Developing a translator training plat through user story map

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1. Introduction

We are currently updating MNH-TT (Minna no Hon'yaku for Translator Training: Translator Training of/by/for Everyone) developed by National Institute of Information University of Tokyo, Centre for Translation Studie National Institute of Informatics (NII), Japan, with pre-defined meta-language for several aspects in which visualisation of action logs, etc. (Abekawa, et al. 2012; Hartley, et al. 2016; Kageura, et al. 2016; Kage

MNH-TT is fully functional, providing a rich lab design and development of translation training experi Centre for Translation Studies, University of Le a system for this. The development of MNH-TT was carried out a fully functional experimental version of MNH-TT in 2015 experimental use by several collaborating inst identified issues in the relationship between us after several years since the first experimental became necessary.

In updating MNH-TT, we adopted a user-centered approach, taking adv first experimental version of the system was ful

1. identify basic functions provided by the sys
2. organise the functions in the user scenario;
3. define a user story map that enables to cla of users;
4. define system functions, function flows and identify the missing functions (user story map and other mechani

This cycle was repeated several times before goi

In this paper, we intend to share the key as translator training courses for universities schools

process. The rest of the paper is organised as
version-TT of MNH. Section 3 describes the development
the process as well as some concrete issues r
explanation of connecting the user story map wi
outlook.

2. A brief o-TTerview of MNH

2.1 Concepts

As explained-TT above, MNH was originally developed jointly
Tokyo, Japan, CTS, University of Lees, UK, and
volunteer-aid translator Minna no Hon'yaku (MNH) develop by NICT, Unive
Tokyo and NII (Utiyama, et al. 2009; Kageura et
are mostly designed based on the long experien
Leeds. MNH-TT adopted key concepts and ideas:

Because translations in the real world are ca
translator trainees should gain competence no
in how to play a role in, and manage, translation projects
other project participants (cf. CEN 2006; ISO
nurture both translation competence and trans
Translation training should be set up in such a way that actual tran
(Kiraly, 2000).

Taking these factors into account, and taking in
Leeds, MNH-TT was developed as a project-based translation training system
translator training in the real world. The system has the following
among others:

1. Facilitating project-based translation training. The system
CAT systems that assist translation, but it was ke
learners do not need to learn how to use the s
2. Supporting learners by providing language resources, such as
(Castagnoli, 2006; Shrestha, 2015) and dialogue act types (Allen
process of translation project.
3. Promoting reflective learning by accumulating
systematic revisions (cf. Plym 2009)

2.2 Brief description of MNH-TT

We here give basic description of MNH-TT as it was first used as the
core parts remain the same in the updated versio
Users: Users are divided into four categories, namely administrator, manager,
instructor and learner. Learners organise a team in MNH-TT (normally tr
but this unit can be flexible) decides an organ

with manager. Once organisation is registered, its manager is registered … can register instructors and learners. Instructo…

Projects: Translation training proceeds in a project set up … framework. The projects consist of information, par… glossaries, TM, resources, bulletin boards and s…

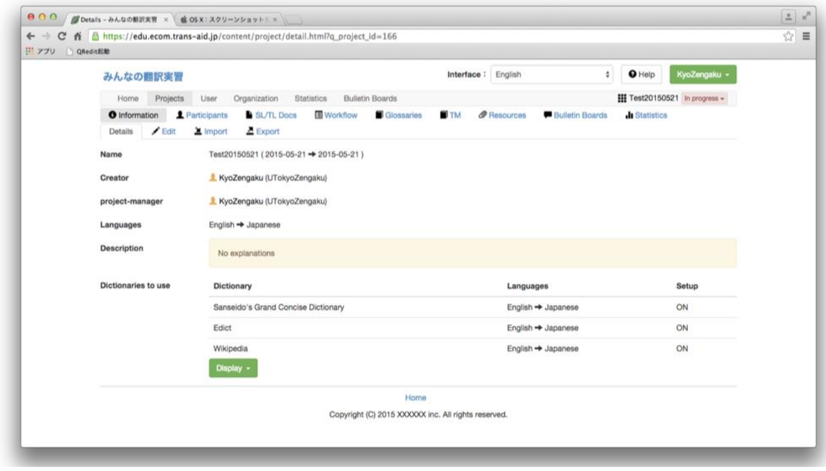

Fig. 1 Project main screen

Roles and tasks: Project participants take one of 12 roles: manager, … terminologist, translator, revisor, translation-editor, … mt-post-editor (cf. CEN 2006; ISO 2015). The manager role … assign a learner to tasks. Six task groups, i.e. manager, workf… tm, and mt are defined, which are related to 12 … to one of six task groups. Note here that the roles … learners) are not limited to translation in its … can be selective, e.g. cover only translation, revisi…

Workflow management: MNH-TT provides standard workflow manag…

Dialogue: Project participants interact with other… structured communication in the project, the sy… scaffolding of communication, consisting of fou… role. These are further categorised into dialogue acts (Allen and Core 1997) …

Translations and revisions: The core process co… out on a translation editor, which provides reference look-ups … Revisions a… reviews are made using a revision category from MeLLange (Ca… 2005), which facilitates decision-making (Fujita et al. 2…; as shown in Figure 2 … revision (the left) and comparative view (the right) …

Resources: terminologies, translation memories and o… in the system. They can be exported to be shared…

Inter-project/organisational: The system facilitates th…

Statistics and reflection: The retrieved learning-TTs … provide … scaffolding for learners to gain meta-languages …

revisions and dialogue act types are the main
function meta-languages. Logs of participants' actions are
categories and through revision checking mechanisms t
Figure 3 shows both the basic revision categories applied

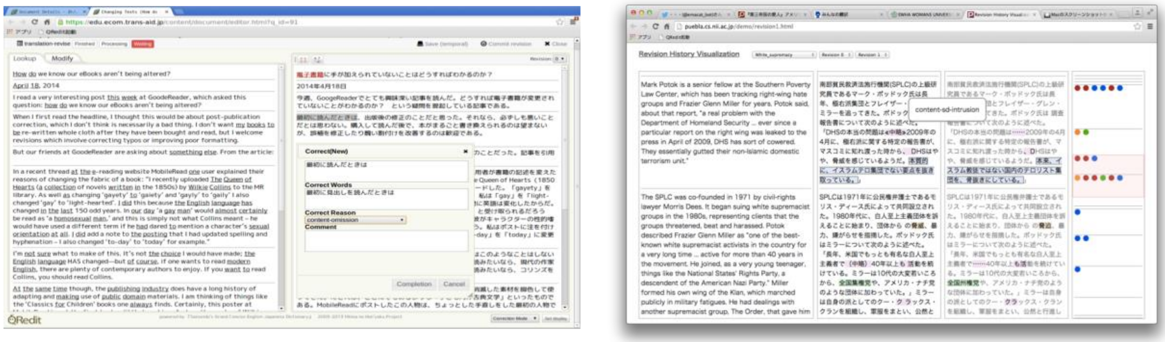

Fig. 2 Translation-aid editor revision and mode comparison

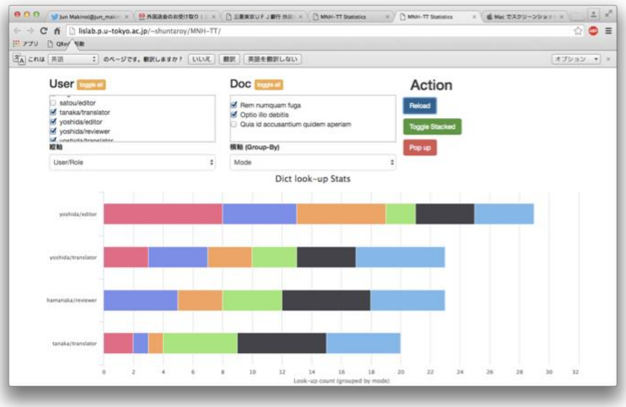

Fig. 3 Visual display of statistics

3. Developing a user story map: Necessities, process and results

3.1 Necessities of a user story map

The first version of MNH-TT was fully functional. Several organisations use
Through the experiments with several workshops
Europe, we observed several issues from the use

The issues identified are related to the relationships bet
the translation projects. For instance, in training, often
source document materials are used for different translation
more convenient if instructors can define the t
TT, however, the task can be defined in each p
resources can be maintained independent of the proje
should be carried out not only within the proje
source document but are carried out by different

The original MNH-TT put the unit of project as the ce

defined all the functions in a unified way arou
elements of translation and t [illegible]
embedding the functions and scaffolding mechan
competences in the system-TTA [illegible]
that naturally [illegible]
one of the important [illegible] in 2018 [illegible]
superimposing pedagogi-based processes [illegible]
to organise pedagogical processes ess [illegible] tially ou

To integrate [illegible] process defined
MNH-TT, it was [illegible] clarify expec
because pedagogy is [illegible]
functionalities and their org [illegible]
defining a user story map [illegible] (English 2018), as
functions in accorda [illegible]
and reflected in -TT [illegible] for

3.2 Process of refining user story map

Against the [illegible], we defined a user story map
the following manner.

1. Identify basic functions provided by the sys
2. Organise the functions in accordance with th
3. Define a user story map [illegible] of users

We repeated these [illegible] 2019 [illegible]
becomes estab [illegible] because we alr
have fully [illegible] MNH which items including
participants of the project and fun [illegible]
the form of user story map, revealed that some functions b
experiences. Issues related [illegible]
items and pedagogical processes and how [illegible]
translation processes [illegible] Figure 4(a) [illegible]
refining the user story map [illegible]
how user story map [illegible] Figure 4(a) [illegible]
first user story map that [illegible]
that top level processes are defined by "proje
"classroom" [illegible]. Correspondingly, [illegible] project
classroom layer was introduced, missions of ins
the classroom and the [illegible] Figure 4(c) [illegible] project [illegible]
identified but not [illegible] decided that [illegible]
should be pooled in the classroom with pedagogi
project missions. Figure 4(d) shows the final user story map.

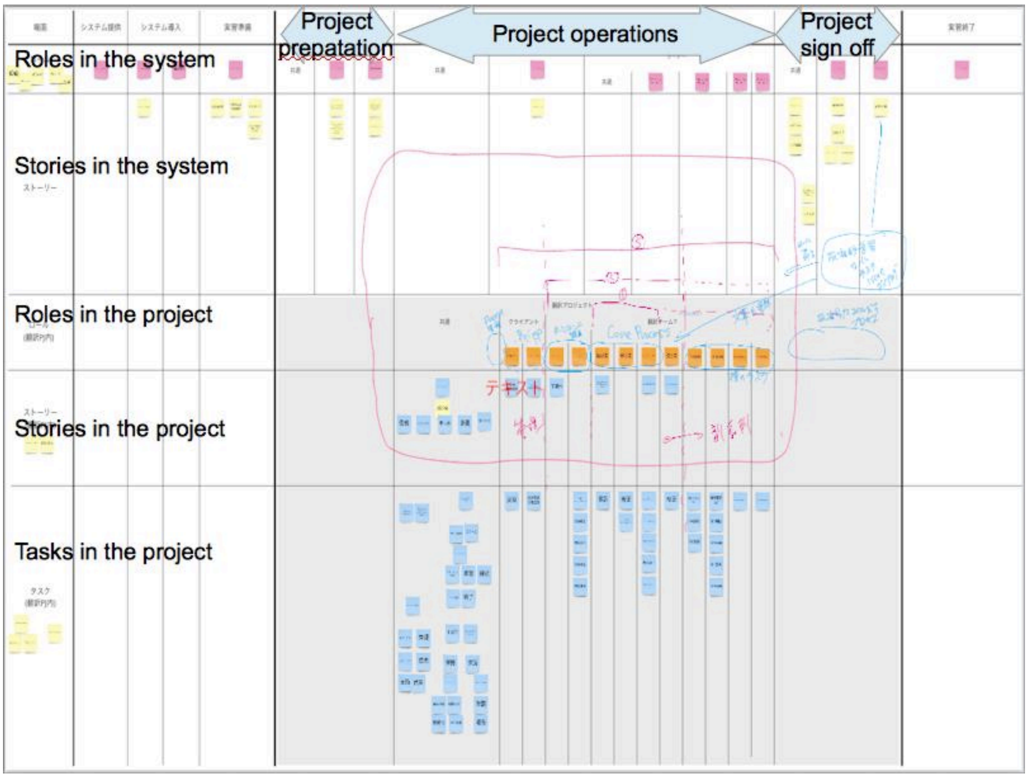

Figure 4(a) The usage of the story map [illegible]

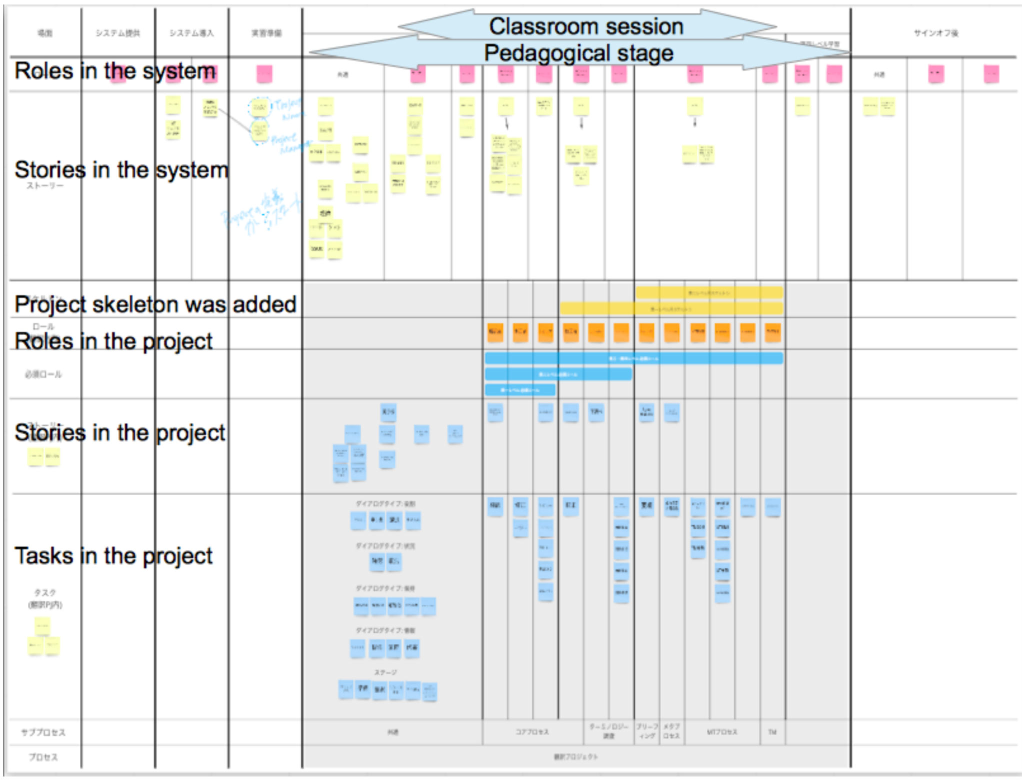

Figure 4(b) The user story map

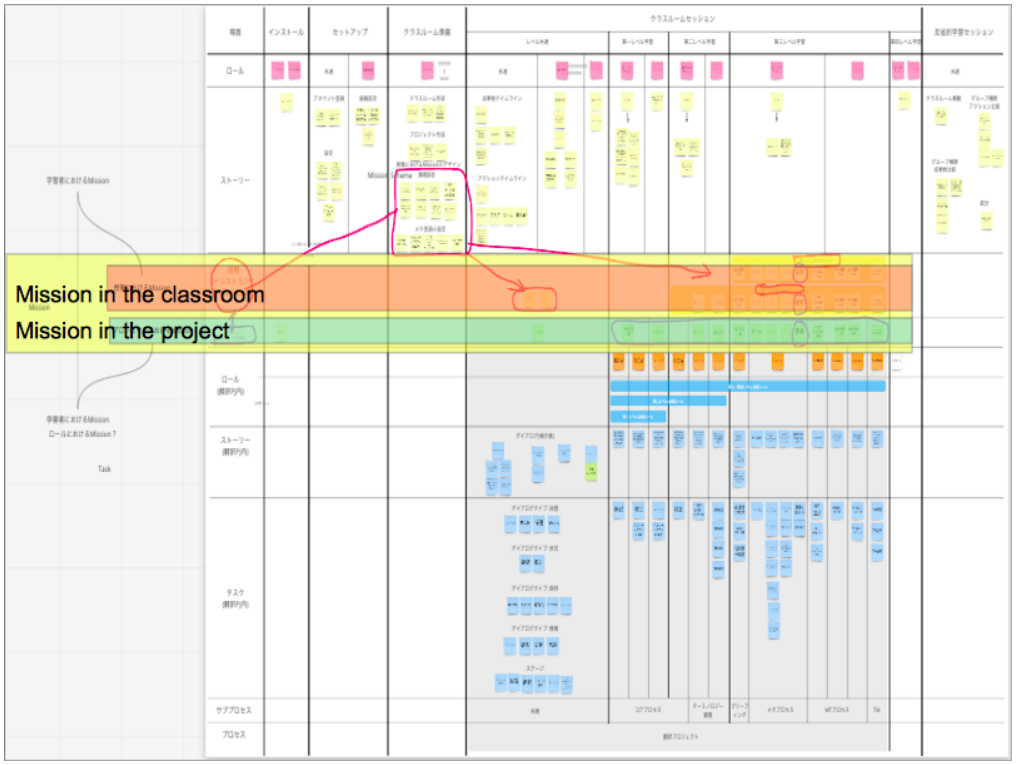

Fig 4 (left) User story map in which the

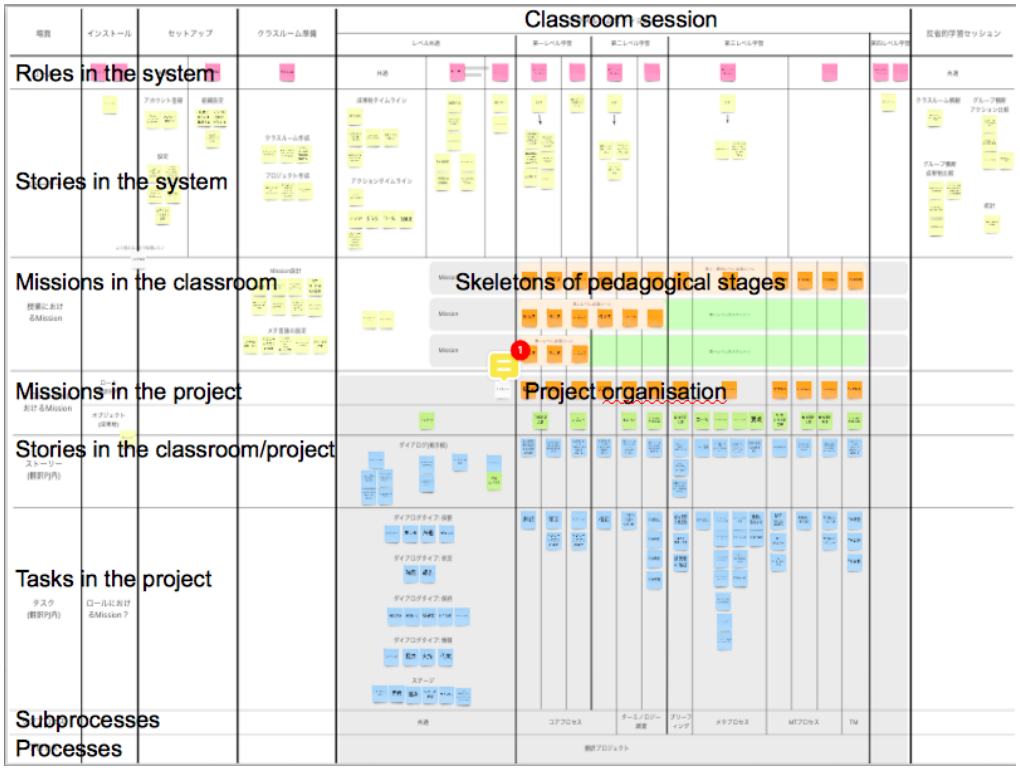

Fig 4 (right) The final version of the

3. Main results

Through the process of refining the user story ... expectations in the pedagogical-centered function ... provided in the original TT-MNH ... were ... classroom layer, wh... absent from the first version. This produced the ... belong both to the classroom layer and the ... object ... in this duality, as this simply reflects the fact th... pedagogical setup. At the start of defining use... MNH-TT left classroom functionalities to the system. Thru... refinement of the user story map, we succeeded ... extent that we can design the system in such a way that MNH-TT the ... classroom operations between the real classroom operatio... clearly defined in accordance with the experienc...

4. System interfaces/functions and user stor...

The user story map should be reflected in the update of TT-MNH. For version ... implementation, therefore, framework, elements, ... story map should be transformed to system funct... done first by mapping the original TT-MNH interfaces to the story map ... necessary changes to be made to the functions a... user story map. Figure 5 shows the mapping between the project ... and the original TT-MNH interfaces.

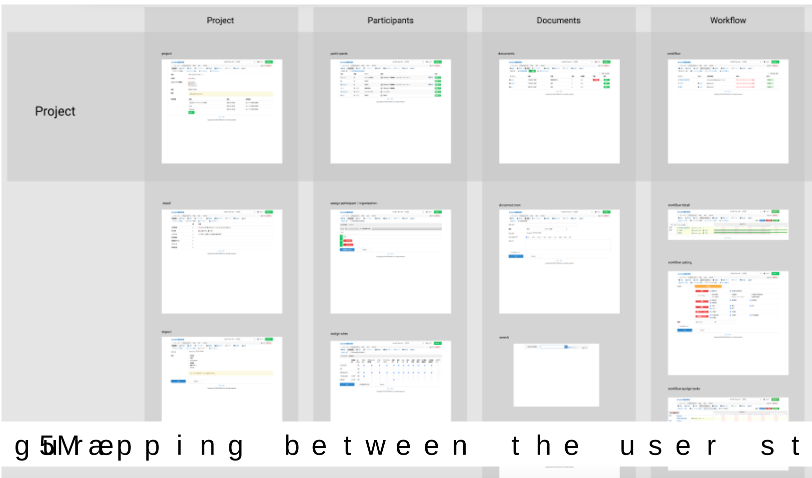

Fig. 5 Mapping between the user sto...

Figure 6 shows the mapping between the ... project ... of ... the design ... Figure 7 shows the interface transition ... wireframe. The system development is under way and t... December 2020. At the time of release, English, Chinese, ... fully provided.

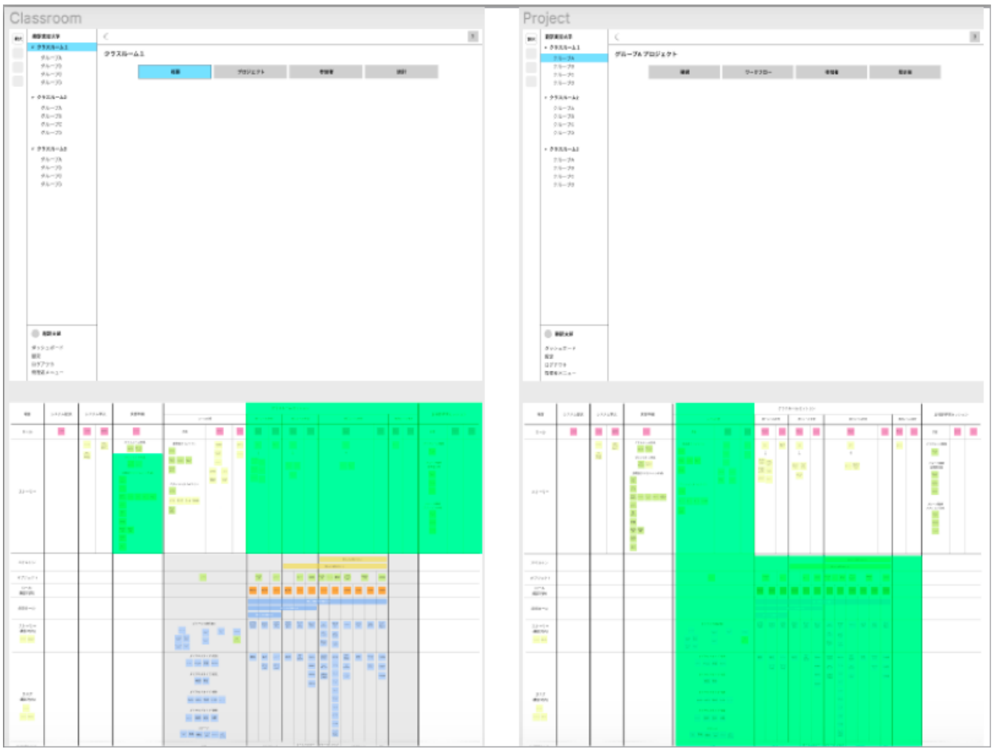

Figure 6. Interface design (upper panel

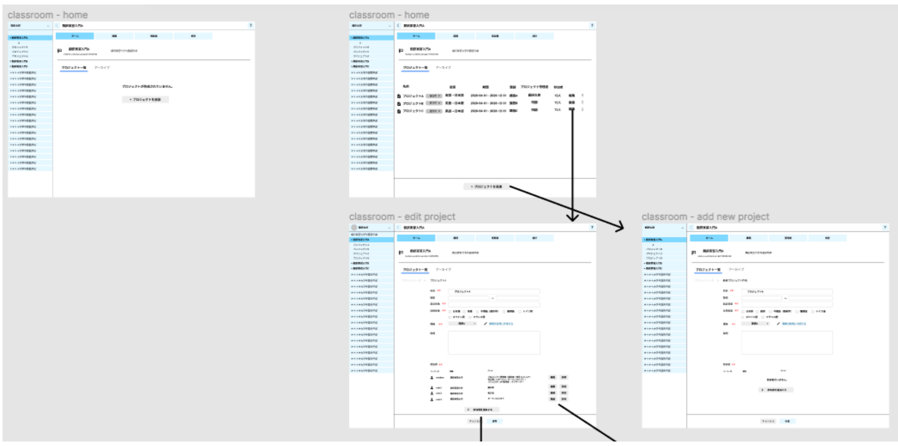

Figure 7. Interface transition and fu

5. Conclusions and outlook

In this paper we report T-TOT, the … system with scaffolding functions. We detailed … system functions through defining the T-TOT … functionalities as a … than the character …

system developers [illegible] translation researchers and instru…
perceived by actors involved in translation training …
map.

In parallel with the user story mapping, we are [illegible] MNH-TT [illegible] languages that enable translators to talk about translation process [illegible] the new MNH-TT that [illegible] translate (t… how to talk about translation competence). For users … languages, matching [illegible] and experiences on [illegible] this system [illegible] accordance with [illegible] report [illegible] version [illegible] it becomes fully available.

Acknowledgement

This work is partly supported by JSPS KAKENHI … (https://...) [illegible] a rich [illegible] greatly to the development of the user story map…

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