



Course Specifications

Course Title:	Computer Aided Translation (CAT)
Course Code:	ENG 384
Program:	Bachelor of Arts in English
Department:	Department of English Language & Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

Table of Contents

<u>A. Course Identification</u>	3
6. Mode of Instruction (mark all that apply)	3
<u>B. Course Objectives and Learning Outcomes</u>	3
1. Course Description	3
2. Course Main Objective.....	3
3. Course Learning Outcomes	3
<u>C. Course Content</u>	4
<u>D. Teaching and Assessment</u>	4
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	4
2. Assessment Tasks for Students	4
<u>E. Student Academic Counseling and Support</u>	5
<u>F. Learning Resources and Facilities</u>	5
1. Learning Resources	5
2. Facilities Required.....	5
<u>G. Course Quality Evaluation</u>	5
<u>H. Specification Approval Data</u>	6

A. Course Identification

1. Credit hours:	2 Hours
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered:	Level 6 / Third Year
4. Pre-requisites for this course (if any):	ENG 355 –ENG 358
5. Co-requisites for this course (if any):	
None	

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	24	75%
2	Blended	8	25%
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	24
2	Laboratory/Studio	8
3	Tutorial	8
4	Others (Tests, practical application)	24
	Total	64

B. Course Objectives and Learning Outcomes

1. Course Description

This course introduces translation memory technology and machine translation tools and software applications. It provides students with a wide range of computer skills, resources and knowledge of the various technologies and software used by professional translators. Students will explore the differences between Computer Assisted Translation (CAT) and Machine Translation (MT) and become familiar with the concept of Translation Memory (TM), especially how TM differs from term bases and glossaries. Students will also learn the main features of a professional translation tool and practice how to revise translation drafts in a consistent work-flow. The course, therefore, acquaints students to modern electronic translation environments, providing them with practical advice on how information research, terminology management, and translation memory systems can best be integrated into the translation process.

2. Course Main Objective

This course aims to train students to use computer-aided translation (CAT) technology effectively in different translation environments. The course seeks to help students attain the following goals:

- Identify the various technologies and software used by professional translators.
- Identify different strategies of computer-aided translation.
- Recognize the differences between CAT and Machine Translation.
- Become familiar with the concept of Translation Memory.
- Learn the main features of a professional translation tool and how to use it.
- Apply a range of CAT tools to practical translation projects.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding <i>By the end of the course, students will be able to:</i>	
1.1	Demonstrate knowledge about the basic concepts and terminology related to the field of computer aided translation and its relation to other discipline.	K1
1.2	Outline the various technologies and software used by professional translators.	K2
1.3	Demonstrate knowledge about the main features of a professional translation tool	K3
2	Skills: <i>By the end of the course, students will be able to:</i>	
2.1	Explain different strategies of computer-aided translation.	S1
2.2	Compare between the differences between CAT and Machine Translation.	S2
2.3	Implement the current theories in the field of CAT in their language learning and teaching	S5
2.4	Apply different CAT tools in practical translation projects.	S6
3	Values: <i>By the end of the course, students will be able to:</i>	
3.1	Demonstrate individual learning abilities through self-editing, proofreading practices and individual CAT projects.	V1
3.2	Demonstrate teamwork skills and signs of leadership while involved in group tasks (positive response to tutor and peer correction without losing the initiative)	V2
3.3	Carry out computer-aided translation projects responsibly and ethically when performing translation assignments, translation research, and academic work.	V3

C. Course Content

No	List of Topics	Contact Hours
1	Course requirements, resources, assessment	2
2	Introduction: The trouble with translation before the advent of computers	2
3	The beginning of machine translation The 1966 ALPAC report	2
4	Tutorial	2
5	Parallel corpora and sentence alignment Example-based machine translation Statistical machine translation	2
6	Tutorial	2
7	Segment-based machine translation Challenges and limitation of statistical machine translation Deep learning machine translation	2
8	MIDTERM EXAM	2
9	The evaluation of machine translation systems The machine translation industry The future of machine translation	2
10	Tutorial	2
11	Capturing Data in electronic form Corpora and Corpus-analysis tools	2
12	Terminology-management systems	2
13	Tutorial	2
14	Translation memory system	2
15	Revision Session	2
16	Revision Session	2
Total		32

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Demonstrate knowledge about the basic concepts and terminology related to the field of computer aided translation and its relation to other discipline.	<ul style="list-style-type: none"> - Lecturing - Student presentations - Practical translation tasks - Discussion of errors - Group and pair work to compare translations - Tutorials 	<ul style="list-style-type: none"> - Tests - Periodic quizzes - PPT presentations - Assignments - Oral questions
1.2	Outline the various technologies and software used by professional translators.		
1.3	Demonstrate knowledge about the main features of a professional translation tool		
2.0	Skills		
2.1	Explain different strategies of computer-aided translation.	<ul style="list-style-type: none"> - Intensive translation drills - Intensive tutorial input - Direct monitoring of student's output in class 	<ul style="list-style-type: none"> - Tests - Peer evaluations - Periodic quizzes - PPT presentations - Assignments - Oral questions
2.2	Compare between the differences between CAT and Machine Translation.		
2.3	Implement the current theories in the field of CAT in their language learning and teaching		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.4	Apply different CAT tools in practical translation projects.	<ul style="list-style-type: none"> - Immediate tutor feedback - Interactive peer correction - Problem-solving workshops - Discussion of errors - Group and pair work to compare translations 	
3.0	Values		
3.1	Demonstrate individual learning abilities through self-editing, proofreading practices and individual CAT projects.	<ul style="list-style-type: none"> - Interactive classroom communication - Translation Workshops - Peer teaching technique - Discussion of errors - Group and pair work to compare translations - Self-learning exercises 	<ul style="list-style-type: none"> - Monitoring individual performance using self-evaluations - Observing students' behavior during pair/group work sessions - PPT presentations (especially Q&A time)
3.2	Demonstrate teamwork skills and signs of leadership while involved in group tasks (positive response to tutor and peer correction without losing the initiative)		
3.3	Carry out computer-aided translation projects responsibly and ethically when performing translation assignments, translation research, and academic work.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quizzes	3, 6, 9, 13	10%
2	Midterm	8	30%
3	PP presentation	3, 6, 9, 13	10%
4	Assignments	4, 7, 10, 12	10%
5	Final	16	40%
Total			100%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

- Instructors are available during their assigned office hours usually from two to four hours depending on their teaching loads.
- Instructors devote approximately ten minutes at the end of each lecture for receiving students' questions in relation to the latest lecture as well as the student's revision and self-study problems.
- Instructors are assigned one hour for student academic advising.
- Faculty emails are accessible for students.
- Online interaction between instructor and student is available using the university's official online platforms (e.g., Microsoft Teams, Blackboard Learn, Microsoft Kaizala).

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ol style="list-style-type: none"> 1. Poibeau, T. (2017). Machine Translation. MIT press. 2. Bowker, L. (2002) Computer-Aided Translation Technology: A practical Introduction. University of Ottawa press.
Essential References/ Materials	<ul style="list-style-type: none"> • Austermühl, Frank. Electronic Tools for Translator. 2001. • O'Hagan, M. & Ashworth, D. (2002). Translation-mediated Communication in a Digital World: Facing the Challenges of Globalization and Localization. Clevedon: Multilingual Matters • Gouadec. Daniel. Translation as a profession. 2007. • Barksdale, Karl & Teeter, Ryan. Google Apps for Dummies. 2008. • Somers, H. L. Computers and translation: a translator's guide. 2003.
Electronic Materials	<ul style="list-style-type: none"> • Glossary of Translation and Interpreting Terminology, http://trans-k.co.uk/glossary.html • www.Traductionmagazine.com <i>جسور المجلة الدولية لعلوم الترجمة واللغة</i> • www.arabswata.org <i>الجمعية الدولية للمترجمين واللغويين العرب</i> • www.arabswata.info <i>مجلة آتا للترجمة واللغات</i> • http://atida.org/main.php <i>جمعية الترجمة العربية وحوارات الثقافة (عتيدة)</i> • List of online dictionaries: http://www.egyta.com/DictionariesDirectory.htm
Other Learning Materials	<ul style="list-style-type: none"> • <i>Ethics of interpreting and translating: A guide to obtaining NAATI credentials.</i> • National Accreditation Authority for Translators and Interpreters Ltd Canberra,

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms Main Library King Abdullah City Campus Library Computer Labs
Technology Resources (AV, data show, Smart Board, software, etc.)	The university's official cloud server cloud.imamu.edu.sa gives access to faculty and students to multiple Microsoft Office 365 applications such as OneDrive, Teams, SharePoint, Kaizala ...etc. <ul style="list-style-type: none"> • Blackboard

Item	Resources
	<ul style="list-style-type: none"> • Cisco Webex • AV • Data show • E-podium • overhead projector • electronic whiteboard • Internet Access <p>The existing labs could be used for special electronic applications (e.g. guided library search for a given translated work or any other computer-operated classroom activity: such as Concordancer or special software designed for a stylistic analysis of literature before its translation)</p>
<p>Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	<p>Intranet system allowing students in the same lab to share the master screen (operated by the instructor). This is useful in tasks requiring the automatic treatment of linguistic data in journalistic, legal, etc. textual registers as a stage of the translational act (e.g. Text Concordancing or Sharp Text Analyzer are two efficient tools of computer-aided textual analysis)</p>

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching method and content	<ul style="list-style-type: none"> - -Students - -Exam results - -Program leaders - -Accreditation reviewers 	<ul style="list-style-type: none"> - Direct for the exam results and indirect for the rest.
Extent of achievement in terms of CLOs	<ul style="list-style-type: none"> - Program leaders - Accreditation reviewers - Students' performance in professional competition exams 	<ul style="list-style-type: none"> - Direct evaluation for student satisfaction (online questionnaire) - Indirect evaluation for the rest
Quality of learning resources	<ul style="list-style-type: none"> - Students - Instructors - Program leaders - University librarian - Accreditation reviewers 	<ul style="list-style-type: none"> - Direct evaluation

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	