The Sustainable Generation of Bilingual Textual Resources for L2 Learning: A Crowd Translation Experience

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Outline

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Introduction

❑Digital humanities

❖ **eLITE-CM, Edición literaria electrónica** **(H2015/HUM-3426)**

❖**ATLAS research group (objective 2 – enriched digital edition of children's literature)**

Translation - Didactic needs' analysis (primary education) – bilingual audiobook …. ongoing

• 1st step: Crowd translation (non-professional, didactic, individual and collaborative work, collective expertise, digital learning and gamification)
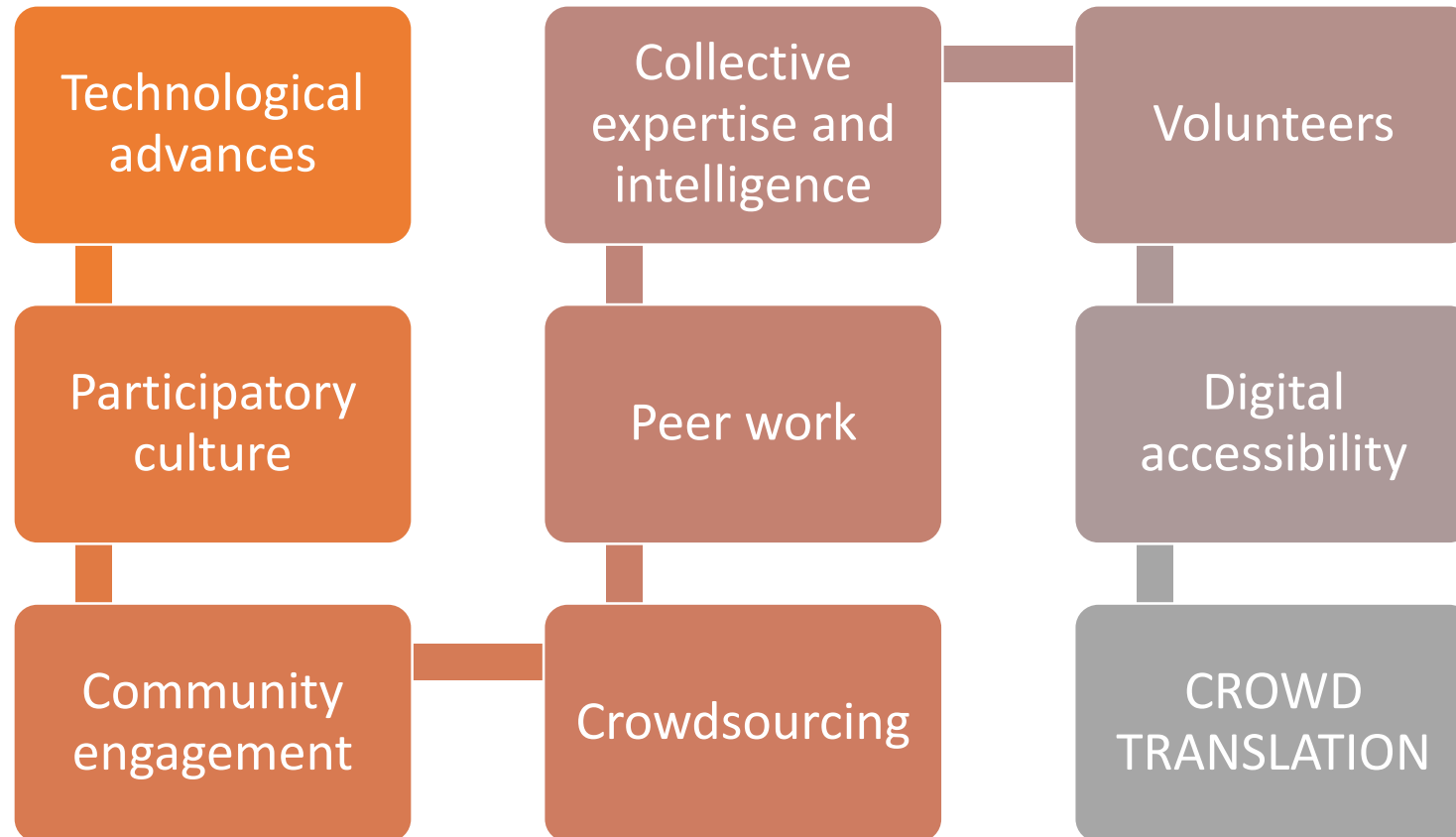
Aims of this project

Improving L2 skills through reverse translation

Crowd translation

Collaborative wiki

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Background. Collaborative translation

Technological advances

Participatory culture

Community engagement

Collective expertise and intelligence

Peer work

Crowdsourcing

Volunteers

Digital accessibility

CROWD TRANSLATION

State of the art I

The Rosetta Foundation - Translation Commons / Babels

Zaidan and Callison-Burch (2011) / O'Brian (2011)

Pérez-González and Susam-Saraeva (2012) /Olohan (2014)

Talaván & Ávila Cabrera (2016, 2017)

State of the art II

A wiki is a **Web page** that users can modify.
Cummings, R. E. (2008).

- One aspect of collaborative writing through wikis that has been embraced is that of extensive **peer-to-peer learning assistance**. Rather than having a dialectic relationship between learner and teacher, **wikis create an environment in which peers assume the role of teachers.**

Stoddart et alii. (2016)

- … the use of wikis alone **does not guarantee successful collaborative learning activities**. **Pedagogical design** of the integration of wiki into instruction is vitally important in wiki-based learning activities.
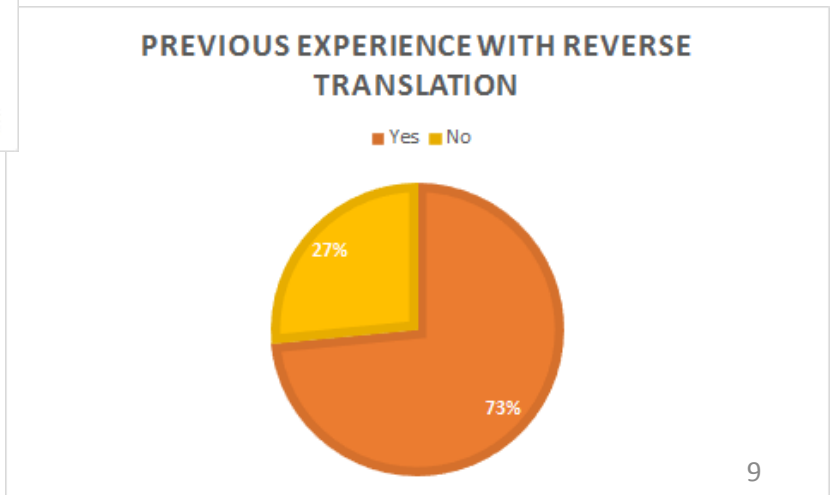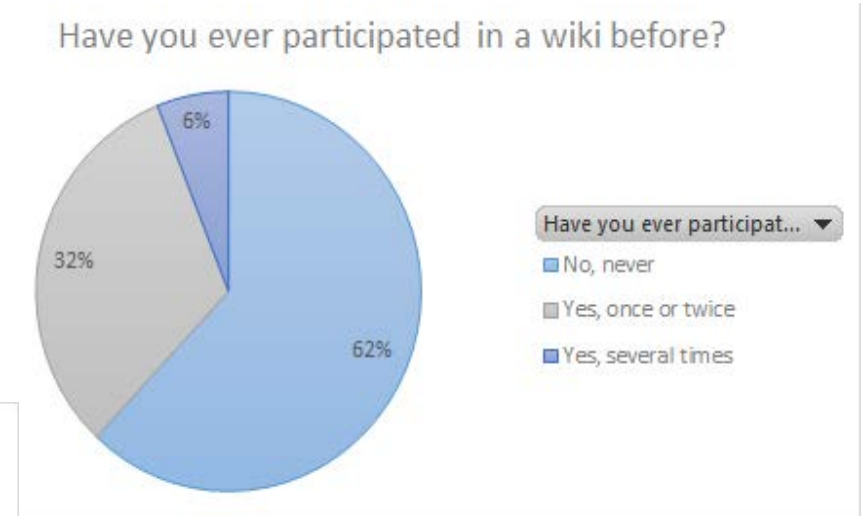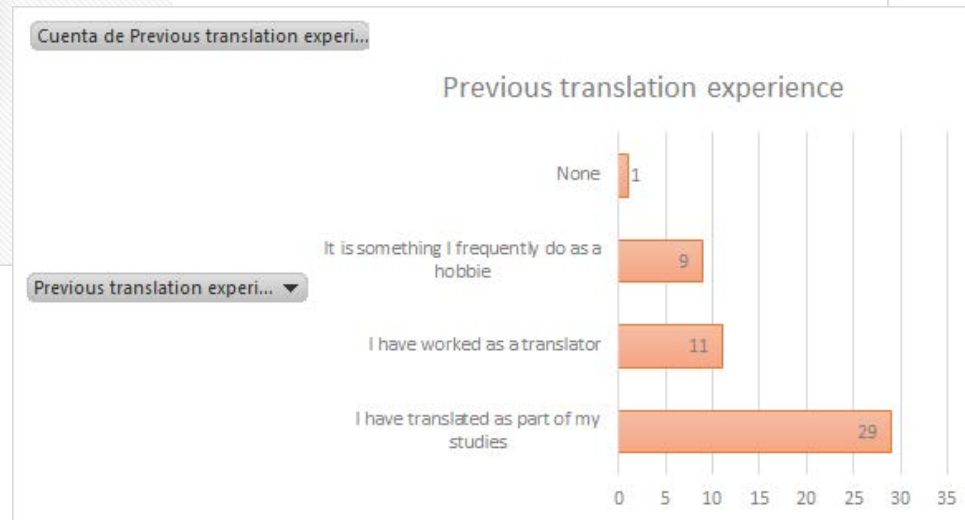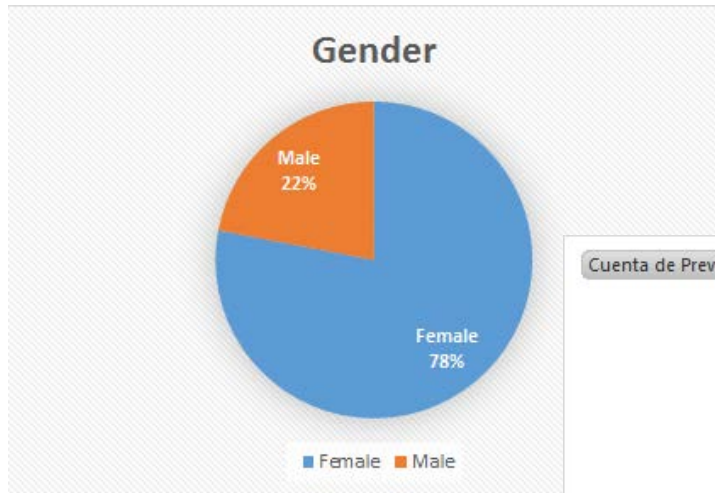
Zheng, B. et alii. (2015)

Methodology

- Call for volunteers (50-28)
- Pre-questionnaire
- Project- Wiki
  Stage 1 translation- observation / wiki statistics
  Stage 2 peer review – students assessment rubric
- Post-questionnaire
- Researchers' review (ongoing)

Data: sample description

Gender — Female 78%, Male 22%

Have you ever participated in a wiki before? — No, never 62%; Yes, once or twice 32%; Yes, several times 6%

Cuenta de Previous translation experi...
Previous translation experience
- None: 1
- It is something I frequently do as a hobbie: 9
- I have worked as a translator: 11
- I have translated as part of my studies: 29

PREVIOUS EXPERIENCE WITH REVERSE TRANSLATION — Yes 73%, No 27%

- 43 years old

- Previous General Translation Course (lifelong learning)

- 62% had never participated in a wiki project.

Data: eLITE wiki interface

Administration options

Instuctions given by the researchers /coordinators

Groups / space to edit by students

Forum

Menu (additional pages)

10

Project procedures (1 month per stage)

Group	Tales
1-2	-Plaga de dragones -La roca de las serpientes
3-4	-Una ciudad de libros -Las bodas del ratón
5-6	-Veraneo estropeado -El grumete y la isla encantada
7-8	- La compostura del dragón - Los chicos guapos
9-10	- Las monedas de oro - ¡Cuidado con el niño!
11-12	- ¡A volar todos! - El estado de sitio
13-14	- El fenómeno - ¿El menor o el mayor?
15-16	- En el sendero de la guerra - Las alhajas de la duquesa

2. Peer-revision stage

Translations 1-2 → Translations 3-4 → Translations 5-6 → Translations 7-8 → Translations 9-10 → Translations 11-12 → Translations 13-14 → Translations 15-16 →
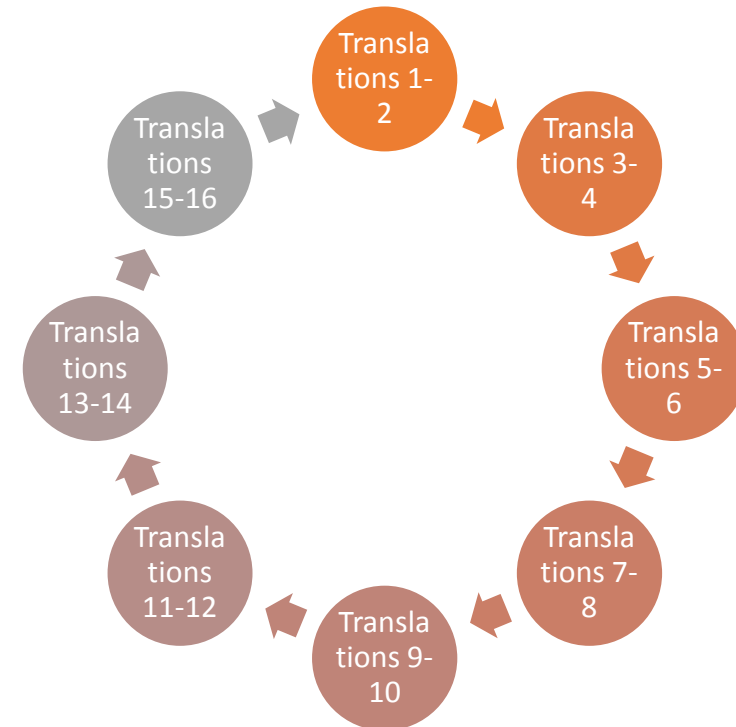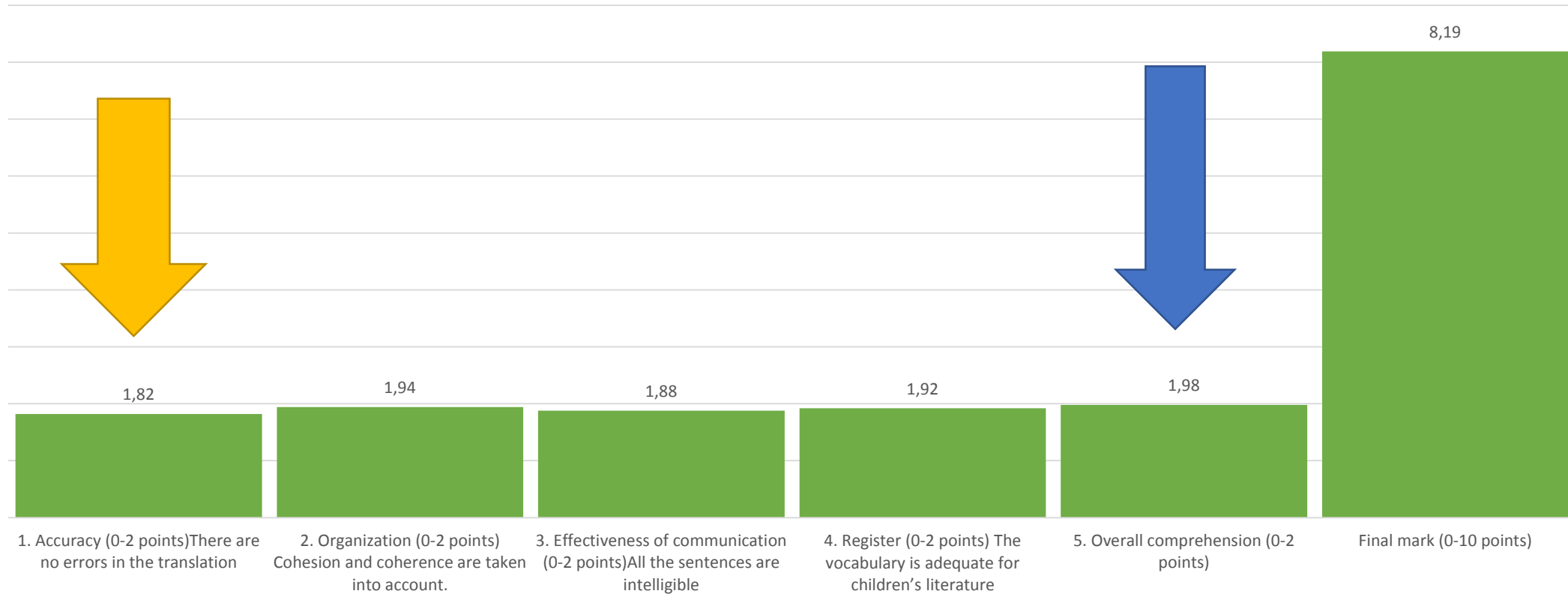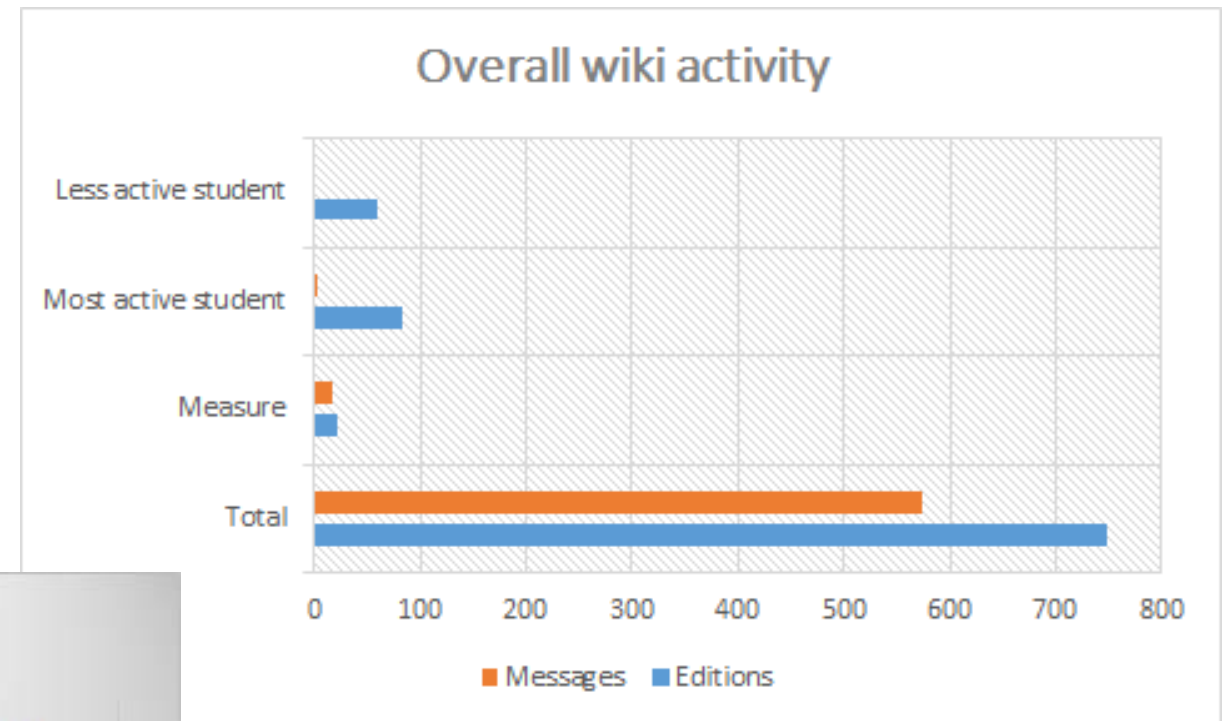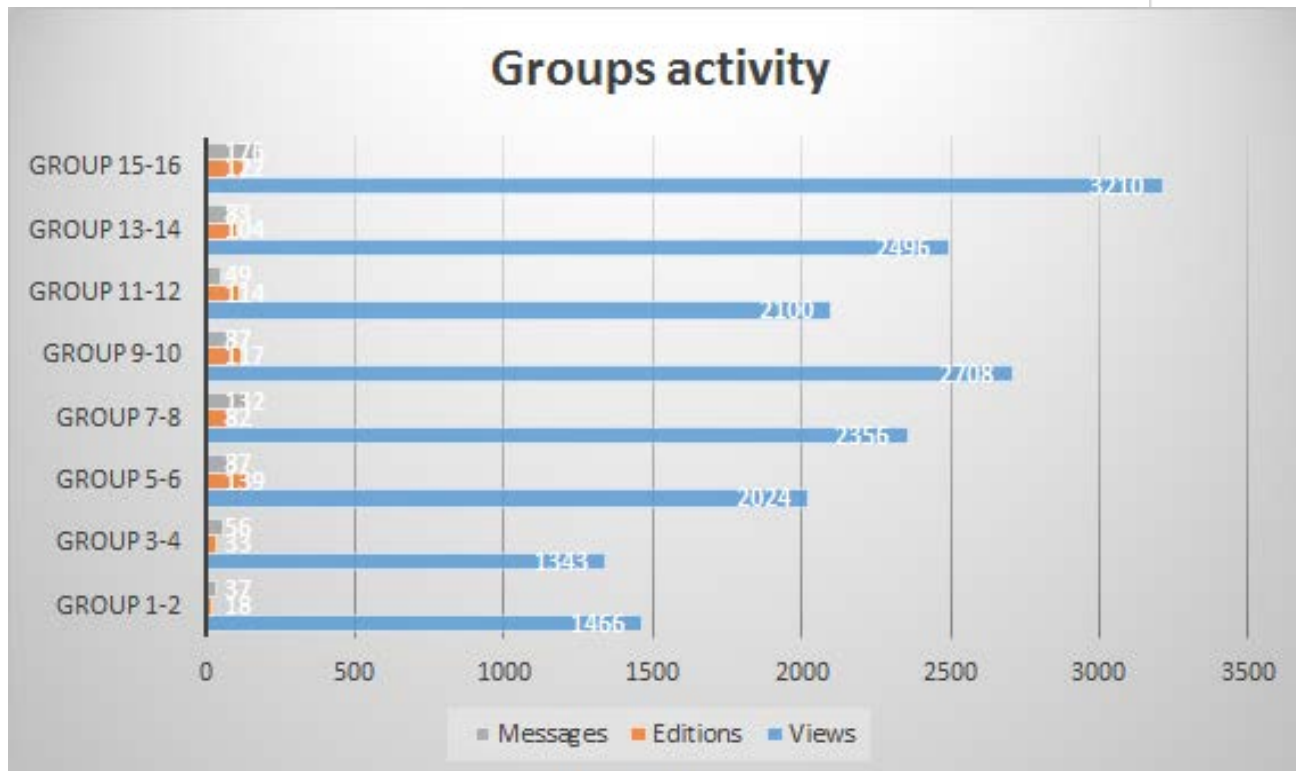
Researcher's daily monitoring and feedback
(General discussion and individual group discussion)

PEER REVIEW RESULTS

Peer-review summary

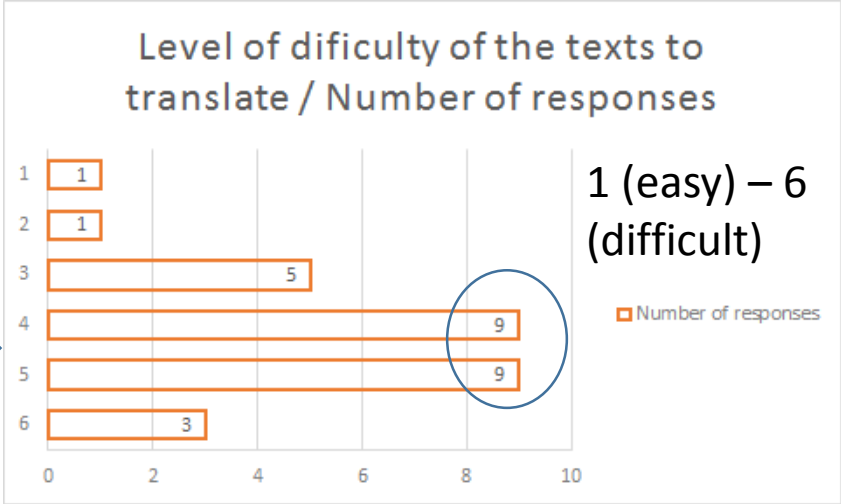|					
1,82	1,94	1,88	1,92	1,98	8,19
1. Accuracy (0-2 points)There are no errors in the translation	2. Organization (0-2 points) Cohesion and coherence are taken into account.	3. Effectiveness of communication (0-2 points)All the sentences are intelligible	4. Register (0-2 points) The vocabulary is adequate for children's literature	5. Overall comprehension (0-2 points)	Final mark (0-10 points)

Wiki statistics (2 months)

Overall wiki activity

Groups activity

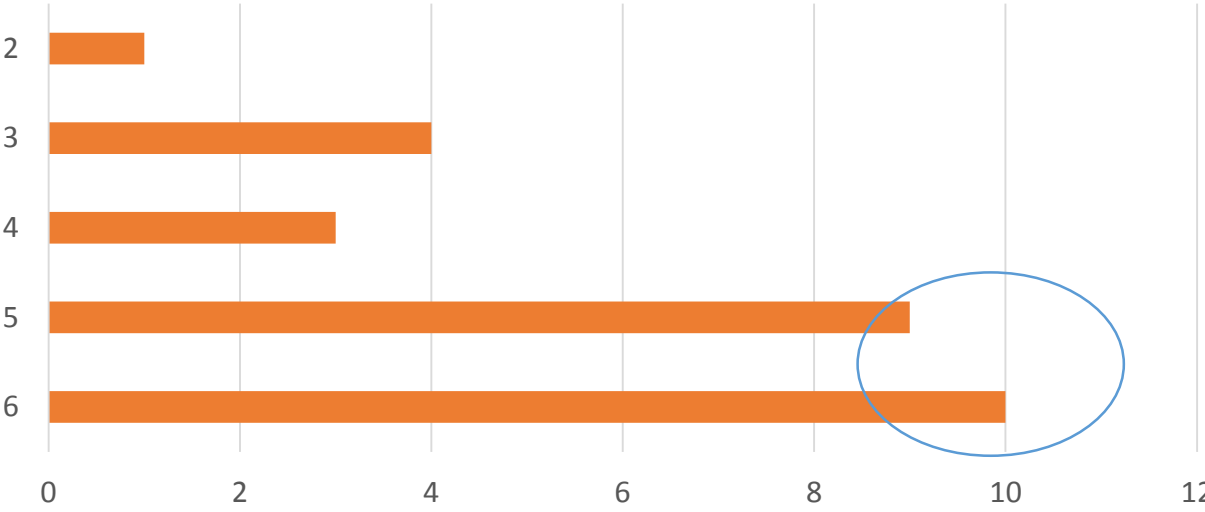- 18 /more than 100 editions per group.
- Around 600 messages sent in 2 months
- More 700 editions

Post-questionnaire results: translation skills

Level of dificulty of the texts to translate / Number of responses
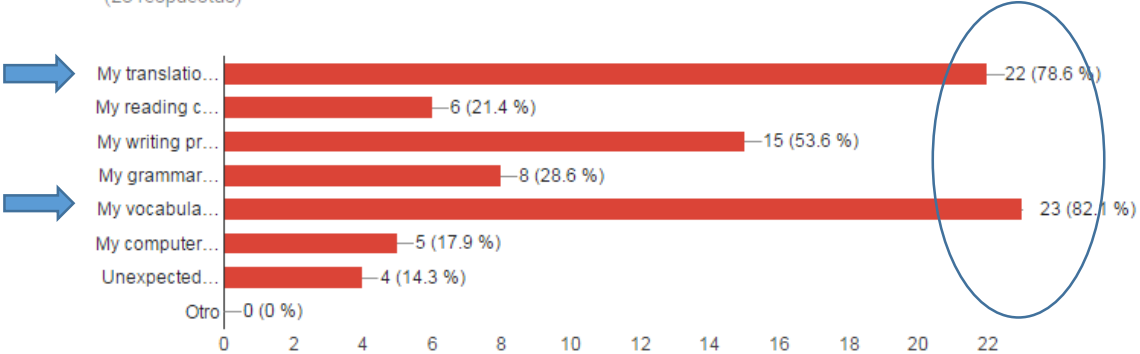
1 (easy) – 6 (difficult)

1(disagree) – 6 (totally agree)

Number of students who think that reverse translation has improved their translation skills

In terms of learning outcomes, choose the areas you think this translation project has enhanced
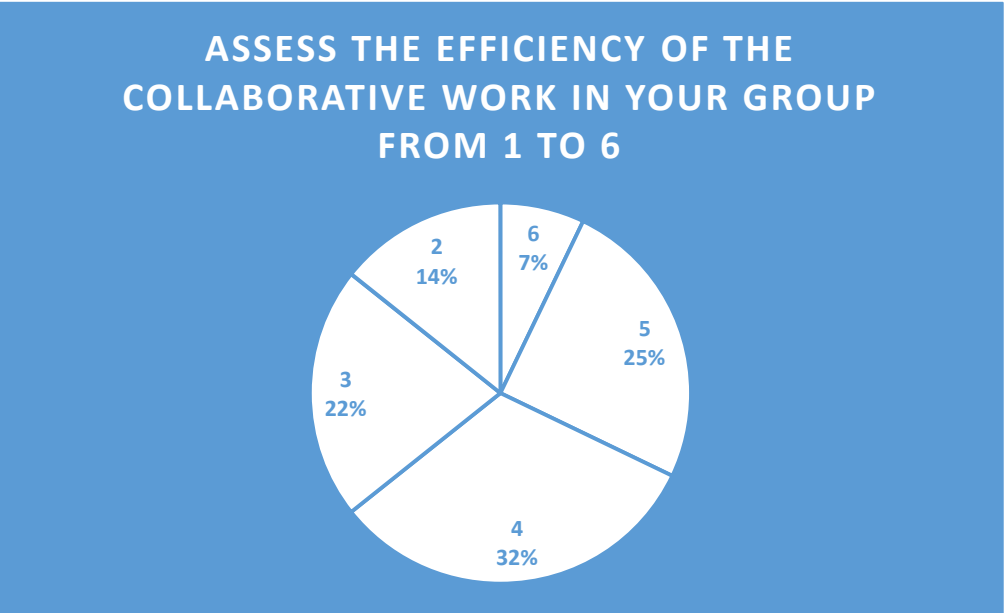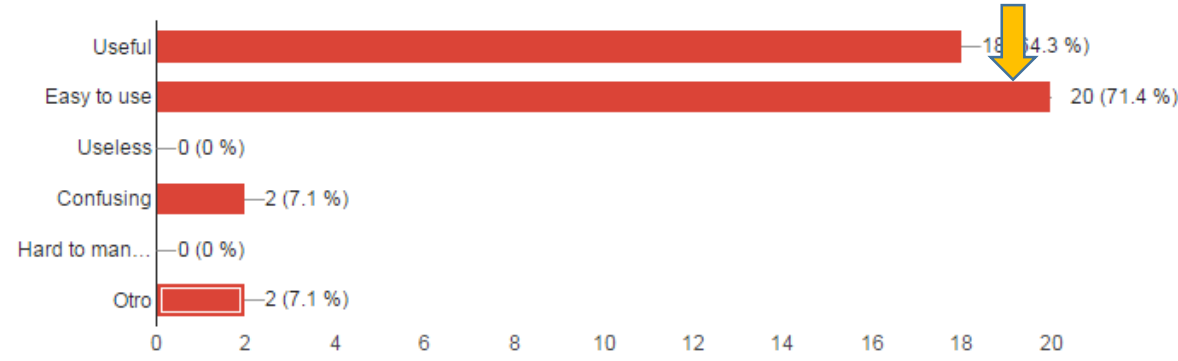(28 respuestas)

My translatio... —22 (78.6 %)
My reading c... —6 (21.4 %)
My writing pr... —15 (53.6 %)
My grammar... —8 (28.6 %)
My vocabula... 23 (82.1 %)
My computer... —5 (17.9 %)
Unexpected... —4 (14.3 %)
Otro —0 (0 %)

Post-questionnaire: collaborative work

How did you undertake the translation? (28 responses)

I did it on pa...	6 (21.4%)
I did it in Wor...	18 (64.3%)
I used printe...	7
I used electr...	20 (71.4%)

I used electronic tools and resources to help me with word selection
Count: 20
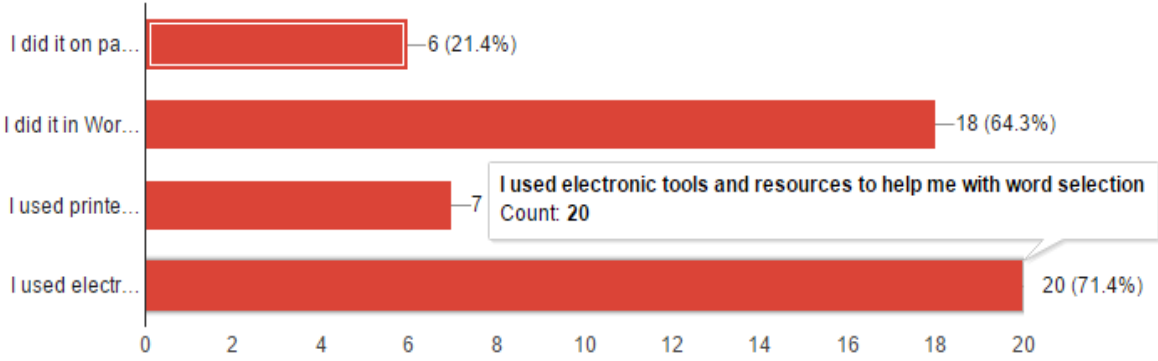
As far as the use of the Wiki is concerned, I consider this type of application
(28 respuestas)

Useful	18 4.3 %)
Easy to use	20 (71.4 %)
Useless	0 (0 %)
Confusing	2 (7.1 %)
Hard to man...	0 (0 %)
Otro	2 (7.1 %)

ASSESS THE EFFICIENCY OF THE COLLABORATIVE WORK IN YOUR GROUP FROM 1 TO 6

6 7%
2 14%
5 25%
3 22%
4 32%

Would you have preferred to translate a whole tale on your own?

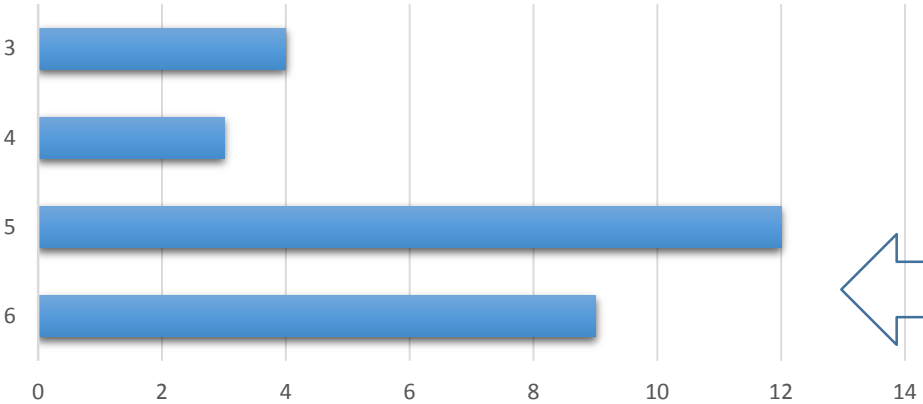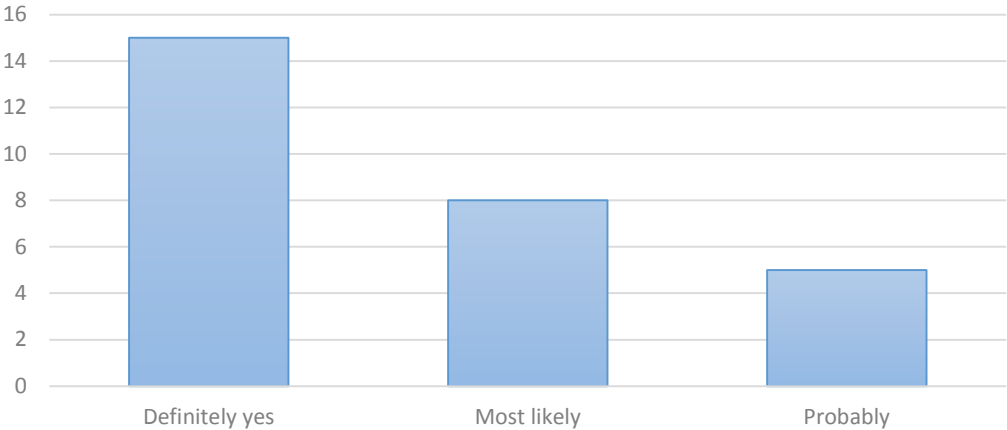| Definitely not	Definitely yes	Probably not	Probably yes
4	2	8	14

15
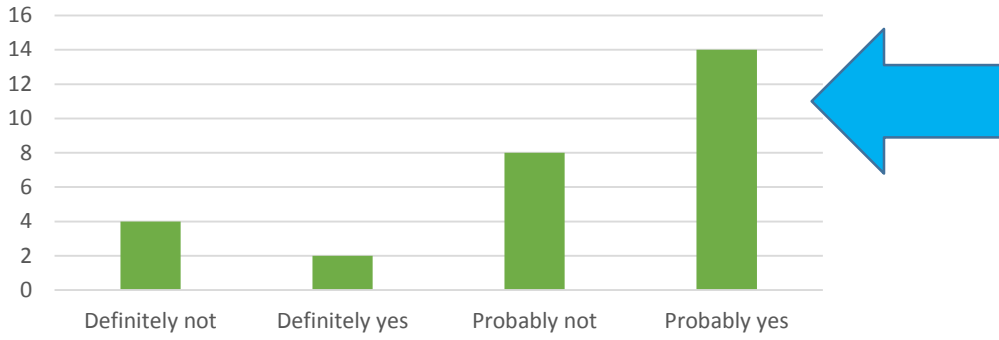
Post-questionnaire results: Satisfaction

Students' Evaluation of the eLITE Crowd Translation Project/ Number of responses
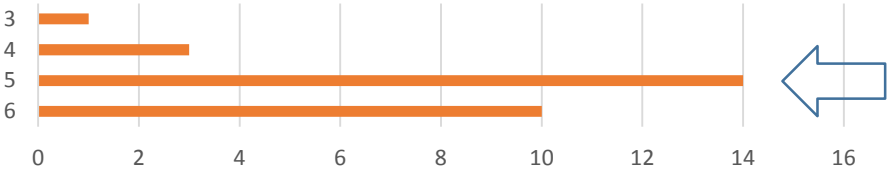
Level of satisfaction with the learning outcomes /Number of responses

willing to participate in similar voluntary translation projects in the future?

Would you like to carry on collaborating in this project?
100% Yes

Discussion I

➢ A successful crowd-translation experience altogether in terms of:
  - ➢ (1) rather low abandonment rate
  - ➢ (2) output quality

❖ The majority —> non digital natives and novel experience for them

➢ Factors that had a key impact in the outcome of the project include:
  - ➢ (1) volunteer population: experienced and passionate translators (the language dimension of the project was more significant than the digital one)
  - ➢ (2) a tightly scheduled experiment with close monitor supervision

➢ The main language aspects that showed gain: translation skills, vocabulary and writing (interesting margin for incidental learning - a hot topic these days in technology-based language learning)

Discussion II

➢Areas identified in which there is scope for improvement:
  ➢Perception & attitude towards:

- (1) collaborative work (persistent dependency on monitors/tutors) <—> large body of translations undertaken + continuous interaction in target language (exposure linked to improvement)
- (2) P2P (individualistic attitude to own work) <—> refinement of translation output

Conclusions

❑Translation as a 'recovered' L2 practice & development strategy

❑Crowd translation as a process that can provide a highly motivational social working environment

❑Subjects demonstrated: project engagement, exploratory attitude & good group ethics

❑Peer feedback enables highly refined translation output

❑Close monitorization, gamification and certification to ensure high quality production and avoid project abandonment

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Thank you

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