ўқитиш технологиялари лойиҳалаштирилган:

1) маъруза машғулотларини олиб боришнинг кириш-маъруза, мавзу асосида маъруза, муаммоли маъруза, визуаллаштирилган маъруза, конференция маърузалар кўринишлари қўлланилиши;

2) амалий машғулотларни олиб боришнинг топшириқларни индивидуал тарзда ёки гуруҳда бажарилиши, муаммоли амалий машғулот ҳамда билимларни чуқурлаштириш ва мустаҳкамлашга йўналтирилган амалий топшириқларни бажарилиши.

Мазкур таълим технологияси барча олий ўқув юртларида, малака ошириш курсларида қўлланилиши мумкин.

Модулнинг мақсади ва вазифалари

Ўқув фанининг мақсади

Фанни ўқитишдан мақсад-тингловчиларда касбий йўналиш (ёзма ва оғзаки таржима) доирасида тил билиш, нутқий сўзлашув, ижтимоий-маданий коммуникатив-мулоқот малакаларини такомиллаштириш билан бир қаторда ёзма ва оғзаки таржима соҳаларида Ахборот коммуникация технологияларидан фойдалана олиш кўникмаларини шакллантириш бўйича ҳам назарий ҳам амалий билимлар олиш ҳамда олинган билимларни касбий йўналиш бўйича ва иш фаолиятида илмий изланишлар олиб бориш учун амалда қўллай билишни шакллантиришдир.

Амалий таржима дарсларида тингловчилар олган билимларини синхрон, кетма-кет, бадиий, ёзма таржима каби соҳаларда фойдалана билиши керак;

Амалий таржима курси қуйидагилардан иборат: компьютер воситасида таржима қилиш, мобиль электрон луғатлардан фойдаланиш, АКТдан фойдаланиб синхрон таржима жараёнини ташкил этиш, онлайн ва оффлайн

таржимон дастурларидан ўринли фойдаланишни назарда тутади.

Ўқув фанининг вазифалари.

Амалий таржима ўқув фанини ўзлаштириш жараёнида амалга ошириладиган масалалар доирасида бакалавр:

- компьютер воситасида таржима;
- мобиль электрон луғатлардан фойдаланиш;
- АКТдан фойдаланиб синхрон таржима жараёнини ташкил этиш;
- онлайн ва оффлайн таржимон дастурларидан ўринли фойдаланиш;

собитқадамлик, фаоллик ва бошқалар; маданиятлараро ўзаро муносабатга асосланиш; мустақил ишга тайёрлигини ўз ичига олади

Модул бўйича тингловчиларнинг билими, кўникмаси, малакаси ва компетенцияларига қўйиладиган талаблар

-Android, iOS, symbian, windows ва бошқа платформаларда ишлаш бўйича етарли кўникма ва билимга эга бўлиш;
-ахборот технологиялари бўйича дастлабки билимларга эга бўлиш;
-интернет тармоғида ишлай билиш;
-бир дақиқада 75-80 та сўз тера билиш;

Модулни ташкил этиш ва ўтказиш бўйича тавсиялар

“Амалий таржима” курси маъруза ва амалий машғулотлар шаклида олиб борилади.

Курсни ўқитиш жараёнида таълимнинг замонавий методлари, педагогик технологиялар ва ахборот-коммуникация технологиялари қўлланилиши назарда тутилган:

-маъруза дарсларида замонавий компьютер технологиялари ёрдамида презентацион ва электрон-дидактик технологиялардан;

-ўтказиладиган амалий машғулотларда техник воситалардан, экспресс-сўровлар, тест сўровлари, ақлий ҳужум, гуруҳли фикрлаш, кичик гуруҳлар

билан ишлаш, коллоквиум ўтказиш, ва бошқа интерактив таълим усулларини қўллаш назарда тутилади.

Модулнинг ўқув режадаги бошқа модуллар билан боғлиқлиги ва узвийлиги

“Амалий таржима” модули мазмуни ўқув режадаги “Ёзма таржима”, “Синхрон таржима” ва “Бадиий таржима” ўқув модуллари билан узвий боғланган ҳолда тингловчиларнинг таржима жараёнида АКТдан фойдаланиш бўйича тайёргарлик даражасини оширишга хизмат қилади.

Модулнинг олий таълимдаги ўрни

Модулни ўзлаштириш орқали тингловчилар АКТ ёрдамида таржима қилишни ўрганиш, амалда қўллаш ва баҳолашга доир касбий компетентликка эга бўладилар.

3. Фан мавзулари ва унга ажратилган саотлар тақсимоти:

№	Мавзу номи	Маъруза	Амалиёт
1.	Таржимон фаолиятида АТнинг ўрни ва моҳияти	**2**	**2**
2.	Таржима сифатини таъминлаш ва назорат қилиш	**2**	**2**
3.	Таржима жараёнида электрон луғатлар		**2**
4.	Таржимада маҳаллийлаштириш (локализация)		**2**
5.	Оффлайн таржимон ва луғатлар билан ишлаш		**2**
6.	Компьютер воситасида таржимага оид электрон дастурлар билан ишлаш		**2**
7.	Электрон энциклопедиялар билан ишлаш		**2**
8.	Онлайн таржимон ва луғатлар билан ишлаш (SDL TRADOS STUDIO)		**2**

9.	Онлайн таржимон ва луғатлар билан Google Translate)		**2**
10.	Оғзаки ва ёзма таржима жараёнида мобиль таржимон дастурлар билан ишлаш		**2**
	Жами:	4	**20**

II. НАЗАРИЙ МАТЕРИАЛЛАР

«Амалий таржима» фанининг мазмуни

Lecture № 1

The Role of IT for Translators

Plan:

1. **Warming up question**
2. **History of Machine Translation**
3. **Review of CAT Technology**
4. **Necessity of Applying CAT Technology in Translation Teaching**
5. **Design of CAT Teaching Modules**
6. **Construction of CAT Teaching System**

Keywords:

TRADOS, SDLX, Déjà Vu, MemoQ, OmegaT, Star Transit, IBM Translation Manager, *Computer-assisted translation (henceforth CAT), machine translation (MT), Corpora and Text Alignment, workstations, Localisation, gist translation, skopos, text alignment,* thesauruses, SYSTRAN

Can you imagine working as a translator without the help of computer?

Computers help the translator in many ways:

- CD-rom versions of dictionaries
- word processor
- term banks
- thesauruses
- the Internet

Machine Translation (MT) is the form of translation where a computer program analyses the text in one language (the ST) and then attempts to produce another, equivalent text in another language (the TT) without human intervention

History of Machine Translation

The goal was the automatic translation of all kinds of documents at a quality equaling that of the best human translators.

In fact, it became apparent very soon that this goal was impossible

- 7 January 1954 the first public demonstration of a Russian-English MT system held in New York at the head office of IBM (system having just 250 words and translating just 49 Russian sentences into English
- the Cold War system producing rough translation of Russian scientific journals in order to intercept secret information
- the early 70s the Russian-English project called SYSTRAN - an attempt to translate a vast body of terminology connected with the military
- by 2010 the IBM company will have released a computer (Super Human Speech Recognition) able to comprehend 20 languages, irrespective of context, tone of voice and the speaker's accent

Currently, most machine translation systems produce a "gisting translation" - a rough translation that gives the "gist" of the ST which is then revised (post-edited) by translators

Despite their limitations, MT programs are currently used by various organizations and multilingual bodies around the world, such as the European Union, which has large volumes of technical and administrative documentation that have to be translated into many languages.

Machine translation (MT) vs Machine-assisted translation (MAT) = Computer-assisted translation (CAT)

- In MT, the translator supports the machine: the computer program translates the text, which is then edited by the translator
- In MAT/CAT, the computer program supports the translator, who translates the text himself, making all the essential decisions involved

MT concentrates on transferring from one language to another lexical phrases

standing in isolation, neglecting the context

Russian MT system translated:

The spirit is willing, but the flesh is weak

into a Russian equivalent of:

The vodka is good, but the steak is lousy

21st century is an era of information explosion and global integration. Along with the development of economy, science and culture and the booming of international exchange, the demand on translation in various fields is increasingly swollen, which calls for more and more translators competent in translating large quantity of materials in various applied fields. However, the traditional translation class, as teacher-centered, is oriented in teaching of translation theories and techniques, but neglects the practicability of translation course and the ultimate goal of cultivating students' translation ability.

Therefore, it becomes a crucial issue to reform the traditional translation class so as to meet the development of society.

Since 1980s, with the popularity of multimedia computers and the emergence of global network, computer-aided translation (abbreviated as CAT hereafter) technology has aroused great interest among researchers,[1] and the huge potential of CAT teaching in translation class has been recognized by many language teachers. It is a must to apply the fruit of advance in science to traditional translation class and establish a CAT teaching mode in modern information age.

This paper, by introducing the development of CAT technology and such concerning concepts as MT (Machine Translation) and TM (Translation Memory), advocates the application of CAT technology in translation teaching and, by proposing a practicable mode of CAT teaching, holds that, students majoring in translation, only after being able to use different CAT software, can claim to be a translator competent enough to meet the requirements of the market.

2. Review of CAT Technology

2.1 From MT to CAT

MT, abbreviation of Machine Translation, also referred to as Automated Translation, is “a sub-field of computational linguistics that investigates the use of computer software to translate text or speech from one natural language to another.”[2] Research on MT started as early as in 1933 when the Russian scientist P. P. Telojamsky proposed a detailed step for using machine in translation. In 1954, the first MT system invented by Georgetown University and IBM successfully translated a Russian material of about 250 words into English, which marked the birth of MT system. In 1976, Canadian Bureau of Translation developed TAUM-METEO translation system to translate weather report, which was the milestone in the history of MT and marked the applicability of MT technology.

However, since the birth of MT technology, the accuracy of MT has been widely questioned by researchers.[3] The readability of translated text and the coverage of MT system on linguistic phenomena are far from satisfactory.[4] Therefore, researchers began to resort to the development of CAT technology.

CAT, abbreviation of Computer-Aided Translation, is “the process whereby human translators use computerized tools to help them with translation-related tasks.”[5] It is a translation strategy that translators use computer program to handle part of the translation process.[6] CAT is different from MT mainly in that humans are pivotal to the process of translation. A CAT tool is meant to support a human translator in his/her work to speed up the translation and provide consistent terminology while machine translation is meant to stand alone as much as possible. In CAT, the computer program supports the translators, who translate the text themselves. In MT, the computer program translates the text, with no human intervention during the translation process.[7] “The hope was to combine the best of both paradigms: CAT, in which the human translator ensures high-quality output, and MT, in which the machine ensures a significant gain in productivity.[8]

2.2 The core of CAT: TM

TM, abbreviation of Translation Memory, is a kind of mechanism which can store and repeatedly use texts that have been translated. The concept of TM originated in the 1970s, but only since the late 1990s has this type of tool developed into a significant commercial entity. At first, the scheme of translation memory mechanism was proposed by Peter Arthern, who pointed out that the translator can gain a lot if he can search the stored similar texts online. “The pre-requisite for implementing my proposal is that the text-processing system should have a large enough central memory store…the organization in question should store all the texts it produces in the system’s memory.”[9] “…previous translations are stored in the computer and retrieved as a function of their similarity to the current text being translated.”[10] From what was discussed above, it is shown that TM is a type of linguistic database that is used to store source texts and their translations, which are broken down into short segments that often correspond to sentences.

The operation principle of TM is that users can create one or more translation memory databases by using the stored source text and translated text, and during translation process, the system will automatically search the stored translation resources for the same or similar translation, so that the user can focus on the translation of the new content instead of doing meaningless repetitive work.[11] “The translation unit saved in the translation memory consists of a source language segment and its target language equivalent.”[12] When a translator has a new segment to translate, the TM system consults the database to check whether this new segment corresponds to a previously translated segment and presents the translator with the previous translation as long as a matching one is found. The translator can thus review the previous translation and decide whether or not to incorporate it into the new translation.

TM is the core of CAT technology. The computer searches and maintains the databases in the background while the translator translates with the help of the software. When translating, the system automatically searches for the most similar existing translation units in the database(s) and prompts to the user. Therefore, the translator can take advantage of the stored translation units instead of translating

the same content twice. He can also edit and revise the automatically translated texts in the target language, which greatly improves the translation efficiency and guarantees the consistence of the translation of terminology.

2.3 CAT Tools

Along with the development of TM, emerge variety of CAT tools such as TRADOS, SDLX, Déjà Vu, MemoQ, OmagaT, Star Transit and IBM Translation Manager, which feature personalized interface, supporting multiple file formats, powerful terminology management and simple automatic search function. These CAT tools, on one hand, witness the popularity of CAT technology in the process of translation, and on the other hand, represent the new standard in training qualified professional translators. In another word, nowadays, it is indispensible for professional translators to master such CAT tools in their practice of translation.

3. Necessity of Applying CAT Technology in Translation Teaching

It is widely acknowledged that the purpose of educating students is to meet the demand of society.[13]

In this information explosion era, when CAT becomes a dominant technology in translation industry, it is of great necessity for educators to acquaint the students majoring in translation with CAT technology, which will be demonstrated as follows:

3.1. Trend for the development of translation as a discipline

CAT technology represents the trend for the development of translation as a discipline in this information age. As was discussed above, nowadays it has become an indispensable ability for translators to utilize CAT tools so as to produce high-quality, high-efficiency translations in limited time. Therefore, in order to cultivate students majoring in translation who can catch up with the development of society, educators in the university must take actions in applying CAT teaching in translation course. Only when the students majoring in translation acquire CAT technology at school can they meet the new requirement of the future society on translation and produce satisfactory translations after graduation.

3.2 Advantage in job-hunting

It becomes a big advantage for translation students in job-hunting if they've acquired CAT technology. Nowadays, most translation companies require that their employees, whether full-time or part-time, should master the skill of translating with the aid of CAT software such as TRADOS and Déjà Vu, etc. and receive and submit their work by internet. If students majoring in translation don't learn to utilize those main CAT tools at school, it will be extremely hard for them to be adapted to the working procedure of translation companies and face the fierce competition in the future job-hunting market after graduation.

3.3 Powerfulness in terminology management

The traditional translation course still focuses on themes of literature and humanities. However, according to statistics, in the present translation market, the non-literary translation amounts to 95% of the total output,[14] which covers fields such as insurance, telecommunication, law, costume, engineering, aeronautics, chemical industry, metallurgy, environmental protection, finance, economy and energy, etc. In these fields, there are a lot of fixed terminology and expressions, which requires terminology management of CAT tools to standardize the work of translators.

3.4 Activeness in interaction

The traditional translation class, as teacher-centered, focuses on exploration of translation theories and techniques, but ignores the practicability of the translation course and the ultimate goal of cultivating and improving students' translating ability. By adopting CAT teaching system, a student-centered, computer-and-internet-based translation teaching platform can be founded to establish and continuously enrich the resource base of translation teaching, and to carry out active interactions between teacher and students and among students, which will not only improve the teaching effects, but also stimulate students' positivity in learning translation.

3.5 Cultivation of comprehensive ability

The traditional translation class succeeds in teaching students various translation theories and techniques, but fails in cultivating students' comprehensive ability of

applying what they've learnt in class to analyze and solve concrete problems in their practice of translation. CAT teaching system, based on huge translation resources, discussion between teacher and students and online exchange among students, can profoundly ameliorate the situation by improving students' ability in language switch, text comparison and information acquisition.[15]

4. Design of CAT Teaching Modules

Although CAT has acquired eye-catching achievement in recent years in China, it hasn't received corresponding development in translation teaching in universities. So far there are only ten universities establishing CAT course, i.e. Peking University, Beijing International Studies University, Beijing University of Aeronautics & Astronautics, Sun Yat-sen University, Beijing Foreign Studies University, Shandong Normal University, Hebei Normal University, the Chinese University of Hong Kong, City University of Hong Kong and University of Macau, among which, Shandong Normal University is the earliest university carrying out CAT teaching practice among their undergraduates and postgraduates majoring in translation. Based on an empirical study on the CAT teaching practice in the above-mentioned ten universities, a practical CAT teaching module is designed to form a comparatively comprehensive teaching content system, which can be divided into the following four modules.

4.1 Translation information technology

The emergence of CAT system is treated as the most significant technology renovation in translation industry, which is highly valued by translation researchers. Monterey Institute of International Studies (MIIS) proposed that "computer is an essential tool for translators."[16] Therefore, the first CAT teaching module concerns translation information technology. A fluent mastery of digital word processing technology is the pre-requisite for students majoring in translation to use CAT system, the teaching of which consists of the following five sub-modules.

4.1.1 Advanced word processing skills: Modern word processing software is no more treated as a typewriter transplanted to the computer. However, according to a

survey conducted by IT industry in 2009, 80% of the computer users only know 20% of the functions in Word, which means there are a lot of unknown advanced techniques “hidden” in the word processing system. And it is these techniques that help improve the working efficiency of translation. The word processing techniques learners of CAT technology in translation class must acquire mainly include advanced searching & replacing, automatic generation of catalog & index, cross reference, macro, revision of marked documents, automatic sequence and so on.[17]

4.1.2 Digital text accessing skills: Using CAT system requires having the electronic document in the source language before the process of translation. However, a great number of documents to be translated are presented in hard copy to translators in reality. In order to convert the hard copy into the electronic form, Optical Character Recognition (OCR) Technique is needed. Students majoring in translation are required to learn the differences of various OCR software, their applied occasions and how to get the optimal recognition effect, etc. Besides, they are supposed to be taught how to get the reliable electronic documents by web P2P or contacting the publisher or the author.

4.1.3 Input technology: Although English has no so-called “input method”, Chinese does have choices as to input them. Nowadays, the whole sentence input technology has been developed so maturely that it can greatly improve the work efficiency of translation. In addition, advanced voice recognition system is available for translators who are competent in sight translation. How to evaluate different methods of input and take advantage of them in the practice of translation is also a technique students majoring in translation need to acquire in class.

4.1.4 Searching technology: All kinds of searching engines on the internet and academic databases make logic operations according to Rules and Laws of Boolean Algebra. To learn the advanced searching techniques would help solve problems that searching only by keywords fail to. This part also includes the introduction of electronic dictionaries and encyclopedia.

4.1.5 Corpus searching: This sub-module focuses on corpus technology, which is

of prime importance to the application of CAT technology in translation. It's been proven that with reference to the corpus acquired by searching on the internet, the quality of translation from Chinese to English can be highly improved.[18] Wang Kefei holds that bilingual parallel corpus has wide application prospect and potential exploitation value in translation teaching, and using parallel corpus is convenient for finding translations of special expressions, which, by providing alternative translations, makes the translation of terminology more accurate and idiomatic than that given by bilingual dictionaries.[19] Students majoring in translation will be taught the concept, construction and searching techniques of bilingual corpus, and the significance and ways of fully applying corpus searching in the practice of translation will also be discussed.

4.2 Terminology management

It is acknowledged by many CAT software users that terminology management is the most important task in the practice of translation, whose value even surpasses that of TM because in the process of translation, the repetition rate of terminology is far beyond that of complete translation unit.

In order not to search the specific terms every time they begin a new translation, translators should use a terminology management system (TMS), which can not only help with various aspects of terminology-related tasks, including the storage, retrieval and updating of term records, but also ensure greater consistency in the use of terminology so as to make the translation easier to understand and prevent miscommunication.

In translation software, there are some specialized terminology tools, such as MultiTerm, Lexicon and Terminology in Déjà Vu X, etc. This kind of software has some basic functions of corpus analysis, which can rank the word frequency of source text, helping translators locate terminologies from the perspective of word frequency. Concerning terminology assortment, TRADOSER can be applied to automatically recognize and arrange mixed English and Chinese words, which can convert irregular word list into one with a tab in-between, making it much easier to import terms searched from the internet into a CAT system.

4.3 Application of CAT system

This module is the core of the whole course. As computer has become the primary tool for translators, CAT technology is the core of techniques they should master. In this module, some main CAT software will be introduced to the students, such as Déjà Vu X, SDL TRADOS, Wordfast and Google Translator Toolkit, etc., which are chosen from the perspective of the acknowledgement from users, the occupancy of market, the overall development of the software and the advancement of technology. The above-mentioned software stands for CAT systems of three interface types: word-processing plug-in interface (Wordfast), independent translation table interface (Déjà Vu X, SDL TRADOS 2009) and intelligent contrast interface (Google Translator Toolkit). In classroom teaching, a particular demonstration will be conducted on the systems of above-mentioned CAT software which combine translation project management, translation memory, translation interface and quality control.

Concerning students' practice, it will be conducted in the form of workshop.

4.4 Translation project management

Any translation curriculum, if market-oriented, should be designed to take translation as an integrated industry process rather than a language switch process from the source text to the target one.

Therefore, terms in management science such as project analysis, project management and quality control should be brought into the teaching content of translation curriculum. Only those who realize the importance of project management and quality control and acquire corresponding abilities can be better adapted to modern translation industry process. As the last step in translation project management, quality control plays a vital role in ensuring the translation quality. CAT software can offer a multi-dimensional resolution for quality control, which shall also be conducted in the classroom.

5. Construction of CAT Teaching System

What was discussed above answers two questions: Why we should teach CAT technology in translation class and what to teach? However, it is far more difficult

to construct a teaching system than to design the teaching content. Due to the shortage of qualified teachers and related hardware and software facilities, even some key universities in China find it difficult to carry out CAT teaching in translation class.[20] In order to guarantee the application of CAT technology in translation class and its effect, a comprehensive CAT teaching system shall be constructed, which is demonstrated as follows:

References

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  - http://www.systransoft.com/
  - http://www.systranet.com (the Systran site)
  - http://ez2find.com/channel/translate.php (uses Systran software)
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LECTURE № 2

QUALITY EVALUATION OF TRANSLATION

PLAN:

1. **Introduction**
2. **Translation quality evaluation methodologies**
3. **Human MT evaluation**
4. **. Human translation evaluation**
5. **Design and experimentation of a user-centered evaluation**

INTRODUCTION

As far as we can tell, the lexicons coming from comparable corpora were assessed only in applicative terms within the context of cross-lingual information research and machine translation (MT).

In cross-lingual information research, [LI 11] increase the bilingual dictionary used by a search engine with translations extracted from comparable corpora. They show that the combination of the generalist resources and the lexicons extracted from the comparable corpus significantly improve the system's results (up to +0.016 points of Mean Average Precision (MAP). In MT, [CAR 12] use comparable corpora to perform domain adaptation of MT systems. The inclusion of translations from comparable corpora in the translation system helps us to gain 2–3 BLEU points depending on the corpora. As for specialized (human) translation, we will also adopt a contrasting approach: starting from the beginning (the translator only has generalist bilingual resources), we will observe whether or not providing lexicons extracted from comparable corpora, in addition to the generalist resources, effectively enables him/her to improve the final quality of the translations. We will also use a second basis of comparison that will match the usual situation of the translator, in which he/she has at his/her disposal all kinds of specialized resources in addition to generalist dictionaries. Once the translations are generated, then the question of evaluating their quality arises. While cross-lingual information research and MT have reference measures, human translation

does not.

Translation quality evaluation methodologies

Machine translation evaluation

MT evaluation has two purposes. First, it analyzes, during the development of an MT system, the impact of a system modification on the quality of the translations. Second, the evaluation enables us to compare the systems between them, usually during a broad evaluation campaign. Each of these purposes has a matching evaluation technique.

When the evaluation is carried out during the system's development, the measures used are machine calculable measures based on reference translations; we then refer to automatic evaluation or objective evaluation. It is simple and cheap to implement these measures, although they are still perceived as practical substitutes to a much more costly evaluation which is considered to be better: human evaluation.

Human evaluation, also known as subjective evaluation is used in the Statistical Workshop on Machine Translation evaluation campaigns of the Association for Computational Linguistics (ACL) whose latest results are given by [KOE 06] and [CAL 07, CAL 08, CAL 09, CAL 10]. This evaluation requires judges to grade the quality of the translation. We can easily guess the cost of this in terms of time, organization and judge training; moreover, the results are hard to reproduce. However, the current consensus is in favor of human evaluation, which is considered to be better able to account for the quality of a translation.

In the following sections, we will look at the automatic evaluation techniques (section 2.2.1.1) and the human evaluation techniques (section 2.2.1.2).

2.2.1.1. Automatic evaluation measures

Automatic evaluation indirectly measures the quality of a translation: we do not assess the quality of the translation itself but whether it matches a reference translation produced by a professional translator. Instead of manipulating and comparing the linguistic parameters such as the preservation of meaning and the fluidity of the text, the evaluation measures use shallow or graphical information

such as words or common word sequences between assessed translation and reference translation. The best known and most widespread measure is BLEU from [PAP 02]. It relies on the following criteria:

– the number of word n-grams that the translation to be evaluated and the reference translation have in common, for n between 1 and 4;

– the (word number) size differences between translation to be evaluated and reference translation;

– the variation possibilities in the translation: same text can be translated in several different ways, the BLEU score can be calculated with several reference translations so as to allow more variation in the phrasing. Following in BLEU's footsteps, other measurements have been suggested to improve the accuracy of the MT system evaluations. Among the alternatives, we can find:

NIST [DOD 02] – equivalent to BLEU, only the n-grams are weighted by their frequency (the most frequent n-grams are considered less informative) and the global precision is calculated using the arithmetic mean instead of the geometric mean.

Adaptation of the F-measure [TUR 03] – this measure was designed to be easily "interpreted"; it is borrowed from information retrieval. Recall and precision are, in this case, calculated from the number of n-grams that the translation to be evaluated and the reference translation have in common.

Meteor [BAN 05] – takes into account precision and recall calculated on word unigrams and word order. In addition to identical words, Meteor also considers similar words such as morphological variations or synonyms. One of the objectives of this measure is to allow researchers to carry out an assessment at the sentence level, when other measurements only work when the entire translation corpus is evaluated.

TER [SNO 06] – calculates the number of edit operations (insertions, deletions and substitutions) necessary to go from the evaluated translation to the reference translation.

These evaluation methods can themselves be meta-evaluated by calculating their

correlation with human judgments. The metrics are evaluated over a translation corpus – in that case they are fairly reliable – or sentences. According to [CAL 09], automatic sentence translation evaluation is still an open problem: the best metrics are consistent with human judgments in 54% of cases, whereas the probability of a random agreement between automatic metrics and human judgment is 0.5.

It also seems difficult to identify an automatic evaluation technique which would provide more trustworthy results than another. For example, during the 2009 edition of the Workshop on Statistical Machine Translation [CAL 09], the measures which were the most correlated to human judgments were measures which combined several measures or measures based on the correspondences between semantic and syntactic structures. In the 2010 edition of the same workshop [CAL 10], the best measures were those which used surface information such as letter n-grams. Yet the data sets used in the 2009 and 2010 editions were quasi-identical.

The behavior stability of these "objective" measures faced with data can also be questioned: [CAL 09, CAL 10]'s results display serious variations in the performances of a simple measure depending on the language pair, the translation direction or the level of granularity of the evaluation considered.

Moreover, the objective evaluation measures have been criticized by [BLA 07], who explain that the latter are even less correlated to human judgments as the translation's quality increases. They also described an experiment in which MTs were postedited by humans. These translations were judged to be of a lesser quality than the translations generated by automatic systems, and this was based on measures such as BLEU and NIST. The authors use this experiment to remind us that these measures are not directly linked to the quality of the translations but that they only evaluate the resemblance to a reference dataset, which is moreover considered questionable, especially in translation.

2.2. Human MT evaluation

Human evaluation consists of presenting sentence translations to humans who must judge their quality. This method has evolved over the years. In 2006, [KOE 06]

asked the judges to give translations two different grades on a scale of 1 to 5 (see Table 2.1): one concerns the adequacy between translation and original text (preservation of meaning) and the other concerns the fluency (good grammar). An interface is used to annotate the translations. Each judge sees the original text and annotates five translations at a time, which allows him/her to contrast the sentences and reach a better decision.

	Adequacy	Fluency
5	All meaning	Flawless English
4	Most meaning	Good English
3	Much meaning	Non-native English
2	Little meaning	Disfluent English
1	None	Incomprehensible

Table 2.1. Match and fluidity evaluation scales used by [KOE 06]

In 2007, [CAL 07] test two other methods: Sentence classification: the judges have to rank the sentences starting from the worst translation to the best translation (with a possibility of ties). Syntactic phrase classification: the idea is same as the sentence classification, except that it applies to the translation of phrases. These two methods were added to limit the interpretation possibilities since it appeared that the adequacy and fluency scales left too much space for subjectivity. For example, it is difficult to assess the value of much meaning in the adequacy scale. Moreover, judges have a hard time grading adequacy and fluency separately. Inversely, the classification which brings the evaluation back to the level of a simple comparison is easier to apprehend and understand. These methods were compared using inter- and intra-annotator agreement. The measure used is the Kappa from [CAR 96] (see Appendix A1.6). As mentioned in Table 2.2, the classification method obtains a higher intra- and inter-annotator agreement. Moreover, it enables faster grading (Table 2.3). The phrase classification is itself more trustworthy and quicker than the sentence classification.

	inter-annotator agreement	intra-annotator agreement
Fluency	0.25	0.54
Adequacy	0.23	0.47
Sentence ranking	0.37	0.62
Phrase ranking	0.54	0.74

Table 2.2. Intra- and inter-annotator agreement during the Workshop on Statistical Machine Translation in 2007 [CAL 07]

In the 2008 edition of the workshop, [CAL 08] abandoned the evaluation method based on adequacy and fluency. Instead they suggested a simpler method in which the judges are presented with syntactic phrase translations and asked to decide if the translation is acceptable or not. The judges can also indicate that they are "unsure". This method obtained the best level of agreement: 1.64 and 0.86 (respectively, for inter- and intra-annotators). Finally, in the 2009 and 2010 editions, only the translation classification method was retained.

	average time per element (secs.)
Fluency and adequacy	26
Sentence classification	20
Phrase classification	11

Table 2.3. Annotation time during the Workshop on Statistical Machine Translation in 2007 – [CAL 07]

The whole issue of human evaluation is centered around its subjectivity and lack of reproducibility since, as the inter-annotator agreement shows us, a single

translation is not always assessed in the same way by the judges, which can lead to doubts over the level of trust we can have on these judgments. The solution is then to judge the translation based on a great number of judgments, which enables us to neutralize the individual differences. [BLA 07] mention that the judges have a tendency to become stricter as time goes by, and they also mention that training judges increases the level of agreement. Training consists in providing the judges with a list of instructions and a first mock evaluation. The divergences are then discussed to standardize the grading.

2.2.2. Human translation evaluation

In translation, the question of evaluation is a research field in itself. [WIL 04] refers to it as Translation Quality Assessment (TQA). TQA arises from translation criticism, an activity which consists of commenting on the literary quality of the translated text with or without referencing to the original text. This field of research started to develop during the 1970s when translation studies sought models with a dual objective: to give the translation industry the means to control the quality of its products and to enable the translation schools to assess their students. The translation evaluation is different from the MT evaluation on several levels:

– the level of expectations is higher: one assesses the translations from professionals, not their resemblance to a human translation;

– MT assesses translations in relation to other translations with the aim of ranking the translations so as to rank the systems that generated them; translation studies evaluate the translations in themselves, without comparing the professional translators with one another;

– MT uses a professional translation as reference, translation studies have no quality reference, the judge is the sole reference.

An overview of TQA can be found in the papers by [WIL 04] and [SEC 05]. [LAR 98] offers theoretic reflections on the method of translation evaluation. [WIL 04] draws the line between two types of models: the quantitative models and the non-quantitative models. The quantitative models (section 2.2.2.1) are more pragmatic,

they must produce a quality score for any translation. These models generate evaluation grids which are used in the translation industry or in teaching. The non-quantitative models (section 2.2.2.2) are more theoretical approaches of the evaluation problem and focus mostly on the definition of what makes a "good" translation.

2.2.2.1. Quantitative models

Most of the quantitative models were designed by and for organizations that were looking for a way to assess the quality of their translations. The first TQA model was designed by the Canadian translation office in 1976. This model, called Sical (Canadian Language Quality Assessment System) – is described by [WIL 01] and [SEC 05]. It separates language mistakes (intelligibility, grammaticality and idiomatic expressions) and transfer mistakes (preservation of meaning). Each error is judged as major or minor, with its seriousness determined on the basis of the potential consequences of the mistake (for example, for the translation of a user manual: mistake which could cause a dangerous use). The global quality of the translation is estimated on the number and types of errors found in a randomly selected passage of 4,000 words (see Table 2.4).

		Maximum number of issues in a section of 4,000 words	
Rank	Quality	Major issues	Minor issues
A	Superior	0	0 to 6
B	Fully acceptable	0	7 to 12
C	Revisable	1	13 to 18
D	Unacceptable	1 and more	18 and more

Table 2.4. Evaluation grid for the Sical model [LAR 98, WIL 04]

Several variations of the Sical grid were proposed after it. Similarly, several evaluation grids were suggested by organizations such as American Translators Association (ATA), Society of Automotive Engineers (SAE) and Localization

Industry Standards Association (LISA) or by the translation agency ITR. All these evaluation grids follow the same pattern: they are a typology of translation errors, each mistake type is linked to a cost representing its seriousness.

Some, such as SEPT – described in [LAR 98] – go so far as to list 675 types of mistakes. [LAR 98] points out rightly that all the models separate transfer mistakes (meaning or content) from language mistakes (form or expression) with a predominance of meaning on form. The same principle can be found in the earlier versions of human MT evaluation in which the judges were asked to grade adequacy (transfer mistakes) and fleuncy (language mistakes) separately. Compared to the field of (computer-assisted translation) CAT, we can be surprised by the absence of validation or comparison process for the different models proposed.

While there is a general awareness of the subjectivity of human judgments, nothing is done to quantify it. We could consider comparing these models on the basis of an interannotator agreement. And do the same for time costs. But apart from Sical, which is meant to take 1 h to evaluate a 4,000 word excerpt, no writer has mentioned the time that an evaluation takes depending on which grid is chosen.

These quantitative models have an operational aim and are rather criticized by the supporters of non-quantitative models, as we shall see in the following section.

2.2.2.2. Non-quantitative models

One of the main criticisms that supporters of the non-quantitative models have against evaluation grids used in the industry is the level of analysis of these grids. Indeed, most of the quantitative models remain at the level of words and sentences and rarely focus on the discursive level. Evaluation grids are monolithic, supposedly valid for all translations, without taking into account the text's function, the communication situation in which it was produced and the expectations of the client requesting the translation. For example, [WIL 04] suggests going from a microtextual approach (based on the sentence, as are the quantitative modes) to a macrotextual approach which relies on the analysis and comparison of the argument structure of the source and target texts. [WIL 04]

sequences each text into six argumental modules which are independent of its genre, type, function or field. In this theoretic context, a good translation is a translation which takes up each of the modules present in the source text and faithfully replicates their content and relations. The author believes that the absence of one of these modules is a major mistake, but does not provide any additional information.

[REI 71] suggests a functional approach to translation. She asserts that the evaluation criteria must depend on the text's function. To this end, she specifies four types of text:

Content-focused texts – these denote reference texts that favor the description of facts: press articles, scientific works and notices. The translator totally adapts the form of the text to the target language, he/she brings the text to the reader, first and foremost respecting the meaning of the source text.

Form-focused texts – these are texts with a poetic function, for example literary or artistic texts. The translator brings the reader to the text by first and foremost respecting the form of the source text, the translation has a greater freedom when it comes to the transfer of meaning.

Appeal-focused texts – these are conative texts meant to provoke a reaction in the reader: advertising and propaganda. In this case, the translation becomes a free adaptation: its first goal is to retain the effect of the text on the reader, there is no obligation to respect form or meaning.

Audio-medial texts – these are texts which are not transmitted in writing like theater plays and speeches. The translator has to adapt the text to its environment and to the way in which it will be pronounced: lip movement in dubbing and rhythm f songs. This last category is rather awkward because it is at a higher classification level than the other three (spoken vs. written): a text can be inciting and audiomedial

(radio spot vs. poster advertisement), focused on form and being audiomedial (theater play vs. literary work), etc.

Just like the evaluation methods presented previously, Reiss distinguishes meaning

and form and provides criteria on which to evaluate the translations.

However, she does not provide any actual evaluation grid. She draws a line between linguistic elements such as semantic, lexical, grammatical and stylistic aspects of the extra-linguistic elements (communication situation, topic, time period, location, audience, speaker and affective challenges). Each criterion has more or less influence on the global quality of the translation, depending on the type of text translated. For example, in the case of content-focused texts, a complete match between semantic elements of the source and target texts is mandatory, whereas not respecting the stylistic equivalence is accepted and even recommended if it means that by adapting the source text into the target language there is a better transfer of meaning.

2.3. Design and experimentation of a user-centered evaluation

2.3.1. Methodological aspects

Implementing the evaluation protocol led to several questions:

Criteria and aim of the evaluation – what criteria should be chosen to determine the quality of a translation? Should we assess the quality of the translated text as a whole or only certain aspects?

Subject-matter expertise – knowing that there are no domain experts available, what reference can we use to evaluate the generated translations?

Basis for comparison – to what other resources should the comparable corpus lexicon be compared?

2.3.1.1. Evaluation criteria and purpose

The fact that the quality of translation is hard to evaluate was highlighted by the works mentioned in section 2.2. While there is a universal recognition of the two criteria of meaning and form, it is hard to refine the question any further. In the world of translation, there is no marking scheme or evaluation mode commonly agreed upon. For good reason, when compiling the various evaluation grids and non-quantitative pieces of work, we realize that the global quality of a translation depends on the complex interaction of a number of linguistic parameters (spelling, lexicon, semantics, styles and argumentative structure) as well as extra-linguistic

parameters (place, period and audience). Moreover, their interaction and the weight of each parameter depends on the text's function and the expectations of the person ordering the translation. In the words of [LAR 98], we are faced with a "crazy magma of varying variables".

How can we then measure the impact of lexicons extracted from comparable corpora on the quality of a translation? Do we expect them to have a direct influence on the global quality of the translations or for them to only act upon certain parameters which in turn will influence the quality of the translation? What are the most important parameters in the case of a specialized translation?

In order to answer these questions, we shall stipulate that a specialized bilingual lexicon is meant to help the translator when he/she is stuck on a term or an expression specific to the text's field of specialty. There are two possible cases:

Decoding problem – it can be that the meaning of the term or the expression is opaque: the lexicon is enriched with information extracted from the corpus and provides access to a concordancer, with links to the similar entries and potentially can give a definition. All the information combines to enable the translator to understand the term's meaning.

Encoding problem – it can be that the translator understands the term but does not know how to translate it, i.e. does not know its equivalent in the target language: the lexicon then suggests candidate translations and each candidate translation has contextual information enabling the translator to make the right translation choice. In the case when a translator has a translation intuition which does not appear among the candidate translations, the terminology management software can allow him to search for this potential translation in the corpus from which the lexicon was extracted. The bilingual specialized lexicons are thus meant to act on both metacriteria of quality: meaning transfer (decoding) and adequate form generation (encoding).

There are many quality parameters mentioned by translation studies; however, specialized resources are only meant to act on a few of them, such as spelling, respecting terminology standards, idiomatics and correct interpretation of

the source term. We cannot judge the added value of our specialized lexicons on the basis of the global quality of the translation, since it depends on other parameters on which our alignments have little or no influence: grammaticality, omissions/insertions, coherence, respecting the argumentative structure, localization, choice of register, etc.

Thus, we endeavor to only measure our bilingual lexica's ability to help the translator translate specialized terms or expressions which are problematic for him/her. To this end, we ask the translators to jot down the expression that they had a hard time translating as well as the translation they finally picked. The evaluation will cover the accuracy of the translation retained.

We will thus, no doubt, have to evaluate the translation of syntactic phrases, polyor monolexical units, as [CAL 08] have done. They enable us to not only better target the evaluation, but also focus on subsegments of a sentence that will also have the consequence of reducing the annotation time and facilitate the judges' task, as was shown in [CAL 08]. have not tried to establish an evaluation grid which, as the TQA grid does, would associate different costs to spelling mistakes, lack of idiomatic expressions, etc. We are only using general criteria of meaning (adequacy) and form (fluency). To this end, we will conform to the recommendations made by [REI 71], who recommends giving the priority to meaning rather than form when evaluating translations of texts focused on content.3 We will use three categories to judge the quality of the translations (summarized in Table 2.5): exact – The term chosen is the reference term or preferred expression used in the field, e.g. distributional semantics and sémantique distributionnelle; accurate – this is not the reference term or expression and the phrasing could be awkward but the translator still has managed to give a semantic match and the meaning is preserved, e.g. distributional semantics and sémantique distributionnaliste;

false – the translation is incorrect: the translator has not understood the term and/or has not managed to provide a semantic match, e.g. distributional semantics and sémantique distribuée.

	adequacy	fluency
EXACT	+	+
ACCURATE	+	-
FALSE	-	-

Table 2.5. Translation quality judgment criteria

2.3.1.2. Subject matter expertise

Working with specialized texts adds an additional problem to the evaluation. Not only does the judge have to be fluent in the source and target language, but he must also be an expert in the speciality field of the texts to be translated. In the absence of an available expert, the solution chosen has to use specialized texts which exist in the source and target language and which were generated by an expert in the field. The target version of the texts will be our reference translation against which the generated translations will be benchmarked. Academic paper extracts are a perfect resource for this use. The fact that the author is an expert in the field ensures the legitimacy of the terminology choices. The papers are necessarily revised before publication, which ensures that any potential language mistakes were corrected. Finally, the reference is not a translation but a second version of the text generated by the same person but in a different language.

In addition to a reference translation, the judges could also use a terminology database which would enable them to validate cases in which the translator did not translations to be judged are always shown in context: the judge has access to the source and target sentences which contain the term as well as to the original documents.

2.3.1.3. Basis for comparison

Highlighting the added value of lexicons can be done by contrast: we compare the result of the translation of a same source text translated with different linguistic resources. These different situations in which the translators translate the same text due to different resources are called translation situations. We have determined three translation situations:

Minimum situation: in this situation, the translations are carried out with minimal

resources, a kind of “survival kit” for the translator, i.e. a general language bilingual dictionary, a general language monolingual dictionary in the source language and a general language monolingual dictionary in the target language. In this case, we consider that the translations will also be of a minimum quality: this is the lower quality threshold.

Maximum situation: in this situation, the translations are carried out with a maximum of resources; we then consider that it is impossible to obtain better translations. In this case; the translator has access to bilingual and monolingual general language resources as well as various terminology resources.

Target situation: this situation is the evaluated situation; it matches the case in which translations are carried out due to the resource that is to be evaluated. In this case, the translators have the “survival kit” (general language resources) and a bilingual lexicon extracted from a specialized comparable corpus.

With this protocol based on different translation situations, we should avoid the learning effect which occurs when a single translator works on texts stemming from the same field in different translation situations. Indeed, when a translator translates a text with a given resource, he/she obviously has in mind some of the translations of the terms that were problematic. If the same translator than has to translate the same text again (or a text from the same specialty field) in a different situation, he/she will obviously reuse the translations learnt when he/she translated the text for the first time. The second translation situation is then given a favorable advantage. Thus, we should ensure that a translator never translates texts from the same domain in different translation situations.

The methodology choices have been argued and we will now describe, in the following section, our experiment of the protocol.

III. АМАЛИЙ МАШҒУЛОТ МАТЕРИАЛЛАРИ

LESSON 1

Task 1. Translate the following story into Uzbek/Russian

A DOG.

Mandelson is a boy at the age of 12 lives in a poor family. His only **wish** is to have a dog. He is dreaming of going to one of the nearest **pet shops** to buy a dog for himself but the **lack** of money stops him and his father from having and agreeing to **purchaise** a dog. And every time the boy used to become **upset** after his father's **reject**.

After some time the boy **saved** some money and having got his father's **agreement** to buy a **pet** Mandelson went to the closest pet shop. He saw a dog in the corner and asked for its prize but the **owner** said that the puppy was not for sale. "Why?", asked Mandelson.

"I can't sell this **puppy** it doesn't have a leg"

"No problem, I want it anyway" said the boy.

"But the doggy can't do **whatever** you want"

"Like what?" protested the boy.

"It can not run, **hop** and **have fun** with you".

But seeing the boy's **desire** the owner of the shop agreed to gift the puppy but Mandelson didn't agree with his **statement**, he took all money he had in his pocket and gave it to the seller. The owner took his money just because he saw the boy's love towards the animal. And asked him:

"Knowing that the dog is **disabled** why did you want to have it?" Mandelson **folded** his trousers up and showed the man his disabled leg. "You didn't want to sell me this dog because it doesn't have a leg but believe me nobody and nothing in this world could make me happy but this puppy!"

VOCABULARY:

agreement	**kelishuv**
desire	**xoxsh**
disabled	**invalid**
fold	**taklamoq**
have fun	**hursand bo'lmoq**
hop	**sakramoq**
lack	**kamlik,yetishmaslik**
owner	**ho'jayin**
pet	**uy erkatoyi(xayvon)**
pet shops	**hayvon sotish do'koni**
puppy	**kuchukcha**
purchaise	**sotib olmoq**
reject	**rad etmoq**
save	**saqlamoq**
statement	**gap, kelishuv,bitishuv**
upset	**hafa bo'lmoq**
whatever	**nima bo'lsa ham**
wish	**xoxsh, istak,orzu**

LESSON 2

Task 1. Commence consecutive interpretation pausing the machine

Task 2. Translate following extract into your native language

STUDENT NEWS

NATO Mission in Libya Ends; World Population Estimated at 7 Billion; Major Snowstorm Hits US Northeast

CARL AZUZ, CNN ANCHOR: Welcome to November, and a new month of commercial-free headlines from CNN Student News. Coming to you from the CNN Newsroom here in Atlanta, Georgia, I`m Carl Azuz.

We`re going to start with an ending. After seven months, the NATO mission in Libya is officially over. NATO stands for the North Atlantic Treaty Organization. Twenty-eight countries are members of NATO. And when NATO takes on a mission like it did in Libya, the operation is carried out by military forces from some of its member nations.

AZUZ (voice-over): In this case, that meant countries like the United States and France flying airstrikes over Libya. Part of the NATO mission was to protect Libya`s civilians during its civil war. NATO`s secretary- general went to Libya on Monday. You see him here getting off the plane. He announced the formal end of mission.
Now Libya`s new leaders said they thought that was a mistake. One official said he expected NATO to suspend its mission in Libya, but not cancel it completely. The U.S. Defense Department says it plans to keep monitoring Libya from the sky, at least for a little while.

AZUZ: Yesterday we saw another **milestone (этап)** that we talked about last week. The world`s population passed 7 billion.

AZUZ (voice-over): A lot of countries made claims, but this little lady was the first to make an official announcement as the world`s 7 billionth baby. She was born in the Philippines just before midnight on Sunday.

AZUZ: Some experts are concerned about population growth, as you might imagine. They`re concerned about whether or not there will be enough resources for everybody, talking about things like food and water. United Nations officials say the world can overcome these challenges as long as people take steps to deal with them. AZUZ (voice-over): It might be hard to wrap your head around just how large 7 billion is. It took the world around 12 years to go from 6 billion people to 7 billion. If you were counting from 6 billion to 7 billion, it would take you more than 30 years to do it. If you stood on the equator and took 7 billion steps, you would around the world more than 100 times. And 7 billion seconds ago, the year was 1789.

AZUZ: You might have been out celebrating Halloween last night. Some cities in the northeastern U.S. asked people actually to hold off on trick- or-treating. AZUZ (voice-over): They`re still recovering from this massive snowstorm that hit the region over the weekend. Power was still out for more than a million people yesterday afternoon. Crews are making progress in getting things back on, but all of that`s going slowly. Watch the bushes in this time-lapse video that one iReporter shot. As the snow comes down, it collects on the bushes, especially on the leaves, and it just weighs them down so much you can see them bending all the way to the ground.

AZUZ: One of the states that got hit the hardest by this weekend`s storm was Connecticut. In Hartford, the capital, a lot of travelers got stranded inside the airport, but other people got stranded on a plane. And what happened might have broken a rule that the government put into place last year. Susan Candiotti fills us in on the details. SUSAN CANDIOTTI, CNN REPORTER (voice-over): Twenty-three planes were diverted to Hartford, according to JetBlue, which says six of the planes were theirs, **stranding высадить на берег** passengers on the **tarmac бетонированная площадка** for eight and nine hours, no food, water, bathrooms

unusable.

Passengers did have cell phones, and unleashed their fury.

UNIDENTIFIED FEMALE: They`re filled. They`re totally filled. Nobody can go in them anymore. And you just have to hold it.

UNIDENTIFIED MALE: I was going in and out, bathrooms are locked, people are quite upset.

CANDIOTTI (voice-over): A Department of Transportation rule enacted last year called the Airline Passengers Bill of Rights was supposed to prevent situations like this. Among the requirements, food, water and a clean bathroom within two hours of being stuck, and the right to get off a stranded plane after three hours. In a statement, JetBlue apologized, and says power outages at the airport made correcting problems difficult. The changes came after a February 2007 incident. Passengers were stuck on a JetBlue flight at JFK for eight hours.

UNIDENTIFIED FEMALE: There was no power, and it was hot. There was no air. They kept having to open the actual plane doors so we could breathe comfortably.

CANDIOTTI (voice-over): And now it appears history is repeating itself.

KATE HANNI, FLYERSRIGHTS.ORG: It is absolutely unacceptable that the airlines and the airport did not manage to get these passengers off the plane.

CANDIOTTI (voice-over): Kate Hanni fought the bill of rights after being stuck on a plane herself five years ago. She now runs a website that advocates for passengers, and says the airlines needed to cancel flights sooner.

HANNI: The flying public has overwhelmingly said they would rather have their flight canceled or be stuck inside an airport than they would like to be stuck inside an airplane.

CANDIOTTI (voice-over): An airport spokesman did not respond to CNN`s call seeking comment. The DOT`s new regulation doesn’t apply to airports.

HANNI: Hopefully, we can get airports added to the rule, because this is a real -- I knew when I talked to operations last night, I knew that they were scrambling.

CANDIOTTI: The DOT says its passenger protection rule has virtually eliminated

all delays of three hours or more. A spokeswoman says no airline has been fined since the new rule came out, but because of what happened this weekend in Connecticut, the DOT has just opened a new investigation -- Susan Candiotti, CNN, New York.

UNIDENTIFIED FEMALE: Today`s Shoutout goes out to Mr. DeWerff`s social studies classes at Frankfort Community high school in West Frankfort, Illinois. You`re looking at the island of Hispaniola, which includes the Dominican Republic and what other nation? You know what to do. Is it Grenada, Martinique, Barbados or Haiti? You`ve got three seconds, go.

The Dominican Republic covers two-thirds of Hispaniola, and Haiti takes up the rest. That`s your answer, and that`s your Shoutout.

AZUZ: That`s where Patrice Millet is from, and it`s where he runs the Foundation of Our Lady of Perpetual Help. The work he`s done with his program is why Millet is one of this year`s top 10 CNN Heroes. You can learn about more of this year`s top 10 and vote for the Hero of the Year at cnnstudentnews.com. Now here`s Patrice`s story.

PATRICE MILLET, CNN HERO: In Haiti, every day of your life, you are seeing poor kids. When the earthquake came, it became harder. There is no water, no electricity, you have to fight for everything.

In 2006, the doctor told me that I had cancer and it was not curable. I wanted to do something good for my country, for the kids.

My name is Patrice Millet and I do education to soccer with Haitian kids. In soccer you have everything in life. You need to give, you need to receive, you need team spirit, discipline, **sportsmanship спортивное мастерство**. This is the way you win in life.

Whatever I can do, I help. Some of the kids, I pay the school for them. We also have the food program. They can eat for two days. This is a lot for them.

I enjoy so much to teach them, to learn from them, to see the joy in the face of a kid. You know, that makes me happy.

AZUZ: You guys are pretty split over whether animals should be protected under the 13th Amendment.

AZUZ (voice-over): Leah says PETA has a point in its lawsuit against Sea World. There`s nothing in the Constitution that says you have to be a human being to be protected.
Guneet writes everyone in the U.S. deserves their rights, no matter what or who they are.

Nick doesn`t think the amendment applies to animals, but he does think it`s wrong to keep animals captive.

Kerston asks PETA whether it is going to tell every person that they can no longer have pets because they are **enslaving делать рабом** them or holding them captive. PETA`s trying to help animals, but Kerston says sometimes they go too far. And from Cale, "When my dog comes up to me and gives me a declaration of independence, written and signed in perfect English, along with a constitution signed by all his canine buddies, then I`ll think about animals having the same rights as humans.

What a comment from Cale.

AZUZ: Although Cale might change his mind when he sees what the dogs in today`s "Before We Go" segment have been put through.

AZUZ (voice-over): This is not the K-9 unit. It`s canine costume. This guy is too chicken to tell his owner he hates his outfit. You`ve got firefighters and whatever this guy`s supposed to be.

This furry friend is willing to wear a **саре накидка (с капюшоном)** ;, but don`t try anything else. He has his owner on a short leash. Look, it`s a bird, it`s a plane, it`s Superdog. Two possible explanations for this here.

AZUZ: Either Halloween has gone to the dogs or these poor pooches were forced to be part of their owners` "pet" projects. If you think our puns are more trick than treat, maybe you can get that police dog to arrest us for cruel and unusual

"punishment." Whoo! Otherwise, we`ll see you right back here tomorrow -- we hope -- for more CNN Student News.

Task 3. Analyze the translated passage.

Questions:

1. What are the advantages of Trados?
2. What are the disadvantages of Trados?
3. Time consumption

LESSON 3

Task 1. Read the extract and find appropriate English word or expression to the underlined words and phrases.

November 3

And they got together, actually, to talk about what was then the oil crisis that was going on and to have a bit of a **дружеский разговор** about it. And then from there, it became an annual thing. They thought why not continue this on? They found it worthwhile. The next year they added Canada, so it became the G-7. And then a little bit later on, Russia came along and was admitted. And there you have your G-8. A lot of the more extreme protesters blame the members of the G-8 for pretty much all of the world`s ills, from debt and poverty in Africa, all the way through to global warming. And they show up pretty much to make their voices heard, and say that it`s an **допотопный** group, an elite group that, actually, far from solving some of the world`s problems, is causing a lot of the world`s problems. DR. SANJAY GUPTA, CHIEF MEDICAL CORRESPONDENT (voice-over): All that jazz: it`s improvisation, nearly constant reinvention. And those **сокращать слово** sounds are providing vital clues about what creativity looks like in the brain.

LIMB: It gets really interesting when you start thinking about what those things do. This area that went on tends to be thought of as kind of a self-referential, autobiographical kind of area. This area that shut off tends to be involved in a lot of things, but among those things is **подавление, торможение** and monitoring, conscious self-monitoring.

GUPTA: So you`re inhibiting one part, which may be that -- the part that would normally prevent you from expressing yourself, and you`re **усиливать** the self-expression.

Task 2. Translate the extract with the help of PROMT EXPERT

Task 3. Analyze the Machine and human assisted translations. What are the differences?

LESSON 4

Task 1. Translate the story using localization

Task 2. Translate the story into your native language and apply internationalization

A Scorpion Moment

There was an old who saw a ***scorpion floundering*** around in the water. He ***decided*** to ***save*** it by ***stretching out*** his finger, but the scorpion ***stung*** him. The man still tried to get the scorpion out of the water, but the scorpion stung him again.

A man ***nearby*** told him to stop saving the scorpion that kept stinging him.

But the old man said: "It is the ***nature*** of the scorpion to sting. It is my nature to love. Why should I ***give up*** my nature to love just because it is the nature of the scorpion to sting?"

Don't give up loving.
Don't give up your goodness.

Even if people ***around*** you sting.

Vocabulary

Scorpion:	chayon;
Flounder:	tipirchilash;
Decide:	qaror qilmoq;
To save:	qutqarmoq;
Stretch out:	uzaytirmoq; cho'zish;
Sting:	chaqish, tishlash;
Nearby:	(joyni ko'rsatadi) yaqi
Nature:	fitrat;
Give up:	tashlamoq; voz kechmoq;
Around:	atrofida;

Task 3. Answer the questions

1. What did you learn from this story?
2. What type of people act like a scorpion?
3. Is it easy to love?
4. It is said that there are three types of love: Love for God who created us, Love for parents and Love for friends. Do you agree with this list? Why? Which Love comes first to you? Why?

Task 4. Discuss pros and cons of localization and internationalization.

LESSON 5

Task 1. Find the synonyms of the following words and phrases in various online and offline dictionaries and analyze similarities and differences

Task 2. Find the translations of the followings in mobile dictionaries

endoscopic surgery
accidental
interior
pelvic cavity
keyhole
to aid in diagnosis
band-aid
incision
removal of a gallbladder
endometrial lesions
abdominal pain
tenderness
impede
partial hysterectomy
to execute
magnified view
rod lens
chip
optic cable system
cannula
to insufflate
hollow sheath
cholecystectomy

to free
prior to
conceptually
speed up
visual field
enhanced
randomized
tactile

Task 3. Read and translate the following text into your native language with one of the online/offline translators.

LAPAROSCOPIC SURGERY: FROM DREAMS TO REALITY

The interest to the history of endoscopic surgery and its founders is not accidental. The wide spread of minimally invasive technologies in different parts of surgery and the perspectives of their development in future make necessary the knowledge both about the present time of these methods, and about the steps of their development in the past. Laparoscopy is just a big word for a small procedure. It is a fairly noninvasive method used to examine the interior of the abdomen, pelvic cavity and other parts of the body. While laparoscopy can be used to aid in diagnoses, it is also frequently used to perform "keyhole" surgical procedures.

The knowledge about the first steps of the development of endoscopy gives an opportunity to determine new priorities, to realize the advantages of modern technologies, to analyze the evolution of this or that method and, probably, to forecast its future.

Laparoscopic surgery, also called minimally invasive surgery (MIS), bandaid surgery, or keyhole surgery, is a modern surgical technique in which operations in the abdomen are performed through small incisions (usually 0.5 - 1.5 cm) as compared to larger incisions needed in traditional surgical procedures. Medically, laparoscopic surgery refers only to operations within the abdomen or pelvic cavity. Laparoscopic surgery belongs to the field of endoscopy. The key element in laparoscopic surgery is the use of a laparoscope: a telescopic rod lens system that is usually connected to a video camera (single chip or three chips). Also attached is a fiber optic cable system connected to a 'cold' light source (halogen or xenon), to illuminate the operative field, inserted through a 5 mm or 10 mm cannula to view the operative field. The abdomen is usually insufflated with carbon dioxide gas to create a working and viewing space. Additional 5- 10 mm thin instruments can be introduced by the surgeon through troacars (hollow sheaths). Rather than a 20 cm

incision as in traditional cholecystectomy, four incisions of 0.5-1.5 cm will be sufficient to perform a laparoscopic removal of a gallbladder.

As a diagnostic tool, laparoscopy is used to investigate the causes of gynecological pain such as endometrial lesions, cysts and tumors, or to discover ectopic pregnancy. It is also performed to learn the reason for abdominal pain or tenderness, and to investigate scar tissue or other problems that may impede fertility.

As a surgical tool, laparoscopy is most commonly used to perform hernia repair, removal of endometrial and other ovarian cysts, sterilization in female patients, or to execute partial hysterectomy. Laparoscopic surgery has also become popular in the removal of the gall bladder and the appendix.

Performing laparoscopy usually only requires two to four tiny incisions less than one half inch, (about 8-10 millimeters) in length. One incision is made just below the navel, and another is usually made near the bikini line. For organ removal, additional incisions may be required on either side of the abdomen.

Operative laparoscopy has advanced surprisingly in the last ten years. Several operative procedures have been performed by this new approach. After its tumultuous debut, laparoscopic surgery is now entering a phase of slower development and nowadays it is impossible to predict the immediate and long-term evolution of the technique.

The introduction of computer chip television camera was a seminal event in the field of laparoscopy. This innovation in technology provided the means to project a magnified view of the operative field onto a monitor, and at the same time freed both the operating surgeon’s hands, thereby facilitating performance of complex laparoscopic procedures. Prior to its conception, laparoscopy was a surgical approach with very limited application and used mainly for purposes of diagnosis and performance of simple procedures.

Conceptually, the laparoscopic approach is intended to minimize post-operative pain and speed up recovery times, while maintaining an enhanced visual field for surgeons. Due to improved patient outcomes, in the last two decades,

laparoscopic surgery has been adopted by various surgical sub-specialties including gastrointestinal surgery, gynecologic surgery and urology. Based on numerous prospective randomized controlled trials, the approach has proven to be beneficial in reducing post-operative morbidities such as wound infections and incisional hernias (especially in morbidly obese patients), and is now deemed safe when applied to surgery for cancers such as cancer of colon.

The restricted vision, the difficulty in handling of the instruments (hand-eye coordination), the lack of tactile perception and the limited working area are factors which add to the technical complexity of this surgical approach. For these reasons, minimally invasive surgery has emerged as a highly competitive new sub-specialty within various fields of surgery.

LESSON 6

Task 1. Read the original text and then Uzbek/Russian translation. Compare the Translation and the original. Text was translated with Google Translate

Task 2. Translate the Original (English) text into your native language individually then compare with the CAT.

English (Original)

The Doha Round

The Doha Round is the latest round of trade negotiations among the WTO membership. Its aim is to achieve major reform of the international trading system through the introduction of lower trade barriers and revised trade rules. The work programme covers about 20 areas of trade. The Round is also known semi-officially as the **Doha Development Agenda** as a fundamental objective is to

improve the trading prospects of developing countries.

The Round was officially launched at the WTO's Fourth Ministerial Conference in Doha, Qatar, in November 2001. The **Doha Ministerial Declaration** provided the mandate for the negotiations, including on agriculture, services and an intellectual property topic, which began earlier.

In Doha, ministers also approved a decision on how to address the problems developing countries face in**implementing** the current WTO agreements.

Russian (translated from English with Google Translate)

Дохийский раунд

Дохийский раунд является последним раунд торговых переговоров между членства в ВТО. Его цель состоит в том, чтобы добиться крупной реформы международной торговой системы за счет введения более низких торговых барьеров и пересмотренных правил торговли. Программа работы охватывает около 20 направлений торговли. Круглый также известен полуофициально в Дохе Повестки дня развития в качестве одной из основных задач является улучшение торговых перспектив развивающихся стран.

Раунд был официально представлен на четвертой сессии Конференции министров ВТО в Дохе, Катар, в ноябре 2001 года в Дохе Декларации министров предоставил мандат на переговоры, в том числе в области сельского хозяйства, услуг и тему интеллектуальной собственности, которая началась раньше.

В Дохе министры также одобрили решение о том, как решать проблемы, развивающиеся страны сталкиваются при реализации действующих соглашений ВТО.

Uzbek (Translated from English with Google Translate)

Doha Round

Doha Round JSTga a'zo o'rtasida savdo muzokaralar oxirgi davrasi hisoblanadi. Uning maqsadi pastki savdo to'siqlarni va qayta ko'rib savdo qoidalarini joriy etish

orqali xalqaro savdo tizimiga asosiy islohot uchun emas. ish dasturi savdo taxminan 20 maydonlarni o'z ichiga oladi. asosiy maqsadi rivojlanayotgan mamlakatlarning savdo istiqbollari yaxshilash kabi Round ham Doha taraqqiyot Kun tartibi sifatida yarim rasman ma'lum.

Round rasman noyabr 2001 yilda Doha Vazirlar deklaratsiyasida qishloq xo'jaligi, xizmat ko'rsatish va avvalroq boshlangan intellektual mulk mavzu, shu jumladan, muzokaralar uchun mandatini tutilgan Qatar poytaxti Doxada bo'lib JST to'rtinchi Vazirlar konferensiyasi boshlandi.

Dohadagi, vazirlar ham rivojlanayotgan mamlakatlar joriy WTO shartnomalar amalga oshirishda duch muammolarni hal qilish bo'yicha qaror qabul.

Questions:

1. **What are the pros and cons of CAT?**
2. **What are the differences between CAT and HAT (human assisted translation)?**
3. **Were the emotions and register saved in CAT?**

LESSON 7

Task 1. Discuss the pros and cons of PROMT EXPERT OFFLINE Translator**. You may click on the link and find more information about PROMT**

Task 2. Translate the following extract into English with PROMT EXPERT OFFLINE TRANSLATOR.

Пролог

1

Когда-то стояла здесь угрюмая, сумеречная тайга, сквозь которую с трудом пробивалась безымянная речка.

Однажды пришли на ее берега люди, разложили костер. Пламя лизало сухой валежник, отсвечивало на черных от времени, липких от проступившей смолы стволах деревьев, отражалось в глубине спокойных вод. На другой день начали валить деревья и строить жилье.

Трудно сказать, почему облюбовали они эти необитаемые места. То ли понравился им могучий каменный утес, возвышавшийся над тайгой неподалеку, на противоположной стороне реки, то ли сама река. А может, решили они поселиться тут потому, что не было сюда путей-дорог, не досягал ничей глаз, не доставала ничья рука.

Так или примерно так возникали в вековечной сибирской глухомани заимки, раскольничьи скиты, всякие поселения. И вот стояло уже к зиме на берегу несколько торопливо и кособоко срубленных домишек, воровато курившихся по утрам желтым дымком от сосновых и кедровых сучьев.

Всю зиму люди продолжали валить деревья и таскать их к берегу на веревках по оледенелым накатам. И к следующей осени количество домов утроилось.

Деревне еще и названия не было, а реку наименовали Светлихой, — наверное, за чистые и прозрачные, как сосновая смолка, воды, за тихий нрав, за приветливо приютившие людей берега.

Правда, весной река ревела и пенилась, грозя выплеснуться из берегов. Неслись по ней могучие деревья, вывороченные где-то из мягкого грунта. Крутились в водоворотах, с треском разламывались об утес. Но уже к концу апреля вода спадала, быстро очищалась от мути, щепок и прочего мусора, виновато плескалась под ноги расхаживающих по берегу людей.

А потом, много лет спустя, случился страшный пожар. Он начисто выжег тайгу по всему левобережью, обуглил землю на много верст, оплавил и закоптил каменные глыбы утеса. Гореть бы жирным смольем и деревне, если бы не Светлиха.

После пожара люди попробовали было селиться и на левой стороне Светлихи, но воды смирной летом реки за три-четыре весны размыли оголенный берег и в половодье затапливали все левобережье, до самого утеса. Люди перевезли на правый берег свои домишки. На

образовавшихся громадных заливных лугах каждое лето волновалось теперь буйное разнотравье — коси не хочу!

С тех времен и называется деревня Зеленый Дол. Может быть, до пожара она имела какое-то другое название, но история его не сохранила.

Деревня хотя и медленно, но разрасталась из года в год только по правому берегу. Он был немного холмистый, домишки лепились по отлогим залесенным склонам. Кое-где над домами, как безмолвные часовые, стояли даже кряжистые кедры. Теперь в селе было несколько улиц, тянувшихся вдоль речки, и десятка полтора переулков, нырявших между холмами.

Чем дальше к окраине, тем гуще становились заросли. Однако настоящая тайга начиналась только за Чертовым ущельем. Зубчатой стеной она подпирала самое небо.

Чертово ущелье находилось километрах в двух от деревни. Это была глубокая, саженей в пятнадцать, впадина с почти отвесными каменистыми краями. Бока ущелья зарастали крушиной, вереском и мелким кустарником. На дне его, неумолчно позванивая, холодно кипел, брызгая белой пеной, ручей, питавшийся подземными ключами, что били из-под обомшелых, насквозь прозеленевших камней. Спуститься в ущелье можно было только в двух-трех местах.

Каждому, кто заглядывал в ущелье летом, оно дышало в лицо холодным черным сумраком. Очевидно, поэтому дикое ущелье и называли Чертовым.

Каждое утро, когда еще не было видно солнца, гранитная верхушка утеса над Светлихой уже окрашивалась в красно-розовый цвет. По мере того как где-то поднималось солнце, краска с вершины утеса стекала все ниже и ниже. Розовый цвет превращался в желтоватый, блекнул прямо на глазах. Казалось, вот-вот камни совсем потухнут. Но через несколько минут бледно-желтая краска начинала густеть, принимала медноватый оттенок. И вот уже весь утес горел золотом, горел столь ослепительно,

что на него больно становилось смотреть. Каждый гранитный кристаллик яростно отражал лучи невидимого еще людям солнца, эти лучи сливались в один огромный огненный, полыхающий столб.

Утес потухал, когда показывалось над землей солнце. Некоторое время поблескивали еще, переливались, как живые, белые искорки по его каменному срезу, висевшему над Светлихой, но скоро и они гасли.

Task 3. Discussion.

QUESTION:

What is the difference between PROMT EXPERT and GOOGLE Translate?

LESSON 8

Task 1. Find the pronunciations of the following words.

assess	appropriate	acquire
auxiliary	priority	outcome
evaluate	collaborate	environment
practitioner	involvement	requirement
management	knowledge	knee
knife	know	rejection
occupation	solution	

Task 2. Find all the possible meanings of the following words with the help of Dictionary

career	correct	variety	volunteer
sherry	anxiety	leery	Carry
notoriety			

Task 3. Translate the following extract into English using dictionaries.

UZBEK

Гинекология - бу аёллар жинсий тизими физиологияси ва патологияси, нормал ва патологик шароитда аёллар жинсий аъзоларнинг ҳолати ва фаолияти, туғишдан ташқари аёлга хос бўлган хусусиятлар ҳақидаги фан

Қон кетиш, оқчил ажралиши ва оғриқлар гинекологик касалликларнинг муҳим симптомлари ҳисобланади.

Ҳайз фаолиятининг кўп миқдорда қон кетиш билан бузилиши натижасида бачадондан қон кетишига - меноррагия дейилади. Меноррагиянинг қуйидаги турлари мавжуд.

а) кўп миқдорда қон йўқотиш (гиперменорея);

б) ҳайз давомийлигининг узайиши (полименорея);

в) ритми қисқариш томонга бузилиши (пройменорея)

Кўп ҳолларда бу ўзгаришлар биргаликда келади. Меноррагияга гипофиз, тухумдонлар фаолиятининг бузилиши, жинсий аъзоларнинг органик жарохати (бачадон ўсмалари) яллиғланиш жараёнлари, шунингдек экстрагенитал касалликлар сабаб бўлиши мумкин.

RUSSIAN

Варусные деформации ЛС характеризуются искривлением оси верхней конечности (см. в гл.2) в виде угла разной степени открытого кнутри. Одним из частых осложнений чрез - и надмыщелковых переломов плечевой кости является варусная деформация ЛС. Причиной деформации считают неустраненные смещения отломков в локтевую сторону и ротацию. Не исключают возможность развития деформации и от неравномерного роста метавиза ПК в результате раздражения ростковой зоны вследствие травмы. Зачастую варусная деформация сопровождается антекурвацией дистального конца ПК, т.е. происходит срастание костных отломков после перелома в положении экстензии, либо рекурвацией – срастание их в положении флексии. Помимо этого реже встречаются сложные многоплоскостные варусные деформации, когда дистальный отломок срастается в разном

положении относительно проксимального.

В наших исследованиях проведено сравнение результатов коррекции, прежде всего косметических, проведенной по предлагаемой нами методике с другими видами остеотомии. В клинике применялись несколько видов надмыщелковых остеотомий: клиновидная остеотомия по Баирову Г.А. с остеосинтезом аппаратом Илизарова применялась – у 19 (7,8%), трапециевидная остеотомия – у 29 (11,8%), надмыщелковая остеотомия по методу Гульямова – у 95 (38,7%) и предлагаемая нами корригирующая надмыщелковая остеотомия - у 102 (41,7%) больных детей и подростков.

INSTRUCTIONS FOR TRANSLATEIT

Firefox & Thunderbird Integration

Firefox and **Thunderbird** don't allow direct usage of the scanning mode (on-the-fly translations).

It is due to their multiplatform architecture (they also work on Windows and Linux): **Firefox** and **Thunderbird** for Mac OS X are Carbon-applications, so they don't provide APIs for capturing text under the mouse pointer. Even Services available for all Cocoa applications are limited in **Firefox** and **Thunderbird**.

To let **Firefox** and **Thunderbird** users enjoy all **TranslateIt!** features, we have created a**Firefox** extension that allows you to look up word translations in a pop-up window.

This extension supports **TranslateIt!** *12.5 or higher*.

The extension is installed automatically with TranslateIt! versions earlier than 14.

For TranslateIt! 14 or later, use the following instructions:

- Make sure you don't have any older TranslateIt! and FoxyHub versions installed (and only one copy of TranslateIt! installed)
- Download FoxyHub
- Terminate TranslateIt!
- Unzip FoxyHub and move it to the /Applications folder

- Launch Firefox and/or Thunderbird
- Launch FoxyHub once. FoxyHub is a background application, so you won't see any windows or messages
- Launch TranslateIt!
- Restart Firefox and/or Thunderbird

You can customize the FoxyHub settings by choosing the 'TranslateIt! Preferences' contextual menu item.

LESSON 9

Task 1. Translate the following extract into English with GOOGLE TRANSLATE ONLINE translator

Uzbek

XXI бошларида тил ўрганишда қатор технологиялар вужудга келди ва бу китобда тасвирланганидек, бутун дунё синфларида ўқитиш усуллари турлича тус олди яъни тил амалиёт асосига айланди. Барча инсонлар орасида (Ворсшер, 2003) ва таълим соҳасида ҳам ҳар доим фойдаланилмаслигига қарамасдан, ҳозирда биз мазкур китобнинг объекти саналган Бакснинг таърифи билан айтганда эса кундалик хаётимизнинг бир қисми (2003 2011) бўлиб қолган рақамли технологиялар даврида яшамоқдамиз. Бироқ рақамли ускуналар ёки 7-бобда таъриф берганимиздек “техник маданий жиҳоз” жаҳон таълиминг (Бэйтс, 2005) ва айниқса тил ўқитишнинг (Салаббери, 2001) бир соҳасига айланди. Бу рақамли ускуналар мен фикр юритмоқчи бўлган ва расмий тан олинган компютер ёрдамида тил ўрганишнинг (CALL) марказидир албатта, лекин шунингдек, умумий тил ўқитишнинг (ELT) асосий қисмидир.

CALL терминини қўлланилиши ҳали ҳам долзарблиги борасида инсонлар баҳсини давом эттиришмоқда. Дуденей ва Хокли (2012) ишонч

ҳосил қилмаётган бир пайтда Леви ва Хабберт (2005) буни исботлаб беришди. Ноутбук, планшет, уяли телефон каби турли туман техналогияларнинг ўрни ошиб бораётган бир пайтда CALL термини тез орада йўқолиб кетиши биз фикр юритаётган мавзунинг энг юқори нуқтаси хисобланади. Бироқ мазкур бобда мен CALL фанига алоҳида тўхталиб ўтаман, чунки турли маҳсус қизикишга сабаб бўлаётган гуруҳлар ва соҳага оид етакчи журналлар номлари қатор ушбу термин кўп мурожаат этиладиган тушунча сифатида қараб келинмоқда. CALL “компютер ёрдамида тил ўқитиш ва ўрганиш дастурларини тадқиқ этиш ва ўрганиш“ деб энг мақбул таърифни Леви берган (1997) ва бу китобда ифодаланганидек соҳага оид янги қарашлар тушунчаси хисобланади. Бу янги қараш сезиларли даражада янги тусга кирди ва ишончли изланишларни кўп сонли хақиқий амалиёт билан тасвирлайди ва охирги боб CALL ELTнинг ривожланишига нақадар улкан ҳисса қўшганини кўрсатади.

Компютер воситасида тил ўрганиш (CALL) биринчи бўлиб (Леви 1997 Бетти, 2010; Девис, 2013 ва бошқлар) бошланғич компютерлари орқали ривожлантирилган ва 1980 йилнинг бошларида компютердан фойдаланиб тил ўқитиш вужудга кела бошлади, 30 йил аввал худди шу вақтда биринчи компютерлар ишлаб чиқарилган.

Вақт ўтиши билан CALL Википедиясига аъзо 11 нафар Осиё Тинчлик Бирлашмаси (APACALL) ва Бутун жахон CALL ташкилоти бир гурух остига жамланиб, хар 5 йилда анжуман ўтказадиган бўлишди. У ерда асосий эътибор техника ва CALICO CALL Компютер Ёрдамида Ўрганиш ва Ўқитишнинг Халқаро Журнали, ReCALL каби ўқитиш технологияларига оид илмий журналларга қаратилади. CALL компютер таълими ёки Таълим технологиясининг Британия журнали каби илмий журналларда таълим технологиясига, ва тартиб интизомни яхшилаш борасидаги тортишувларга асосий этиборини қаратади, ундаги кўпгина илмий журналларда тил ўрганишнинг муҳим хусусиятлари бор. ELTJ соҳасидаги 30 йиллик муаммоларни Дуденей ва Хокли томонидан TESOL журналларида ёритиб

берилган, тил ўрганиш технологияси қисқа мақоласини ишлаб чикаришни ҳар бир муаммоси Дэвид Истмент томонидан бошланиб, хозирда Никки Хокли томонидан давом эттирилмоқда. ELTJ нинг асосий муаммоси уяли алоқа воситасида ўрганиш хисобданади. Сиз буни бошқа тилга оид илмий журнал ва китобларда кўришингиз мумкин.

Russian

Сложная анатомическая локализации перелома, технические трудности сопоставления и удержания во вправленном положении отломков плечевой кости, возможные неврологические осложнения в процессе репозиции, формирование посттравматических деформаций с ограничением и даже потерей функции локтевого сустава - основные причины, обуславливающие актуальность проблемы лечения чрез-и надмыщелковых переломов плечевой кости, переломов и вывихов головки лучевой кости у детей.

Результаты лечения последствий переломов дистального отдела плечевой кости, других повреждений локтевого сустава изучены у **470** больных в возрасте от **1 до 18 лет**.

Преобладали больные с варусной и вальгусной деформацией локтевого сустава, ложным суставом головки мыщелки плечевой кости, с застарелыми повреждениями Брехта и Монтеджиа. Больные до поступления в НИИТО МЗ РУз лечились амбулаторно или в стационаре в других лечебных учреждениях. Консервативные методы применены у **(у нас в клинике консервативные лечения не проводились)** больных, оперативно лечилось **у всех** пациентов.

Причиной развития посттравматической варусной деформации локтевого сустава у больных было неустраненное угловое варусное смещение дистального отдела плечевой кости. Неустраненная внутренняя ротация дистального фрагмента способствовала угловому варусному смещению. Показаниями к коррекции деформаций были: варусная деформация 15° и более; вальгусная деформация не менее

15° (в сравнении со здоровой конечностью); сочетание варусной или вальгусной деформации с отклонением метафиза плечевой кости кзади или кпереди под углом 30°; наличие ложного сустава или оссификата. Оперативное вмешательство выполняли в любом возрасте больного, с учетом прошедшего времени после травмы.

В качестве примера устранения варусной деформации локтевого сустава приводим данные больной Исмоиловой Ш. 1991г.р. Со слов родителей ребенок 5 лет назад получил травму, лечился консервативно по месту жительства. Больная поступила в отделении детской травматологии НИИТО МЗ РУз 06.11.06.г с жалобами на деформацию в области левого локтевого сустава. После клинического и рентгенологического обследования больной поставлен диагноз «Посттравматическая антикурвационная варусная деформация левого локтевого сустава 28º».Через два дня после поступления (08.11.06г) больной выполнена операция «Корригирующая надмыщелковая остеотомия левой плечевой кости, остеосинтез аппаратом Илизарова по методу, разработанному в клинике детской травматологии». Через два месяца после демонтажа аппарата Илизарова прослеживается линия остеотомии в виде увеличения оптической плотности в данной зоне, дистальнее зоны остеотомии кость имеет груботрабекулярное строение. Через 13 дней (21.11.06 г) больная выписана на амбулаторное лечение. Во время операции варусная деформация до конца не устранена, в отдаленном периоде определялась остаточная варусная деформация локтевого сустава.

Task 2. Analyze the translation and find the mistakes made by the GOOGLE TRANSLATE

Task 3. Find all the possible meanings of the words which were translated incorrectly by GOOGLE Translate

INSTRUCTIONS FOR GOOGLE TRANSLATE ONLINE TRANSLATOR

Google is beaming a bit closer to Star Trek's universal translator with the newest edition of its Translate app.

Rolling out over the next few days for **iOS** and**Android** users, the latest version of Google Translate offers two key features -- the ability to instantly converse with someone speaking in a different language and the capability to translate street signs and other images into your native language.

Both features have been available in the**Android** app to some extent. For example,**Google Translate for Android** has long offered real-time translation of conversations. But Google's goal behind the latest version of the app is to enhance and simplify the features so they work more quickly and fluidly without any lag time.

As Google Translate product lead Barak Turovsky wrote in a **blog posted on Wednesday**: "When talking with someone in an unfamiliar language, conversations can... get... reallllllly... sloowwww."

The latest version of Google Translate aims to change that. To converse with someone speaking in a different language, a user chooses his language and that of the other speaker. He then taps the microphone icon in the app, starts speaking in his native or selected language, and then taps the mic icon again. The app will recognize which of the two languages is being spoken, and then the two speakers can carry on their conversation without having to keep tapping the mic.

In a test of the app's instant translation, The New York Times said it did **prove to be a step forward**; though, it's not science fiction just yet. The app fared best with short sentences that didn't include jargon, and it worked better when the users paused between each translation.

Google also has beefed up the app's ability to translate street signs. Previously, you'd have to take a photo of the foreign text to get a translation of it. Now, you simply point your camera at the sign and the translated text appears overlaid on your screen -- even if you're not connected to the Internet. This feature is made possible courtesy of Quest Visual's Word Lens app for **iOS** and **Android**, which

Google acquired when it **purchased the company** last May.

This feature supports English translated to and from French, German, Italian, Portuguese, Russian and Spanish. Google says it's working to add more languages.

As of early Wednesday, the updated app had not appeared in the App Store or Google Play. Google promises that it will pop up over the next few days. This also will be the first time the iOS version will be equipped with both the conversation mode and the camera translations.

"More than 500 million people use Google Translate every month, making more than 1 billion translations a day to more easily communicate and access information across languages," Turovsky said. "Today's updates take us one step closer to turning your phone into an universal translator and to a world where language is no longer a barrier to discovering information or connecting with each other."

Microsoft also is delving into the area of automated translation with the latest preview version of **Skype Translator**. The new version will be able to translate conversations and, ultimately, instant messages in near-real time. Initially Microsoft is aiming the latest edition only at **Windows 8.1** PCs and **tablets** and only in Spanish and English, so it won't offer the depth of Google Translate. But Microsoft plans to expand Skype Translate to other devices and platforms over time.

LESSON 10

TASK 1. Translate the following extract into your native language with SDL TRADOS STUDIO

The Need for Translation Technology

Advances in information technology (IT) have combined with modern communication requirements to foster translation automation. The history of the relationship between technology and translation goes back to the beginnings of the Cold War, as in the 1950s competition between the United States and the Soviet Union was so intensive at every level that thousands of documents were translated from Russian to English and vice versa. However, such high demand revealed the inefficiency of the translation process, above all in specialized areas of knowledge, increasing interest in the idea of a translation machine. Although the Cold War has now ended, and despite the importance of globalization, which tends to break down cultural, economic and linguistic barriers, translation has not become obsolete, because of the desire on the part of nations to retain their independence and cultural identity, especially as expressed through their own language. This phenomenon can clearly be seen within the European Union, where translation remains a crucial activity.

The Internet with its universal access to information and instant communication between users has created a physical and geographical freedom for translators that was inconceivable in the past.

IT has produced a screen culture that tends to replace the print culture, with printed documents being dispensed with and information being acceessed and relayed directly through computers (e-mail, databases and other stored information). These computer documents are instantly available and can be opened and processed with far greater flexibility than printed matter, with the result that the status of information itself has changed, becoming either temporary or permanent according to need. Over the last two decades we have witnessed the enormous growth of information technology with the accompanying advantages of speed, visual

impact, ease of use, convenience, and cost-effectiveness. At the same time, with the development of the global market, industry and commerce function more than ever on an international scale, with increasing freedom and flexibility in terms of exchange of products and services. The nature and function of translation is inevitably affected by these changes. There is the need for countries to cooperate in many spheres, such as ecological (Greenpeace), economic (free trade agreements) humanitarian (Doctors without Borders) and educational (exchange programs), etc. Despite the importance of English, there is the commonly-held belief that people have the right to use their own language, yet the diversity of languages should not be an obstacle to mutual understanding. Solutions to linguistic problems must be found in order to allow information to circulate freely and to facilitate bilateral and multilateral relationships.

Task 2. Compare the TRADOS speed of translation with the speed of GOOGLE TRANSLATE ONLINE TRANSLATOR

Task 3. Analyze the given words and find their definitions

cause – причина - sabab

necessary-необходимый - zarur

procedure-процедура- prosedura

important – важный - muhim

fever- жар – isitma

hemorrhage- кровотечение – qon ketish

death - смерть - o'lim

to administer – назначать- tavsiya etmoq

spot — место -joy

foremost — основной-asosan

deterioration - ухудшение -yomonlashuv

to hinder - мешать -aralashmoq

airway -дыхательные пути –nafas yo'llari

stretcher -носилки -nosilka

tourniquet - жгут, повязка –boylam

to attach – привязывать – bog'lamoq

fracture -перелом -sinish

bold - четкий- aniq

to splint – накладывать шину- shina qo'ymoq

3.1 .***Translate the sentences with TRADOS***

1.Who is being examined now?

2. New metro lines are being built in Tashkent.

3.The blood was dropping from the wound slowly.

4. The functions of the legs were being restored rapidly.

5. New grammar rule is being explained now.

SDL TRADOS STUDIO 2011

SDL Trados Studio 2011 is a software package designed for professional translation. The history of the program dates back to 1984, when Jochen Hummel and Iko Knyphausen initially set up Trados as a Language Service Provider (LSP). However, it was not until 1992 when the first version of Translator's Workbench, a simple software application intended to help translators, was first released (SDL, 2012). In the following years the original software underwent considerable changes and in 2005 the company was acquired by the multilanguage provider SDL. After a number of attempts to market both *Translator's Workbench* and the proprietary *SDLX* tool in a single software package or suite that still offered them as separate tools, in 2009 the company finally launched the first integrated version, which aimed to offer all the different functionalities in a single application with one consistent graphical user interface. *SDL Trados Studio 2011* is an improved version of this first attempt. However, the Terminology Management System *Multiterm* (including the terminology database management system, a widget for desktop look-up and a utility to convert terminological data from other formats into *Multiterm* format) as well as the alignment component *WinAlign* and the recently

acquired tool *Passolo* for the localisation of software are still single applications. Furthermore, they also offer a tool for terminology extraction that needs a separate licence. The price of *SDL Trados Studio 2011* ranges from 99 Euro for the Starter Edition to 2195 Euro for the Professional version.

V. TRANSLATION WORKFLOW WITH SDL TRADOS STUDIO 2011

In the following sections we will review the functionalities of *SDL Trados Studio 2011* as they are applied in the translation workflow. Upon program launch, a clean, functional interface (Home View) offers several view options (Editor, Translation Memory, Files, Reports), as well as a selection of the major tasks: open document, open package, new project, terminology management, align translated documents, etc. (Figure 1).

Figure 1. SDL Trados Studio 2011's start screen, which allows access to the most important procedures in the central panel.

First Stage: Before the Translation

In the first stage, there are three main possibilities:

• The translator wants to translate a single file into one target language.

• The translator wants to translate a number of files into one or various target languages and creates a translation project.

• The translator receives a package from the agency or the customer, that is, a compressed file containing all the necessary components for the translation: translation memory, terminology databases (if available), files to be translated and, if necessary, reference files (such as reference PDF files or pictures).

The first case is rather infrequent, since even if only one file needs to be translated, a project is usually created containing a translation memory and, if available or necessary, a terminology database, which needs to have been created previously with *Multiterm*. The translation memory is usually either provided by the client (agency, direct customer) or created ad-hoc for the project. Machine Translation technology can also be used in the project.

In the creation of the project an assistant helps the user in the following steps:

• Choose whether a project should be based on a template, a previous project, or should be created from scratch.

• Provide project details: Name and location in the computer. Optionally the user can add a description and indicate the date and time the work is due and assign the project to a customer.

• Choose the project languages. The user needs to choose the source language and the target languages.

• Select the project files, that is, the files that are going to be translated. Reference files that might be of help for the translator can be added too.

• Select a translation memory or a machine translation engine. If no translation memories are available, the user can create one ad-hoc within the application. The integration of several MT engines is one of the novelties of Studio 2009 and 2011.

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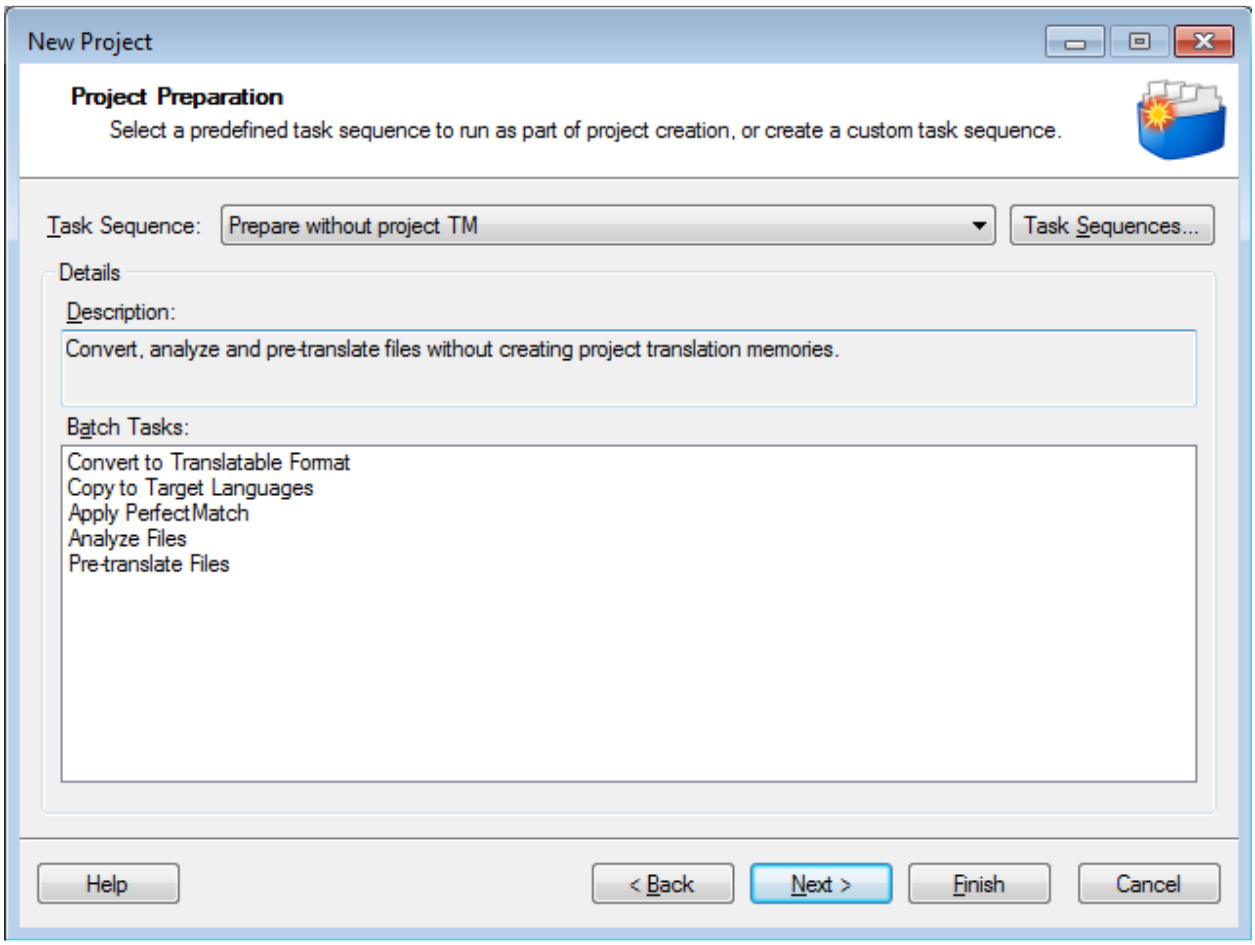

Figure 2. Project Setup.

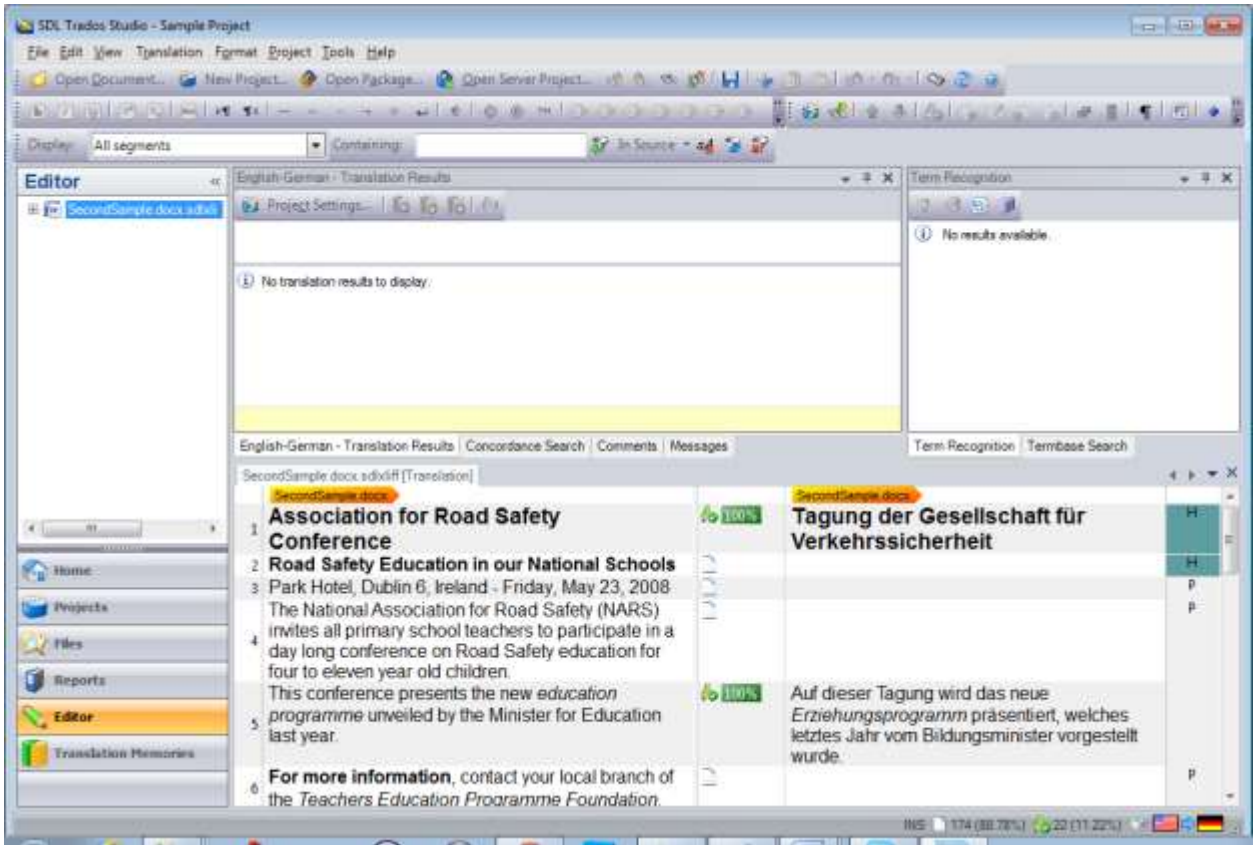

Figure 3. Editor Window in SDL Trados Studio 2011.

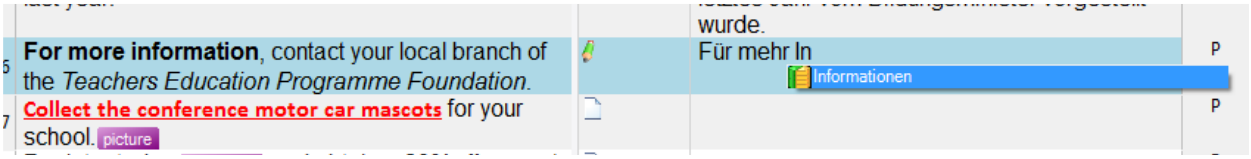

Figure 4. Example of the AutoSuggest technology.

SDL Trados Studio 2011 offers all these possibilities and can constitute a very enriching complement in the training of future translators because of its applicability in professional practice. Furthermore, the company offers academic licences and has an academic programme for trainers, with materials and certifications for those who join it.

IV. ТЕСТЛАР

1. **Computer-Aided Translation includes**

A. Alignment Tools

B. Translation Memory Tools

C. Terminology Management Tools

D. All of the above or any tool helping translators

2. **Translation Memory is:**

A. Glossary for storing terms

B. Database for storing translations as text segments

C. Machine translation

D. All of the above

3. **Examples of Translation Memory software include:**

A. Longman Dictionary and Wikipedia

B. Google Translate and Bing Translator

C. Across, GTT, memoQ, OmegaT, Trados, Wordfast

D. All of the above

4. **Translation Environment Tools can be:**

A. MS Word templates

B. Stand-alone desktop applications

C. Web applications

D. All of the above

5. **Any Translation Environment Tool (TEnT) is expected to have several features including:**

A. Translation Memory and Terminology Management

B. Statistics and Analysis Reports

C. Spelling Check and Quality Assurance

D. All of the above

6. **Across can be classified as a:**

A. CAT Tool

B. Translation Environment Tool

C. Translation Memory Tool

D. All of the above

7. **Segmentation is the process of segmenting the text into sentences or phrases to be stored into the translation memory.**

A. True

B. False

8. **Translation Unit (TU) is each entry of the translation memory, consisting of the original sentence or phrase and its translation.**

A. True

B. False

9. **Match is a translation unit (of the TM) similar to a sentence or phrase of the text being translated; it is either a (100%) Exact Match or (less than 100%) Fuzzy Match.**

A. True

B. False

10. **No Match means that the TM does not include either exact or fuzzy match for a specific original sentence in the source text being translated now; it should be translated from scratch.**

A. True

B. False

V. КЕЙСЛАР БАНКИ

1-Кейс. Мобил қурилма учун Андроид опреацион тизимининг 5.0 (*API* Level: 21) версияси учун илова ишлаб чиқилди. Сизнинг телефонингиздаги Андроид опреацион тизимининг версияси 4.3 (*API* Level: 18). Мобил иловани телефонингизга ўрнатиб ишга туширмоқчи бўлганингизда хатолик келиб чиқди. Яъни илова ишламади.

Кейсни бажариш босқчилари ва топшириқлар:

- Кейсдаги муаммони келтириб чиқарган асосий сабабларни белгиланг(индивидуал ва кичик гуруҳда).
- Мобил иловани ишга тушириш учун бажариладиган ишлар кетма-кетлигини белгиланг (жуфтликлардаги иш)

2-Кейс. Илова ишлаб чиқилди (Андроид опреацион тизимининг версияси 4.4 *API* Level: 19) ва у ишлаши жараёнида битта ойнадан иккинчи ойнага ўтишда хатолик келиб чиқди. Яъни иловада ойналарни бошқариш учун иккита activity мавжуд ва бир ойнадан иккинчи ойнага ўтишда activity чақирилганда хатолик бўлди.

Кейсни бажариш босқчилари ва топшириқлар:

- Кейсдаги муаммони келтириб чиқарган асосий сабаблар ва ҳал этиш йўлларини жадвал асосида изоҳланг (индивидуал ва кичик гуруҳда).

Муаммо тури	Келиб чиқиш сабаблари	Ҳал этиш йўллари

3-Кейс. Илова ишлаб чиқилди (Андроид опреацион тизимининг версияси 4.4 *API* Level: 19) ва иловада Галлерея ва расмлардан фойдаланилган. Мазкур ишлаб чиқилган иловани турли кўринишдаги қурилмаларда (таблет, смартфон ва ҳ.к., изоҳ: қурилма экранларининг ўлчамалри ҳар хил) ишга туширганимизда расмлар ўлчами қурилма экранининг ўлчамига мос тушмайди. Мисол учун илова компоненталари Samsung S3 қурилмасида яхши кўринади лекин, Tablet Nexus 10 қурилмасида

эса кичкина ёки экраннинг бир бурчагига жойлашиб қолади. Яъни ишлаб чиқилган илова дизайни барча қурилмалар учун стандарт эмас.

Кейсни бажариш босқчилари ва топшириқлар:

- Кейсдаги муаммони келтириб чиқарган асосий сабабларни белгиланг (индивидуал ва кичик гуруҳда).
- Яъни ишлаб чиқилган илова дизайни барча қурилмалар учун стандарт бўлишини таъминлашда бажариладиган ишлар кетма-кетлигини белгиланг (жуфтликлардаги иш)

VI. МУСТАҚИЛ ТАЪЛИМ МАВЗУЛАРИ

Мустақил ишни ташкил этишнинг шакли ва мазмуни

Тингловчи мустақил ишни тайёрлашда муайян фаннинг хусусиятларини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланиш тавсия этилади:

- дарслик ва ўқув қўлланмалар бўйича мавзуларни ўрганиш;
- автоматлаштирилган ўргатувчи ва назорат қилувчи тизимлар билан ишлаш;
- махсус адабиётлар бўйича фанлар бўлимлари ёки мавзулари устида ишлаш;
- янги техникаларни, аппаратураларни, жараёнлар ва технологияларни ўрганиш;
- фаол ва муаммоли ўқитиш услубидан фойдаланилган ўқув машғулотлари;
- интернетдан фойдаланиш;
- масофавий (дистанцион) таълим тизимидан фойдаланиш;
- бадиий таржима фани бўйича турли манбалардан материал тўплаш.

Мустақил таълим мавзулари

Ишчи ўқув дастурининг мустақил таълимга оид бўлим ва мавзулари	Мустақил таълимга оид топшириқ ва тавсиялар	Бажарилиш муддати	Ҳажми (соатда)
1	**2**	**3**	**4**
Standards for digital language resources.	Written		2
Subtitling translation technology.	Written		2
Use and basic idea of statistical machine translation.	Written		2
Direct and indirect machine translation strategies of translation.	Written		2
Presentation of speech-recognition tool used in EU. Demands of EU regarding tools.	Written		2
Translation resources on web: electronic dictionaries, terminology bases. Presentation of resources for various languages.	Written		2
computer-assisted translation (CAT) and automatic machine translation (MT).	Written		2

Future development of integrated translation technology.	Written		2
Presentation of similar course on various European universities.	Written		2
Translation tools in EU integrated into document workflow. Presentation and analysis of various tools.	Written		2
Evaluation criteria of translation software.	Written		2
Use and basic idea of statistical machine translation.	Written		2
Жами			**40**

Тингловчилар билимини баҳолаш тизими:

т/р	Назорат туридаги топшириқларнинг номланиши	Максимал йиғиш мумкин бўлган балл	ЖН ва ОН баллар тақсимоти	
I. Жорий назоратдаги баллар тақсимоти		**70 балл**	40	30
Амалий машғулотларда		**Максимал балл**	**ЖН-40**	**ОН-30**
1.	Тингловчининг амалий машғулотлардаги фаоллиги ва ўзлаштириш даражаси, дафтарларнинг юритилиши ва ҳолати	40	I-ЖН-10 II-ЖН-10 III-ЖН-10 IV-ЖН-10	I-0Н-15 II-0Н-15
2.	Мустақил таълим топшириқларининг ўз вақтида ва сифатли бажарилиши (кейс-стадилар, эссе, реферат, тақдимот ва бошқа турдаги мустақил таълим топшириқлари)	50/52		
II. Оралиқ назорат				
1.	Оралиқ назорат (амалиёт ўқитувчиси томонидан қабул қилинади) Оралиқ назорат қуйидагча амалга оширилади. -берилган саволни ёзма баён этиш 15 балл, 10 балл тингловчи ҳа, йўқ жавобли 10 та тест ечади. Ҳар бир тест жавоб учун 0.5 баллдан жами 5 балл йиғади.10 балл тингловчи 10 та тест ечади. Ҳар бир жавоб учун 1 баллдан жами 10 балл йиғади. **Умумий балл**30 балл	40		
III. Якуний назорат		**30 балл**	Модул сўнгида бажарилади	
Жами:		**100 балл**		

VII. ГЛОССАРИЙ

№	TERM	DEFINITION
1	**Automated translation**	Automated translation is a synonym of machine translation. [See also: machine translation.]
2	**ASCII (American standard code for information interchange)**	ASCII (American standard code for information interchange) is a 7-bit coded character set for information interchange in English. It was proposed by ANSI (American National Standards Institute) in 1963 and finalized in 1968. A more recent character set is Unicode, a universal double-byte character encoding launched in 1991 to support any language and any platform. [See also: ANSI, Unicode.]
3	**ANSI (American National Standards Institute)**	During the early days of computers, ANSI (American National Standards Institute) proposed a character encoding named ASCII (American standard code for information interchange) in 1963 and finalized it in 1968. ANSI is also the Microsoft collective name for all Windows code pages. [See also: ASCII.]
4	**Alphabet**	The alphabet is a writing system that consists of letters for writing both consonants and vowels. Consonants and vowels have equal status as letters. A letter usually corresponds to a sound. The term "alphabet" is derived from the first two letters in Greek (alpha,

		beta). A system of phonetic notation has been created by the International Phonetic Alphabet (IPA). Alphabets are encoded in ASCII (American standard code for information interchange, mainly for English) and Unicode (for any language).[See also: ASCII, International Phonetic Alphabet, letter, Unicode.]
5	**Case**	A feature of certain alphabets where the letters have two distinct forms. These variants, which often differ in shape and size, are called the upper case letter and the lowercase letter. The uppercase letter is also known as "capital" or "majuscule". The lowercase letter is also known as "small" or "minuscule". [See also: alphabet.]
6	**Computational linguistics**	Computational linguistics is an interdisciplinary field dealing with the statistical and logical modeling of natural language. Research involves the work of linguists, computer scientists, experts in artificial intelligence, cognitive psychologists and logicians, among others. Machine translation (MT) is a subfield of computational linguistics. [See also: machine translation.]
7	**Computer-assisted translation**	A computer-assisted translation (CAT) tool rests on two steps –segmentation and translation memory (TM)– to boost the productivity of a translator. It also offers

		other terminology functions: concordance, glossaries, context search, reference search, terminology management, quality control, etc. Computer-assisted translation (CAT) is different from machine translation (MT). In computer-assisted translation, the computer program supports the translator, who translates the text himself. In machine translation, the computer program translates the text, with no human intervention during the translation process. [See also: concordance, glossary, machine translation, segmentation, terminology, translation memory.]
8	**Concordance**	Concordance is a method of displaying sentences or phrases that contain similar or identical words or expressions, to be able to copy and paste them in the translation. Concordance is an option provided in a computer-assisted translation (CAT) tool. [See also: computer-assisted translation.]
9	**DTD (document type definition)**	A DTD (document type definition) specifies the rules for the structure of a SGML (standard generalized markup language) document. To standardize various DTDs makes it easier to share different types of documents. [See also: SGML.]
10	**Glossary**	A glossary is an alphabetical list of terms in a special area of knowledge with the definitions for those terms. In computer-

		assisted translation (CAT), a glossary is a bilingual listing of terminology or software strings used to define the key terms and their translations. [See also: terminology.]
11	**HTML (hypertext markup language)**	Created by Tim Berners-Lee, founder of the web in 1989, HTML (hypertext markup language) is a text description language related to SGML (standard generalized markup language). It mixes text format markup with plain text content to describe formatted text. HTML is the source language for web pages. [See also: SGML.]
12	**Human-computer interaction (HCI)**	Human-computer interaction (HCI) is the study of interaction between people and computers. It is an interdisciplinary subject relating computer science to other fields of study and research: psychology, sociology, cognitive science, visualization, design, information science, ergonomics, etc.
13	**Human-machine interface (HMI)**	A human-machine interface (HMI) is any point where people interact with a machine, for example a user interface from a worker to a computer such as a data entry program or a voice command.
14	**Ideograph**	An ideograph or ideogram is a graphic symbol used to express an idea, for example the Chinese characters or the Egyptian hieroglyphs, rather than a group of letters like in alphabetic languages. An ideograph is also any symbol that primarily denotes an

		idea (or meaning) in contrast to a sound (pronunciation), for example an icon showing a printer, to click on to print a document. [See also: alphabet.]
15	**IPA (International Phonetic Alphabet)**	The International Phonetic Alphabet (IPA) is a system of phonetic notation devised by linguists to provide a standardized and unique way of representing the sounds of any spoken language. Most dictionaries use the International Phonetic Alphabet to offer pronunciations of words. [See also: alphabet.]
16	**ITD (intermediate translation document)**	An ITD (intermediate translation document) is a special file created at the beginning of the translation process to store the segments once they have been split off from the main source text. Then a partially complete translation can be saved as an ITD file, and resumed later by reopening the ITD file. ITD is a proprietary file format of SDL International, a main provider of global information management (GIM) solutions, including translation and multilingual content. [See also: segment, source file.]
17	**Language pair**	A language pair is the combination of one source language and one target language. [See also: source language, target language.]
18	**Letter**	A letter is an element of an alphabet. In a broad sense, it also includes elements of syllabaries and ideographs. [See also:

		alphabet, ideograph, syllabary.]
19	**Linguistics**	Linguistics is the scientific study of human language. Theoretical linguistics develops models for individual languages and universal aspects of languages, in various fields: syntax, phonology, morphology, semantics, etc. Applied linguistics deals with the practical issues and challenges of linguistics: language teaching and learning, second language acquisition, speech therapy, speech synthesis (artifical production of human speech), psycholinguistics, semantics, etc.
20	**LISA (Localization Industry Standards Association)**	LISA (Localization Industry Standards Association) is the leading international forum for organizations doing global business. Its 500 corporate members are public and private institutions, government ministries and trade organizations. LISA is responsible for the specification of the TMX (translation memory exchange) format. [See also: localization, TMX.]
21	**Localization**	Localization is the means of adapting products such as publications, hardware or software for non-native environments, for example for other nations and cultures. Localization is also the process of making a product ready for a specific market, or customized for a specific region, after this product has been internationalized. [See also:

		LISA.]
22	**Machine translation**	Also called automated translation, machine translation (MT) uses a computer program to translate a text or a speech from one natural language to another. Machine translation is different from computer-assisted translation (CAT). A CAT tool is meant to support a human translator in his/her work to speed up the process and provide consistent terminology while machine translation is meant to stand alone as much as possible. [See also: computer-assisted translation.]
23	**Match**	A perfect match (also called a 100% match) is an occurrence of a sentence or phrase in a file that is identical (words, structure and formatting) to a sentence or phrase stored in a translation memory (TM). A fuzzy match is an imperfect match. [See also: translation memory.]
24	**PDF (portable document format)**	PDF (portable document format) is an Adobe proprietary file format for representing documents in a fixed-layout document format, for them to be shared across all platforms. PDF files are created with Adobe Acrobat and viewed with Adobe Reader (called Acrobat Reader until 2003).
25	**Placeable**	A placeable is an element in the source text that cannot be translated (the HTML code of a web page, for example) and is therefore "placed as is" inside the target text. This is

		one of the many options provided by a CAT (computer-assisted translation) tool. [See also: computer-assisted translation.]
26	**Pre-translation**	A pre-translation is the preparation of a file for translation. The file is "filled" with the related segments of previously translated material when there is a perfect or fuzzy match. The result is a hybrid file containing both source and target language terminology to speed up the translation process and make it more consistent. [See also: match, source language, target language, terminology.]
27	**Segment**	A segment is the elementary unit of the source document to translate. Segments are usually sentences, and sometimes phrases or paragraphs. [See also: segmentation, translation unit.]
28	**Segmentation**	Segmentation is the process of organizing the source document into segments. It is one of the two steps provided by a CAT (computer-assisted translation) tool, the second one being the use of the translation memory (TM). [See also: computer-assisted translation, translation memory.]
29	**SGML (standard generalized markup language)**	SGML (standard generalized markup language) is not a format in itself, but a set of rules to define formats, or a standard framework to define specific text markup languages. SGML includes the HTML (hypertext markup language) format and the

		XML (extensible markup language) format. [See also: HTML, XML.]
30	**Source file**	The source file is the file containing the document to translate from a source language to a target language. [See also: source language, target language.]
31	**Source language**	The source language is the language in which the product was originally developed. Translation is done from a source language into one or several target languages. [See also: target language.]
32	**syllabary**	A syllabary is a set of written symbols representing syllables, which make up words. These symbols usually represent a consonant followed by a vowel. [See also: alphabet.]
33	**target language**	The target language is the language to which the document is converted. A translation project can have one or several target languages. [See also: source language.]
34	**Template**	A template is a model of document that offers a presentation layout.
35	**Terminology**	Terminology is the usage and study of terms. It is also the vocabulary of terms used in a specific field, for example technical terminology in computing. As a discipline, terminology is related to translation. A computer-assisted translation (CAT) tool includes terminology management, to speed up the translation process and to ensure the

		quality of the translation. [See also: computer-assisted translation.]
36	**TMX (translation memory exchange)**	TMX (translation memory exchange) is an open XML standard for the exchange of translation memory (TM) data created by computer-assisted translation (CAT) and localization tools. The purpose of TMX is to allow easier exchange of translation memory data between tools and/or translation vendors with little or no loss of critical data during the process. In existence since 1998, TMX is developed and maintained by OSCAR (Open Standards for Container/Content Allowing Re-use), a Special Interest Group of LISA(Localization Industry Standards Association). [See also: LISA, translation memory, XML.]
37	**TMX language code**	The language code used by TMX. Here are few examples of TMX language codes: EN-US (English, USA), EN-CA (English, Canada), EN-GB (English, UK), FR-CA (French, Canada), FR-FR (French, France). [See also: TMX.]
38	**Translation**	Translation is the process of adapting meaning from one language to another. This is not a literal, word-for-word process fom a source language to a target language. This is rather a choice of words that convey the same meaning in the target language. As a discipline, translation is related to

		terminology. [See also: source language, target language, terminology.]
39	**Translation memory**	A translation memory (TM) is a database consisting of a set of segments (phrases and sentences) in a source language, with the corresponding translation of each segment in the target language. A translation memory is built from previous translations of a document or series of documents. This is the second step provided by a CAT (computer-assisted translation) tool, the first one being the segmentation. [See also: computer-assisted translation, segmentation.]
40	**Translation unit**	A translation unit (TU) is a set of source and target segments. It shows up as an entry consisting of aligned segments of text in two or more languages. The format used for a translation unit is TMX (translation memory exchange). [See also: segment, source language, target language, TMX.]
41	**TTX (TRADOStag)**	TTX stands for TRADOStag. It is a special bilingual, XML-based (XML: exchange markup language) intermediary document format. TTX is a proprietary file format of SDL International, a main provider of global information management (GIM) solutions, including translation and multilingual content. [See also: XML.]
42	**Unicode**	Unicode is the universal character encoding maintained by the Unicode Consortium.

		"Unicode provides a unique number for every character, no matter what the platform, no matter what the program, no matter what the language." First published in January 1991, this double-byte, platform-independent encoding software provides a basis for the processing, storage and interchange of text data in any language, and any modern software and information technology protocols.
43	**XML (extensible markup language)**	XML (extensible markup language) is a text markup language intended for interchange of structured data. This simple and flexible text formatting is derived from SGML (standard generalized markup language). XML is a trademark of the W3C (World Wide Web Consortium). TMX (translation memory exchange) is an open XML standard for the exchange of translation memory (TM) data. [See also: SGML, TMX, W3C.]
44	**W3C (World Wide Web Consortium)**	W3C (World Wide Web Consortium) develops interoperable technologies (specifications, guidelines, software and tools) for the web, as a forum for information, commerce, communication and collective understanding. W3C was founded in October 1994 to develop common protocols to lead the evolution of the web. For example, W3C is responsible for the specification of the HTML (hypertext

		markup language) and the XML (extensible markup language) formats. [See also: HTML, XML.]
45	**Google**	gives an access to a huge variety of monolingual and bilingual dictionaries in many languages
46	**RIFAL**	Réseau international francophone d'aménagement linguistique
47	**RITERM**	Red Iberoamericana de Terminología
48	**CAT**	Computer Assisted Translation
49	**TU**	Translation Unit
50	**TM**	Translation Memory
51	**Translation Memory**	represent one of the most important applications of on-line bilingual texts, going back to the beginning of the 1980s with the pioneering TSS system of ALPS, later Alpnet
52	**Alignment**	Creation of a translation memory database based on an already translated document by matching segments (phrases) of the source text to the target text.
53	**Leveraging**	Amount of material that has already been translated when compared with the content of a new file that is to be translated
54	**Interactive mode**	The text to be translated is on the computer screen and the translator selects the segments one by one to translate them.
55	**Automatic mode**	The program automatically processes the whole source-language text and inserts into

		the target-language text the translations it finds in the memory
56	**Meteor [BAN 05]**	Takes into account precision and recall calculated on word unigrams and word order.
57	**TER [SNO 06]**	calculates the number of edit operations (insertions, deletions and substitutions) necessary to go from the evaluated translation to the reference translation
58	**[WIL 04]**	refers to it as Translation Quality Assessment (TQA)
59	**TQA**	arises from translation criticism, an activity which consists of commenting on the literary quality of the translated text with or without referencing to the original text
60	**Appeal-focused texts**	these are conative texts
61	**Audio-medial texts**	these are texts which are not transmitted in writing like theater plays and speeches.
62	**Minimum situation**	the translations are carried out with minimal resources, a kind of "survival kit" for the translator, i.e. a general language bilingual dictionary, a general language monolingual dictionary in the source language
63	**Maximum situation**	the translations are carried out with a maximum of resources; we then consider that it is impossible to obtain better translations
64	**Target situation**	; it matches the case in which translations are carried out due to the resource that is to be evaluated

VIII. АДАБИЁТЛАР РЎЙХАТИ

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