Wiki as a Pedagogical Tool for Translation Teaching

HARI VENKATESAN  
University of Macau  
hariv@umac.mo

ROBERT P. BIUK-AGHAI  
University of Macau  
robertb@umac.mo

ABSTRACT

This study describes the deployment of a modified form of MediaWiki in translation pedagogy. The study is based on three years of experimentation at the University of Macau and it offers a framework for using wiki as a pedagogical tool to aid teaching and evaluation. The study looks at a wiki essentially as a platform enabling student-centred collaborative learning, drawing from the social constructivist theory. Three user surveys collected at the end of each year shed light on the way the system was received and possible problem areas. They indicate that the system was received favourably, though concerns regarding speed and coordination of discussions remain.

KEYWORDS

Social Constructivism, Wiki, Collaborative Learning, Translation Pedagogy.

In too many schools and universities….the teacher more or less imposes a fair copy which is a ‘model’ of his own English rather than proposing a version for discussion and criticism by students, some of whom will be brighter than he is.  
(Newmark 2001a: 20)

Computer Supported Collaborative Learning (CSCL) became a reality with advances in technology and notably the advent of the Internet. Computer Aided Instruction, the precursor to CSCL, brought about automation of data dissemination, test-taking, language drills etc. that radically changed the classroom. As technology improved around the mid 1990s, computers and the new Internet began to be seen as potential tools for creating new learning environments (Alavi 1994: 160), moving away from the mostly uni-directional lecture format of teaching. In 1995 Ward Cunningham created the wiki, a web site whose pages could be read and modified by anyone with access to the Internet. Wikis could act as repositories for storage and dissemination of information and the collaborative production of assignments, projects, essays etc. The present study describes one implementation of a Wiki that aims to provide a collaborative learning environment for translation.
1. Background

The University of Macau (UM) is located in the Macao Special Administrative Region (MSAR) of the People’s Republic of China. The language most widely spoken in the MSAR is Cantonese. Local students in the UM include both students that graduated from English medium schools and Chinese medium schools. There are also present a significant number of students who received secondary education in Mainland China and Taiwan where the language of instruction is Putonghua or Modern Standard Chinese. There is thus a wide variety of students at the University with varying levels of competence in English and Chinese.

Translation courses are offered by the Department of English of the UM under the four-year Bachelor of Arts program and as electives. The courses begin at year two and continue till year four. Class sizes for translation courses typically range from 15 to 30 students. Of these the majority of students are residents of Macao while about four to five students per class come from the Mainland. There are also present some local students who received secondary education in Taiwan and Taiwanese students. The instructor in these classes is typically faced with the challenge of teaching translation to students with levels of proficiency in English and Chinese that vary significantly. Local students educated in English medium schools typically tend to be more proficient in English (particularly in spoken English) while they do not compare favourably with others when it comes to their command over written Chinese. Students from Chinese medium schools on the other hand are proficient in Chinese but weak in both spoken and written English. Students from Mainland China and Taiwan are generally proficient in Chinese and moderately proficient or weak in English. The above are of course generalizations and exceptions are found in each category.

This mix of students also results in frequent discussions on what may be considered standard and grammatically correct expression. Local students are generally educated in British English while students from Mainland China tend to follow American English in accent, spelling and grammar. In the case of the Chinese language, students from the mainland typically have Putonghua as their first language as against Cantonese for most local students. While written Chinese remains fairly standardized, spoken Putonghua and Cantonese differ considerably in lexicon and syntax. Furthermore, many words in English are translated differently in Cantonese and Putonghua, giving rise to frequent debates among students. Words used in either dialect also bear different and sometimes negative connotations in the other, giving rise to many laughs.

In his textbook of translation Peter Newmark says:

Translation is for discussion. Both in its referential and its pragmatic aspect, it has an invariant factor, but this factor cannot be precisely defined since it depends on the requirements and constraints exercised by one original on one translation. All one can do is to produce an argument with translation examples to support it. Nothing is purely objective or subjective…..qualifications such as 'always', 'never', 'must' do not exist - there are no absolutes (Newmark 2000: 21).
Translation teaching – at least at the tertiary level – therefore requires the instructor to allow students to discuss translations with a view to understanding the position occupied by each rendering within the spectrum of possible translations. This should enable students to judge the appropriateness of each possible rendering with respect to the criteria (function, purpose etc) laid down instead of arriving at intuitive judgements of wrong and right. The translation class at the UM creates a favourable setting for vibrant discussions of this sort given the mix of students described above.

Furthermore, the social constructivist perspective on learning holds that it is “by communicating and negotiating with peers and more experienced (and thus more knowledgeable) others, we acquire a feel for correctness, appropriateness and accuracy, a feel that is grounded in our social experiences…” (Kiraly 2000: 4). Translation teaching thus cannot stop with a mere transfer of knowledge about linguistic differences, translation methods and mock exercises, but must involve instead interaction in actual translation situations. This mode of learning stands against unidirectional teacher to student dictation of what the “right” rendering is for a given Source Text (ST).

Given the constraint of time (undergraduate classes at UM last for 90 minutes each), lengthy in-class discussions and debates are not always possible. A platform was therefore required whereby students could spend time discussing translations and learn through the process. However, as a pedagogical tool, this platform also needed to address issues of concern to instructors, namely monitoring and evaluation of such discussions.

It was in this context that TransWiki, a modified, tailored installation of the open-source software MediaWiki was conceived and deployed. TransWiki is basically a website whose pages can be read and edited by anyone.

TransWiki was deployed for a period of three years for third year translation students at the UM. End-semester surveys indicate that students received the system favourably. The use of Wiki as a platform also served as a useful pedagogical tool for the instructor as will be discussed in this paper.
2. TransWiki

As mentioned previously, TransWiki is an internet based implementation of MediaWiki. Access to TransWiki is restricted using the setup of a username and password. Source texts for translation are posted on TransWiki with links for different groups of students (Figure 1). Each link leads to an article page that members of the group can edit. As in other versions of MediaWiki, every article page on TransWiki has an associated discussion page accessible by clicking on the discussion label at the top of the page. Students are advised to use this page for discussion on translations and a deadline for submission (a week) is specified for each assignment. Typically, groups conduct discussions on their translation right up till the deadline and post their final translation on the respective article page.

3. Design

During the period of deployment Groups were formed such that the maximum possible variety of views and opinions could be available for discussion. Local students and students from outside Macao were placed in the same group wherever possible, as were students coming from schools employing different languages of instruction.

The underlying assumption in this modus operandi is that collaboration among students in producing the translation will result in interaction, peer review and discussion that would help students better understand the subject. As Tudge observes “…Research based on this model has indicated that social interaction between peers who bring different perspectives to bear upon a problem is a highly effective means of inducing cognitive development” (Tudge 1990:159). Following from the social constructivist theory of learning, this collaborative mode of operation stands in contrast with the unidirectional teacher to student learning where students act as passive receivers of decontextualized knowledge, uninvolved in its construction and therefore unable to retain understanding thereof. In the context of UM, such collaboration also creates opportunities for students to discuss issues of interest that go beyond the purview of a translation class. Examples of such issues would be comprehension of English STs, usage in standard written Chinese etc.

However, as Dillenbourg points out collaborative learning is “a situation in which particular forms of interaction among people are expected to occur, which would trigger learning mechanisms, but there is no guarantee that the expected interactions will actually occur” (Dillenbourg 1999: 5). This becomes an important concern for instructors and curriculum designers as there needs to be some way in which the efficacy of the collaborative learning framework can be judged. At the very least, one would expect to
be able to observe of the processes being triggered that should lead to learning and cognitive development.

The use of TransWiki addresses this issue by using the discussion page for collaborative translation of a given text. This discussion page provides a record of the kinds of interactions taking place as the translation takes shape. As students register a username during orientation, they are identified alongside the time and date when a contribution is made to the discussion page. This provides a useful record of the kinds of discussion that take place and may be used for analysis and assessment (Figure 2).

![Figure 2 Example of a Discussion on TransWiki](image)

An issue of concern here is the possibility of inactivity by individual members of a group. Instructors interested in facilitating learning through collaboration need to carefully consider this possibility and how it could affect the group as a whole, as well as individual students. As Kiraly observes, teachers “in collaborative classrooms must be skilled at managing groups and projects so as to minimize these problems and to maximize the tremendous benefit to be gained through group interaction” (Kiraly 2000:37). A way to mitigate this possibility might lie in the design of the collaborative environment. For instance groups involved in collaborative translation can be advised that the exercise will be evaluated based on a sum of two grades carrying equal weight. One grade would be awarded for the quality of the translation produced and remain same for the entire group. The other grade would depend on active participation in discussions and be different for each individual. In this design individual students are not held responsible for the translation grade received by the group. But at the same time, a strong incentive is put in place for participation and contribution. Participation simply means sustained interest in the evolving translation and not the ability to offer actual solutions to problems faced by the group. This design was successfully used at UM and ensured a high degree of participation by students. As mentioned previously, TransWiki also increases the amount of discussion that actually takes place before the class determines
what the appropriate rendering(s) could be in a given case. By placing texts online for students to access over a period, significantly more time is allowed for responses compared to discussions that take place in a class. As a follow up after each group arrives at a final draft of translation, these can be placed parallel to each other and shown to the entire class for further debate. At this point the instructor can comment on the discussions and provide reasons for why and under what circumstances a given rendering may be considered problematic or appropriate.

Before proceeding further and presenting the case study, it would perhaps be useful here to discuss the conceptual basis and assumptions behind the deployment of TransWiki for translation pedagogy.

4. Concept & Implementation

The Social constructivist perspective on learning holds that it is only by participation and collaboration in real and complex work scenarios that knowledge can be constructed and appropriated by students. This is markedly different from unidirectional transmission of knowledge from an assumedly learned teacher to novices, and advocates instead a role involving facilitation and scaffolding (guidance). As Kiraly notes, translation studies today believes that “textual meaning … created as much by the reader (and translator) as it is by the author, through the merging of experience-based background knowledge and clues to the author’s meaning derived by the text itself.” (Kiraly 2000:26). A pedagogy where a teacher assumes a central role as the arbiter of “correct” and “incorrect” translations would therefore not fit with this view of text and meaning. According to this perspective, the instructor needs to create authentic problem solving situations in all their complexity. As students think, rethink, discuss and collaborate among peers in solving these problems, they create the space where knowledge is constructed and appropriated. The instructor acts as a facilitator guiding discussions and raising awareness towards possible strategies and solutions that may be used. This gradually draws students into the discourse of the professional translator community.

As mentioned before, students in Macao come from diverse backgrounds. When a text in English or Chinese is discussed, students bring to the table assumptions based on the variety of English they were exposed to (viz. American, British) or the dialect of Chinese (chiefly Mandarin and Cantonese but also Hokkien and Hakka) that they use most. This is in addition to the possibility of different meanings inferred by members belonging to the same linguistic community or background. The mix offers students a unique opportunity of comparing their own responses to that of others and enhancing awareness towards contexts that might favour one among the many renderings possible. Imposition of a single “correct” version by the teacher would only leave students at a loss to grasp standards against which their responses are measured as they grapple to approximate his/her persuasions and idiosyncrasies. It would be desirable instead if the teacher provided guidance that situated responses in contexts or facilitated negotiation based on requirements laid down.
Setting up a learning environment that facilitates discussion and collaboration has its challenges. Specifically in the East Asian context, students often come from schools where the lecture format is predominant. During classes students are generally not encouraged to contribute unless asked. Students in Macao similarly do not volunteer responses unless asked to do so specifically. They are also not comfortable in speaking out unless confident, as making mistakes or asking questions that would betray lack of knowledge are seen as embarrassing. The teacher is thus confronted with the challenge of how to reconcile the need for discussion and the discomfort students experience when being put on the spot. Group work, where students are allowed to discuss within closed groups is effective in reducing the pressure on students and allowing them to air views freely among peers. However, monitoring and scaffolding becomes difficult given the fact that undergraduate classes are short and student numbers relatively large.

The advantage of employing TransWiki for translation assignments is in the platform that it provides students for discussion. Students are given 1-2 weeks to complete the translation of a text of around a thousand words in English. During this period, they discuss within their group the appropriate rendering for the Source Text in question. The instructor is not involved in any way during this stage of the assignment except for sorting out any technical problems and providing hints as to the direction the group needs to move towards. This is in keeping with the constructivist framework of drawing students gradually into the discourse of the professional community (of translators) through collaboration and guidance.

Admittedly, where accessibility to technology required (in this case computers that allow students to access the TransWiki site via the Internet) is constrained or students are not conversant with computers, meeting face to face would perhaps be the inevitable choice for group discussion. However, group discussion of this sort poses definite problems. Firstly there is no record of the kinds of interactions that take place. Evaluation of the platform in this case would have to be solely based on the end product with the assumption that discussion and collaboration resulted in effective learning for each of the students involved. Another important issue is that of socio-psychological factors such as conformity during face-to-face discussions. Although conformity may still be observed in remote discussions, it considerably attenuates factors such as compliance and peer pressure resulting from immediacy (Latane, 1981: 343-365).

With TransWiki a record of each individual contribution is made available. The instructor can make use of this data to arrive at an understanding of the depth and quality of collaboration and issues that might require intervention and guidance. Also, as discussion is not real-time and the time allowed is relatively longer, students are allowed to work at their own pace and direct their responses to aspects that catch their attention most. During the orientation for group work on TransWiki, students are advised by the instructor of their right to voice reservations any time vis-à-vis aspects of the evolving Target Text. Students are also encouraged to arrive at a consensus based on discussion. This is expected to further reduce conformity and allow students to give full expression to their meditations. The instructor may also directly intervene if it is observed that comments of a member are discredited or ignored by the group without discussion.
Much of what is discussed above is the process that is hoped will lead to effective learning and evaluation. In the following case study an attempt is made to evaluate the ability of the platform in actually enabling such discussions.

5. The Case

Third year undergraduate students of business and legal translation were given the following business letter to translate from English to Chinese over a week on TransWiki. The ST discussed in this study is uni-directional i.e., with English as the source language (SL) and Chinese as the target language (TL). This as the students in question are native speakers of Chinese with English as their second language. They are therefore expected to be more proficient in E→C rendering.

Keeping with the constructivist perspective, students were given details to understand the task in a real life context. They were told that this letter was being sent to a seller in Hong Kong and that previous letters on the subject that preceded it were relatively softer in tone. This letter was expected to sound serious and intended as a notice to the seller for possible legal action by the buyer.

As the translation was outbound and not for internal reference, students had to bear in mind conventions in (Chinese) letter writing in Hong Kong and pay attention to the tone and register employed to deliver a similar effect in Chinese. This as against a close rendering that could be employed for inbound translations.

5.1. The Source Text (ST):

Dear Mr. Cheung:

This is with reference to the shipment of 12 barrels of lubricant (润滑油) that was to reach us by the end of last month. We note not without dismay the long delay in delivery by your side. Despite two extensions on the delivery date we are yet to receive our order here in New York.

Please be advised that we have instructed our lawyers to file a compensation suit in accordance to provisions of our agreement. We regret having to take this step, but the delay in shipment has caused much financial loss to our company. We have also lost important customers as result of being unable to meet orders.

Yours truly,
During coursework students were exposed to typical examples of business letters in both English and Chinese (as used in Hong Kong and Macao). Through comparison the following observations were made for E→C translation:

a) To omit Dear in Chinese and add appropriate traditional suffixes (Tichengyu 提稱語) in case of letters being sent out to audiences in Hong Kong, Macao and Taiwan. Used to express respect and formality, examples of such suffixes would be 台鑒，大鑒，尊鑒，台啟 etc;
b) To omit the complimentary close in English and/or replace with customary closes in Chinese such as 歌 棋 (Song Qi, meaning Wishing you good) instead of 祝你生意興隆 (Zhu Ni Shengyi Xinglong, Wish your business flourishes) that is used more frequently in mainland China;
c) To avoid repetition of personal reference 我們 (Women, meaning We) for discourse linkage in Chinese and replace instead with repetition or substitution such as 本公司 (Ben Gongsi, Our Company), 我方 (Wo Fang, Our Side), 敗公司 (Bi Gongsi, My Company in a modest/self-deprecating way) where a reference is being made to a firm/institution of affiliation;
d) To add customary expressions of politesse after the signature of the sender. Examples of such expressions would be 謹上，啓，謹啟 etc
d) To make alterations to verbiage, style and tone wherever necessitated by differences between the SL and TL;

The connotation and usage of each lexical item unique to this genre and register was discussed in detail during coursework. So while students did have access to dictionaries, they were required to understand the words in their context and form sentences in Chinese that conformed to the genre and register.

In translating this genre of texts, commonly observed errors arise from comprehension. Students with English as Second Language (ESL) in Macau face difficulties primarily where the Source Language and Target Language differ most. The most prominent differences being inflectional changes in English verbs that express tense, number and voice. While simple sentences like I went to the library are understood easily, when expressing the same idea themselves native speakers of Chinese often use markers (such as Yesterday, Earlier, Before) while leaving the verb unchanged e.g. Yesterday I go to the library. In case of some students, absence of such markers in the ST impedes understanding.

5.2 Target Text (TT) Produced by Students G, J, N, P & T in Group:

張先生 台鑒:

根據船期,本公司所訂的 12 桶潤滑油,應於上月底運到，儘管已兩次延期,但本公司至今仍未在紐約收到相關貨物，我方對此感到失望.
Mr. Zhang Taijian (customary suffix in Chinese):

According to the shipment date, The 12 barrels of lubricant ordered by our company, should have reached last month. Although two extensions were made, our company has till date still not received related goods in New York. Our side feels disappointed by this.

The delay in shipment by your esteemed firm has caused our side great economic loss. Besides this, our side has also lost some important customers because of being unable to deliver goods on time. As such our side had no alternative but to entrust our lawyers with filing a claim as per clauses in our agreement.

Wishing you
Prosperity!

Aihua Machinery Pvt. Ltd. Procurement Manager
Aihua Yuehan [Transliterated name] Jinshang (customary suffix following name of sender)

Observations: The TT is largely error free and conforms to observations regarding E→C translation described above. Dear in English is not translated and a traditional suffix 台鑑 is added following the name and title. Lexical choices are generally sound, the register is appropriate and the tone is consistent and in keeping with that of the ST. Rendering of lexical items such as Dismay, Advised, Instructed, Financial Loss was of particular interest to this study, as it required contextual understanding and use of appropriate expressions in Chinese. As these terms are appropriated to different connotations in the register of business/legal writings, a literal rendering could sound anglicised or inappropriate.

Some problems are also observed with this translation such as the use of the complimentary close in Chinese that could have been omitted given the context that the matter is of a grace nature and the letter intends to serve legal notice to the receiving party. The use of customary suffixes for politesse after the sender’s name could similarly have been omitted. The beginning of the body text of the letter seems abrupt with the
lack of reference to the subject being discussed. A reference could have been made in the first sentence or by forming a subject line separately.

Judging by the discussion recorded in this case, we can ascertain if the relatively error-free nature of the translation produced may indeed be attributed to collaboration. It is to this discussion that we now turn to in order to understand the processes by which the translation was produced. In case of the above translation, the discussion recorded is given in appendix 18.

5.4 The Discussion

In the discussion recorded, the following parts are of particular interest:

It is observed in Comment 1 that one of the participants realizes that the presence of the adverb yet in the ST sentence perhaps indicates that the action has not been completed. This is an important example of peer learning that addresses issues that are not always possible to address in a translation class. The clarification offered by student J was also crucial for the group’s reading and subsequent rendering of this part.

While student J had understood this part of the text clearly, it is observed here that s/he omits the translation of the lexical item New York which student T in Comment 2 proposes must be translated as it is an important indicator of where the sender is. This view is endorsed by other participants later in the discussion and incorporated into the final translation.

In comments 3 through 6 and 8 issues pertaining to logical continuity and coherence are discussed. The translation gradually takes shape as drafts are repeatedly worked upon. Comment 7 demonstrates how a participant helps change the lexical choice in the translation of “financial loss” into a more natural sounding “经济损失” (literally Economic Loss) as the more literal “资金损失” does not conform to customary pairing in Chinese. The revision helps the translation become more communicative as required in the case of outbound correspondence.

Comment 9 is an example of discussions centred on the understanding of the ST, where again student J explains to student G that extensions on the delivery date refers to a deadline by which time goods were expected. Instructors in translation classes often find it difficult to spend much time to help students understand basic grammatical structures that they would otherwise be expected to know. A discussion of this sort may result in students learning from each other and also provide the instructor with an indication of problems faced by individual students.

In sum, it should be reasonable to say that discussions of this sort have two potential advantages:
a) They provide students with a platform for exchange of ideas, collaboration and peer review and crucially discussion of issues otherwise considered outside the purview of a translation class; 
b) They leave the instructor with a written record of discussions for both quantitative and qualitative evaluation.

These advantages bear a definite resonance with goals of a constructivist-learning environment such as active participation by students, collaboration and the appreciation of different perspectives (Honebein 1996: 11). In order to gain a better understanding of how TransWiki was actually received by students and identify potential problem areas, surveys were conducted at the end of each semester that the course was taught. We now turn to these surveys.

6. TransWiki User Survey

Three surveys were conducted between 2007 and 2009 at the end of each semester when the course was taught. During the semester, students completed 3-4 assignments involving the translation of a text using TransWiki in groups of 4-5 students each. In each case students were given one week for completion of the assignment. Upon lapse of the deadline, TTs from each group were compared and discussed in class. In the survey, students were asked to provide their views on TransWiki anonymously through a simple questionnaire. Space was provided for any comments or suggestions that they wished to make.

6.1 Survey 1 (2007)

Appendix 2 contains the questionnaire used for the first TransWiki Survey conducted in 2007. The results of the survey are represented graphically in figure 3.
In all 33 students participated in this survey. The following observations are made:

Favourable:
    a) A large number of students (72%) felt that working on a Wiki was helpful;
    b) 72% of students also felt that working in a group was beneficial;
    c) Most students wished to be identified when using TransWiki;
    d) 6.42% of students felt that the main advantage of using a Wiki was group effort, while 18% felt that easy access from any computer with Internet connectivity was the main advantage of using TransWiki.

Comments made in response to Q7 (on the main advantages of using TransWiki) were as follows:

    i) Everything;
    ii) Don't need to go out and discuss face to face, saving time, convenient;
    iii) Have function to record what we have discussed, eg. about the different translation by each classmate;
    iv) Saves time, convenient;
    v) Can give comments individually, not face to face. Coz face to face is “dangerous” it will hurt and will not give true comments.

Areas of Concern:
    a) A substantial number of students (42%) showed preference to meet face to face or use chat rooms instead of the wiki discussion page;
    b) 5.63% of students surveyed felt that the lack of a real-time chat-room was the main disadvantage of wikis;

Comments made in response to Q6 (on the main disadvantages of using TransWiki) were as follows:

    i) A little bit confusing in the discussion part, difficult to respond to relevant problem;
    ii) Students may not be active enough;
    iii) The work is merely based on members’ initiative;
    iv) Confusing;
    v) Inconvenient;
    vi) We need to type it out, I think a face to face discussion would be better;
    vii) Other give comments too slow.

The responses and comments seem to confirm that students generally benefitted from group discussion. However, there are comments such as i, ii, iv and vii in response to Q6 that point towards possible problem areas. Coordinating responses in the group seems to have been a general problem. This as students are free to contribute to the discussion (or not) at any time. It is with this problem in view that it was decided that students were advised that while the other 50% of the grade would be the same for the entire group, failure to actively contribute to the discussion could affect the final grade an individual student received. Inactivity by some group members however seems to have been a problem in this case.
The issue of coordinating discussions on the other hand was not a problem with all groups. Typically, it was expected that some students take the lead and direct the discussion forward. As students were given a deadline to work towards, each group would see one student volontarily summing discussions up and moving the group towards a final draft.

Comment vi for Q6 reflects discomfort experienced by some students in having to type out their comments. This points towards a major prerequisite for employing wikis i.e., being conversant and comfortable in working with computers over an extended period of time. While this respondent suggests face-to-face discussions instead, it is interesting to note that another respondent makes a very different comment in v for Q7: *face to face is dangerous, it will hurt and will not [sic] give true comments*. This comment bears resonances with the primary justification for employing TransWiki for group discussions instead of discussions face to face. This being that some students might be unable to express their ideas because of peer pressure resulting from immediacy. However, it must be acknowledged that not being conversant or comfortable with using computers or typing can indeed become a major impeding factor in student performance. In order to address this issue, students were told at the beginning of future assignments that they had a choice to work on the wiki as part of a group or hand in individual submissions. They were also advised that this was applicable only to cases where students were not comfortable with using computers on a regular and repeated basis.

### 6.2 Survey 2 (2008)

A slightly modified questionnaire was used for the second survey conducted in 2008. The questionnaire is shown in Appendix 3. The results of this survey are shown in figure 4.
In all 37 students participated in this survey. The following observations can be made:

**Favourable:**

a) 59% of students felt that TransWiki was helpful for translation assignments;
b) 59% of students also felt that working in a group had been productive, 21% felt that it was all the same;
c) Students still overwhelmingly preferred being identified for assignments, with only 16% preferring anonymity;
d) Group effort, yielding better results was considered to be the main advantage in using wiki (48%) while lack of pressure to conform/agree as in face to face discussions came second with 37%.

**Comments received for Q7 (advantages of TransWiki) were:**

i) Hi-tech;
ii) Save time, we don't need to come out because it is hard to have a whole group together;
iii) Save time because no need to meet outside.

**Areas of Concern:**

a) A substantial percentage of students felt that wiki was cumbersome (13%) or were indifferent (21%);
b) Q3 yielded interesting results. There was nearly an equal percentage of students who showed preference for using the wiki discussion page (35%), establishing chat sessions on MSN/Yahoo/ICQ (37%) and meeting members face to face (37%). It must be noted here that several students ticked more than one choice;
c) Responses to Q5 again saw much divergence. 43% of students said that they would like to continue using wiki even if not mandatory. 37% showed a preference for working in a group but not using wiki;
d) The lack of a real-time discussion/chat page came out as the biggest disadvantage of wiki (51%), lack of privacy was also considered by a significant percentage to be a problem (27%) while 24% considered wiki to be too slow;

Only one comment was received for Q6 (disadvantages of TransWiki):

Wiki is designed to make people (who does not know each other or in different time and spaces) to work together. Not people who meet everyday.

This batch of students continued to see TransWiki as a useful platform generally, but there were a significant number of students that found using a wiki cumbersome or of no use whatsoever. Judging by responses to Q3 and Q6 the main problem students seem to have had was the absence of a real-time chat platform. This probably resulted from the desire of students to get together at an appointed time to discuss translations in one sitting. The idea however goes against avoiding direct and immediate contact between members of a group and the need to record discussions for evaluation. In order to
address this issue, TransWiki was upgraded to reflect contributions with minimum time lag possible. Students were also given the option of using external chat-rooms. They were however advised that such chat sessions should be used solely to address disputes or pressing matters and that members joining the session must be properly identified and the content of discussions be pasted on the discussion page of the wiki. Barring one group, none of the eight groups in this batch used this option. We have recently completed development of a prototype of a real-time chat function that is built into the wiki and is tightly integrated with wiki content (Biuk-Aghai and Lei 2010), the chat log being accessible from the location in the wiki which was discussed in the chat. We are still refining this prototype and will deploy it for use in future translation classes, and thereby expect to alleviate the perceived lack of real-time communication facilities in the wiki,

The second issue identified was privacy. This meant that students were uncomfortable with discussion pages being accessible to all. This was perhaps for the justifiable fear that groups could borrow ideas from each other. While qualitative evaluations of the discussion conducted at the end of the assignment stood as a safeguard against plagiarism, this issue was brought to the notice of our technical colleagues and access rights created such that until the end of the assignment discussion pages would be accessible only to members that belonged to the group in question. Comments i and ii made in response to Q7 point towards possible attraction that a wiki might hold for some students. The idea of being able to do the assignment while surfing the web seems to have struck a chord with some students.

6.3 Survey 3 (2009)

The following are the results obtained from the survey conducted at the end of the first semester in 2009. The questionnaire this time remained the same as used in Survey 2.
In all 44 students participated in this survey. The results of this survey are not significantly different from the previous one.

Favourable:
   a) 77% of students felt that the use of TransWiki for translation assignments was useful;
   b) Only 1 student (2%) felt that working in a group had been a hindrance;
   c) 63.6% students preferred to continue using the discussion page on TransWiki for discussions while 47.7% wished to meet members face to face and 20% wished to establish chat sessions on MSN/Yahoo/ICQ etc;
   d) 56% and 36% of students identified group effort and lack of peer pressure as the advantages of TransWiki while 4 students (9%) found no utility in TransWiki.

Comments received:
   i) Learn from others, comparison in work;
   ii) Easy to arrange time.

Areas of Concern:
   a) 34% of students wished to work in a group but not use TransWiki.
   b) Speed and lack of real-time discussions remained the key disadvantages identified by students with 31% and 61% respectively;
Comments received:

i) I prefer to discuss the translation face to face or do it individually. Because using TransWiki is very difficult to manage the time. I need to go there every hour to check did they post and comment on there, if I miss one day in TransWiki, it is very difficult for me to follow their conversation (coz too many). Therefore, I dislike it;

ii) Sometimes, it is confusing to discuss in the TransWiki as we think that it's the end of the discussion for a question but others may pop out a question and we just don't know which que we are talking about. There are also times when all the members express their opinions or suggestions about a question, we don't know which to reply. Maybe after my reply, she has already agree with what I said but I also agree with her way of doing. Then we don't know which to use and have to start the discussion again. These will not happen in face to face discussion as we don't need to refresh the page to see others comment;

Response c under favourable comments is significant as absence of a real-time discussion forum was a long standing complaint about TransWiki. Students formerly complained that the system was too slow or that postings were not reflected immediately in real-time. 63.6% in favour of the system perhaps reflects the fact that it is significantly faster now. However it does seem to continue to frustrate students who wish to meet up online at an appointed time to wrap discussions up quickly. In comment a in areas of concern 34% of students continued to prefer not to use TransWiki. This is lower than 45% of students who preferred to continue working in a group using TransWiki if it were not compulsory. However, it still reflects a certain degree of discomfort experienced by students vis-à-vis the TransWiki interface;

In order to give us a basis for evaluating student performance we developed an analysis and visualization tool that helps reveal the contributions made by each student, as well as temporal patterns of these contributions (Biuk-Aghai et al 2008). The TransWiki system maintains a record of the full details of all changes made to the wiki texts. Each time a wiki page is changed, such as when a student posts a discussion message or changes the translation page, a new version of the corresponding wiki text is stored. Our analysis software reads all versions of each article or discussion page and reconstructs the changes made by each student. The final result is a detailed knowledge of any changes made, such as what text was added, modified or removed, by whom and at what time. The student-centred collaborative learning we encourage our students to practice expects every student to actively engage in the collaborative translation task, in whatever way a student may be able to. As mentioned before, in keeping with the constructivist framework the instructor is not involved during the group’s translation assignments. Thus having an indication of the involvement of each student is essential for evaluating his/her effort towards an assignment.

Among the several measures which our analysis and visualization tool provides, the most useful one to get a quick overview is the summary view: it displays a summary of all contributions made by all students to a page, both its article page and the accompanying discussion page, in the form of a simple bar chart. Although it is a very simple measure of amount and number of contributions made and purely focuses on students’ contributions from a quantitative point of view, without a qualitative
interpretation of the significance or value of the student’s contribution, it is nonetheless helpful in providing an overall picture of the work of a group, and reveals certain patterns that may differ from one group to another.

Figure 6 illustrates this point: each of the four bar charts represents the relative contributions of the members of a student group on a translation assignment. One vertical bar represents the contributions of one student. The two charts (a) and (b) show the absolute amount of contributions, measured in the number of characters typed per student for two different groups; charts (c) and (d) show a count of the number of contributions made, again for two different groups. These charts reveal certain patterns of contribution: chart (a) shows that one group member contributed significantly more to the discussion in terms of sheer volume compared with the others. In fact, the most active contributor contributed about 4-5 times the volume of the least active one. On the other hand, chart (b) shows a much more balanced picture in this group where all four students contributed a similar amount of text to the discussion, varying in volume by no more than 10%. Chart (c) shows the total number of times of contribution of another group, revealing a similar situation as in the case of chart (a), namely a large difference in the number of times students contributed: from 4 times for the least active student to 17 times for the most active student, a more than four-fold difference. Looking at the group as a whole, there is also variation between the other members, contribution numbers being 4, 10, 13 and 17. Thus clearly some students are being more actively drawn to the collaborative translation process than others – for whatever reasons. Chart (d) again provides a contrast, showing a group with very little variation, two members having contributed 6 times, the other two having made 7 contributions.
While the visualization of contribution is admittedly simple, and can perhaps even be regarded as over-simplifying a potentially complex collaborative effort, it is effective in teasing out overall contribution trends much easier than a manual inspection of the corresponding texts in the wiki would be. It goes without saying that it is expected that this quantitative analysis is complemented by the translation teacher’s manual analysis of process and outcome of the translation assignment.

6.4 Discussion

Based on the three surveys above it can be inferred that working with TransWiki has been generally productive and that the system has been well received. At the same time, students have had complaints regarding the speed with which the system works, especially when it comes to updating postings on the discussion page. While issues like lack of privacy have been satisfactorily addressed by configuring the system to restrict access to group pages to members, some issues with using the discussion page and general discomfort with working on computers is observed.

However, use of the discussion page was also appreciated by students who identified lack of peer pressure to agree/conform as in face-to-face discussions as one of TransWiki’s advantages. Where groups allowed discussions to spread out over the entire length of time allowed instead of trying to get together at an appointed time, the issue of speed was less important. Such groups generally used the *watch* function in Wiki that allows students to be notified by e-mail once a group member makes a posting. This way students may respond at their own time and speed.
The discussion page is indeed the most important feature of TransWiki as it is at the core of providing a collaborative platform for learning. It also allows all group discussions to be recorded, thus aiding evaluation by the instructor and providing useful insights as to potential problems faced by students. This allows for more focused and individualized teaching. Visualizations (Figure 8) and the *history* function (Figure 7) that make use of data recorded on the discussion page further inform evaluation by providing the instructor with a graphic and quantitative account of contributions by users both in terms of frequency and volume.  

It must be noted here that evaluation must also involve a manual qualitative assessment. This as visualization or history does not account for insignificant comments, repetitions or comments that begin by quoting others. For instance it is seen in figure 7 and 8 that student “G” tops the group in frequency and volume of contributions made. However, it is only if the qualitative evaluation of the content of contribution reflects original and significant contribution (as against quoting previous postings or asking questions of other members) that the instructor may decide to award a high grade to this student for discussion.

**Figure 8 Visualisations of Contributions**

Returning to disadvantages of the system, it must be acknowledged that a consistent percentage of students found working with TransWiki cumbersome or difficult. Key areas of complaint seem to have been difficulties in coordinating discussions, having to log in to the TransWiki page repeatedly and the overall time consumed by the exercise. Discomfort with using computers and spreading work over a longer period of time can also be expected to affect performance adversely. These seem to be some problem areas with TransWiki implementation.

In sum, the use of TransWiki can aid both learning and evaluation. The modus operandi described in this paper also serves as a framework for implementation of constructivist learning environments using TransWiki. The key advantage here is the ability to monitor and evaluate the actual collaboration that takes place (if at all). On the other hand ready access to computers and the Internet, and being comfortable with using
computers over an extended period of time for collaborative assignments seems to be the precondition for successful implementation.

NOTES

1. See <http://transwiki.sftw.umac.mo> (guest access to all pages is available upon request)
2. Dr Robert P. Biuk-Aghai of the Faculty of Science and Technology, University of Macau, is the designer of the system who along with his team customized MediaWiki and helped make the various changes to the system discussed. Queries regarding the design of the system may be directed to robertb@umac.mo.
4. Extracted from <http://transwiki.sftw.umac.mo/index.php/ENGL357_Class_3_MT>
5. The real names of these students are being withheld for privacy. All records are available for verification online upon request.
7. Following Peter Newmark’s definition of Semantic translation as contextual translation that attempts to preserve aesthetic elements of the ST as far as permitted by TL syntax (Newmark 2001b: 39).
8. For sake of convenience the discussion is numbered and original contributions appear in red colour.
9. An analysis and visualization tool was designed to generate charts indicating frequency and depth of participation. For a detailed discussion of the tool see (Biuk-Aghai et al. 2008).

REFERENCES


APPENDICES

Appendix 1

Record of Discussion

From <http://transwiki.sftw.umac.mo/index.php/Talk:ENGL357_Class_3_MT_Exercise_1_Group_2>

Note: Only those parts that pertain to the ST in consideration are copied here. The discussion is numbered for sake of convenience. Original contributions are in red while references to previous contributions or the ST are in black.
1. Despite two extensions on the delivery date we are yet to receive our order here in New York. In the 超出約定時間2天的情況下，我方於紐約收到訂貨，我方對貴司的長時間延誤感到失望。I dun think this one means they receive the goods. coz..there's a word "yet". so it should be they h vn't received. I think "儘管已兩次延期，但我方至今仍未收到訂貨"  --J 23:30, 16 April 2007 (CST)

2. I dun think this one means they receive the goods. coz..there's a word "yet". so it should be they h vn't received. I think "儘管已兩次延期，但我方至今仍未收到訂貨"  --J

   I agree with u, J.. but we have to translate New York..it sholud be "儘管已兩次延期，但我方在紐約至今仍未收到訂貨"  --T 23:36, 16 April 2007 (CST)

3. Please be advised that we have instructed our lawyers to file a compensation suit in accordance to provisions of our agreement. We regret having to take this step, but the delay in shipment has caused much financial loss to our company. We have also lost important customers as result of being unable to meet orders.  由於船期的延誤，使我方造成大量資金損失，而且因為未能如期交貨，失去了一些重要客戶。根據合約的條款，我方已委託律師向法庭提出賠償，對於要採取法律行動，我方深感遺憾。  --T 23:50, 16 April 2007 (CST)

4. Please be advised that we have instructed our lawyers to file a compensation suit in accordance to provisions of our agreement. We regret having to take this step, but the delay in shipment has caused much financial loss to our company. We have also lost important customers as result of being unable to meet orders.  由於船期的延誤，使我方造成大量資金損失，而且因為未能如期交貨，失去了一些重要客戶。根據合約的條款，我方已委託律師向法庭提出賠償，對於要採取法律行動，我方深感遺憾。--T

   i dun think we need to repeat "未能如期交貨" in the latter part, we can just say "由於船期的延誤，使我方造成大量資金損失，並因此失去了重要客戶"  --J 00:05, 18 April 2007 (CST)

5. Despite two extensions on the delivery date we are yet to receive our order here in New York. In the 超出約定時間2天的情況下，我方於紐約收到訂貨，我方對貴司的長時間延誤感到失望。I dun think this one means they receive the goods. coz..there's a word "yet". so it should be they h vn't received. I think "儘管已兩次延期，但我方至今仍未收到訂貨"  J, I agree with yr point of "yet", Should we omit "New York"? How about the "date", I mean "date" may mean "日期" not "times", "次數". how about: "儘管已超出約定時間2天，至今我方尚未於紐約收到訂貨" (In order to emphasis the date, I'm trying to put 至今 in the beginning of the sentence.  --G 10:48, 18 April 2007 (CST)

6. Despite two extensions on the delivery date we are yet to receive our order here in New York. In the 超出約定時間2天的情況下，我方於紐約收到訂貨，我方對貴司的長時間延誤感到失望。I dun think this one means they receive the goods. coz..there's a word "yet". so it should be they h vn't received. I think "儘管已兩次延期，但我方至今仍未收到訂貨"  --J

   J, I've read yrs once more, "儘管已兩次延期" for "Despite two extensions on the delivery date" sounds more suitable. However, it looks like "儘管已兩次延期"and "但我方至今仍未收到訂貨" are not related. I mean they don't form any conditional sentence. It's a bit strange. By the way, it will be better to translate "New York" ~  --G 10:57, 18 April 2007 (CST)
7. Please be advised that we have instructed our lawyers to file a compensation suit in accordance to provisions of our agreement. We regret having to take this step, but the delay in shipment has caused much financial loss to our company. We have also lost important customers as result of being unable to meet orders.

由於船期的延誤, 使我方造成大量資金損失，且因未能如期交貨, 失去了一些重要客戶。根據合約的條款, 我方已委託律師向法院提出赔偿。對不起要釆取法律行動, 我方深感遺憾。--T

It sounds more common to use "經濟損失" than "資金損失" , "向法院提出訴訟" will mean "we will get some compensation from the court, not the company", could we use "此處" to take the place of "對於要采取法律行動", the sentence may become: 由於船期的延誤, 使我方造成大量經濟損失，而且也由於未能如期交貨, 失去了一些重要客戶。根據合約條款, 我方已委託律師對貴公司提出訴訟，對此，我方深表遺憾。--J

For me, '使我方造成大量資金損失，並因此失去了重要客戶' may form certain kind of cause and effect condition, which may make people confused. I think it will be clearer to translate "as result of being unable to meet orders." What do u think?

--G 11:13, 18 April 2007 (CST)

8. Please be advised that we have instructed our lawyers to file a compensation suit in accordance to provisions of our agreement. We regret having to take this step, but the delay in shipment has caused much financial loss to our company. We have also lost important customers as result of being unable to meet orders.

由於船期的延誤, 使我方造成大量資金損失，且因未能如期交貨, 失去了一些重要客戶。根據合約的條款, 我方已委託律師向法院提出赔偿。對不起要釆取法律行動, 我方深感遺憾。--T

I don't think we need to repeat "date" to take the place of "这日", the sentence may become:

"我們尚未收到訂單", (In order to emphasis the date, I'm trying to put "this day" in the beginning of the sentence. --G

G, i dun agree it means "日期"...here it means there is a deadline, say..15/4, our company need to receive those goods, however, when the day come, we hvn't received anything, so..we change the date to 20/4, but still we hvn't received. and we change the date again..to..25/4. But at the date of 25/4, we still didn't get anything.

--J 11:40, 18 April 2007 (CST)

9. Despite two extensions on the delivery date we are yet to receive our order here in New York.

J, I agree with yr point of "yet", Should we omit "New York"? How about the "date", I mean "date" may mean "日期" not "times" , "次數". how about: "儘管已超出約定時間2天，至今我方尚未於紐約收到訂貨" (In order to emphasis the date, I'm trying to put "this day", I mean "date" in the beginning of the sentence. --G

G, i don't think it means "日期"...here it means there is a deadline, say..15/4, our company need to receive those goods, however, when the day come, we hvn't received anything, so..we change the date to 20/4, but still we hvn't received. and we change the date again..to..25/4. But at the date of 25/4, we still didn't get anything.

--J 11:40, 18 April 2007 (CST)

10. It sounds more common to use "經濟損失" than "資金損失" , "向法院提出訴訟" will mean "we will get some compensation from the court, not the company", could we use "此處" to take the place of "對於要采取法律行動", the sentence may become: 由於船期的延誤, 使我方造成大量經濟損失，而且也由於未能如期交貨, 失去了一些重要客戶。根據合約條款, 我方已委託律師對貴公司提出訴訟，對此，我方深表遺憾。--GPun

我方已委託律師對貴公司提出訴訟 better that T's one.

--J 11:43, 18 April 2007 (CST)

11. the sentence may become: 由於船期的延誤, 使我方造成大量經濟損失，而且也由於未能如期交貨, 失去了一些重要客戶。根據合約條款, 我方已委託律師對貴公司提出訴訟，對此，我方深表遺憾。--G

I think this one is ok...

--T 18:42, 18 April 2007 (CST)
12. This is with reference to the shipment of 12 barrels of lubricant (润滑油) that was to reach us by the end of last month. 有關之前商定 12 桶润滑油须於上月底送抵一事
guys, we haven't discussed this sentence Wo~
--G 20:58, 18 April 2007 (CST)

13. Despite two extensions on the delivery date we are yet to receive our order here in New York. 在超出约定时间 2 天的情况下, 我方於纽约收到订货, 我方对贵司的长期间延误感到失望.
i dun think this one means they receive the goods. coz..there's a word "yet", so it should be they
ev't received. i think "儘管已再次延期, 但我方至今仍未收到订货"
yup..i agree with J that "they still don't receive the goods"
--P 21:08, 18 April 2007 (CST)

14. It sounds more common to use "經济损失" than "資金損失", "向法庭提出賠償" will mean "we
will get some compensation from the court, not the company", could we use "對此" to take the
place of "對於要采取法律行動", the sentence may become: 由於船期的延誤, 使本方造成大量
經済损失, 而且也由於未能如期交货, 失去了一些重大客户. 根据合约条款, 本方已委托律师對
贵公司提出賠償, 對此, 我方深表遗憾. --GPun
我方已委托律师對貴公司提出賠償 better that T's one..
--J 11:43, 18 April 2007 (CST)

15. i also agree with G, but it is repeated to use "由於", how about this one: 由於貴公司船期延誤, 使
我方造成重大的經濟損失, 除此之外, 我方更因為未能如期交貨而失去一些重要的客戶. 根據
雙方合約條款, 本方已委托律师對貴公司提出賠償, 對此, 我方深表遺憾
--P 21:22, 18 April 2007 (CST)

16. sorry, let me revise the previous one
--P 21:24, 18 April 2007 (CST)

17. This is with reference to the shipment of 12 barrels of lubricant (润滑油) that was to reach us by the end of last month. 有關之前商定 12 桶润滑油须於上月底送抵一事
guys, we haven't discussed this sentence Wo~
mmm..."上月底送抵" sounds odd.
--P 21:29, 18 April 2007 (CST)

18. It sounds more common to use "經濟损失" than "資金損失", "向法庭提出賠償" will mean "we
will get some compensation from the court, not the company", could we use "對此" to take the
place of "對於要采取法律行動", the sentence may become: 由於船期的延誤, 使本方造成大量
經済损失, 而且也由於未能如期交货, 失去了一些重大客户. 根据合约条款, 本方已委托律师對
貴公司提出賠償, 對此, 我方深表遗憾. --GPun
我方已委托律师對貴公司提出賠償 better that T's one..
--J 11:43, 18 April 2007 (CST)

19. i also agree with G, but it is repeated to use "由於", how about this one: 由於貴公司船期延誤, 使
我方造成重大的經濟損失, 除此之外, 我方更因為未能如期交貨而失去一些重要的客戶. 根據
雙方合約條款, 本方已委托律师對貴公司提出賠償, 對此, 我方深表遺憾 --P
P's sounds good, can we omit "的" in "使方造成重大(的)經濟損失" and "方更因為未能如
期交貨而失去一些重要(的)客戶", is there a mistyping in "對方" for "對此"? 由於貴公司船期
延誤, 使本方造成重大(的)經濟損失, 除此之外, 我方更因為未能如期交貨而失去一些重要(的)
客戶. 根据双方合约条款, 本方已委托律师對貴公司提出賠償, 對此, 我方深表遗憾
--G 21:39, 18 April 2007 (CST)
20. This is with reference to the shipment of 12 barrels of lubricant (润滑油) that was to reach us by the end of last month. 有关之前商定 12 桶润滑油须於上月底运抵一事，我们还没讨论过这个句子 Wo~ mmm..."上月底运抵" sounds odd. --P
   how about "上月底到"?
   --G 21:42, 18 April 2007 (CST)

21. P's sounds good, can we omit "的" in "使我方造成重大(的)经济损失" and "我方更因为未能如期交货而失去一些重要(的)客户", is there a mistyping in "對方" for "對此"? 由於貴公司延期，使我方造成重大(的)经济损失。除此之外，我方更因为未能如期交货而失去一些重要(的)客户。根據雙方合約條款，我方已委托律師對貴公司提出賠償，對此，我方深表遺憾
   --G 21:39, 18 April 2007 (CST)

22. yup..ok
   --P 21:43, 18 April 2007 (CST)

23. This is with reference to the shipment of 12 barrels of lubricant (润滑油) that was to reach us by the end of last month. 有關之前商定 12 桶润滑油须於上月底运抵一事，我们还没讨论过这个句子 Wo~ mmm..."上月底运抵" sounds odd. --P
   how about "上月底到"?
   it is ok for me
   --P 21:50, 18 April 2007 (CST)

24. We note not without dismay the long delay in delivery by your side 我方對貴司的長時間延誤感到失望
   we also haven't discussed this sentence~
   --G 22:07, 18 April 2007 (CST)

25. We note not without dismay the long delay in delivery by your side 我方對貴司的長時間延誤感到失望
   How about "我方對此感到失望"?
   --G 22:10, 18 April 2007 (CST)

26. Dear guys, pls have a look at the follows and pls feel free to revise it and post the revised one as the final version on the "article"
   Q5. 翻译以下信函：
   a. Letter to be sent out to a company in Hong Kong 致香港某公司的信函
   Dear Mr. Cheung: 张先生: This is with reference to the shipment of 12 barrels of lubricant (润滑油) that was to reach us by the end of last month. We note not without dismay the long delay in delivery by your side. Despite two extensions on the delivery date we are yet to receive our order here in New York. 有關之前商定 12 桶润滑油须於上月底运到一事，尽管已两次延期，但我方至今仍未在纽约收到订货，我方对此感到失望。
   Please be advised that we have instructed our lawyers to file a compensation suit in accordance to provisions of our agreement. We regret having to take this step, but the delay in shipment has caused much financial loss to our company. We have also lost important customers as result of being unable to meet orders. 由於貴公司船期延誤，使我方造成重大经济损失。除此之外，我方更因为未能如期交货而失去一些重要客户。根據雙方合約條款，我方已委托律師對貴公司提出賠償，對此，我方深感遺憾
   Yours truly, John Edward Procurement Manager, Edward Machinery Pvt. Ltd 順頌
   商祺!
Letter to be sent out to a company in Hong Kong

Dear Mr. Cheung:

This is with reference to the shipment of 12 barrels of lubricant (润滑油) that was to reach us by the end of last month. We note not without dismay the long delay in delivery by your side. Despite two extensions on the delivery date we are yet to receive our order here in New York.

Please be advised that we have instructed our lawyers to file a compensation suit in accordance to provisions of our agreement. We regret having to take this step, but the delay in shipment has caused much financial loss to our company. We have also lost important customers as result of being unable to meet orders.

Yours truly,

John Edward Procurement Manager, Edward Machinery Pvt. Ltd
29. This is with reference to the shipment of 12 barrels of lubricant (润滑油) that was to reach us by the end of last month.

根据船期,本公司所订的 12 桶润滑油,应於本月底运到..ok??..coz..i think the original one "有闽之前商定 1 2 桶润滑油须於上月底运到一事" sound strange

--J 22:35, 18 April 2007 (CST)

30. This is with reference to the shipment of 12 barrels of lubricant (润滑油) that was to reach us by the end of last month.

根据船期,本公司所订的 12 桶润滑油,应於本月底运到..ok??..coz..i think the original one "有闽之前商定 1 2 桶润滑油须於上月底运到一事" sound strange --J

I like "本公司所訂的 12 桶润滑油,應於本月底運到", but "根據船期" may be a bit strange for me~

--G 22:38, 18 April 2007 (CST)

31. This is with reference to the shipment of 12 barrels of lubricant (润滑油) that was to reach us by the end of last month.

根據船期,本公司所訂的 12 桶润滑油,應於本月底運到..ok??..coz..i think the original one "有闽之前商定 1 2 桶润滑油須於上月底運到一事" sound strange --J

HOw about "如前所議，本公司所訂的 12 桶润滑油應於本月底運到"?

--G 22:39, 18 April 2007 (CST)

32. end of last month 上月底

--J 22:43, 18 April 2007 (CST)

33. shipment 船期? no need to translate?

--J 22:44, 18 April 2007 (CST)

34. John Edward Procurement Manager, Edward Machinery Pvt. Ltd 愛華機械集團有限公司採購部經理
How about this one? we haven't discussed this lo~

--G 23:01, 18 April 2007 (CST)

35. guys, pls have a look at the follows, pls feel free to revise it or it will be a final version

Q5. 翻译以下信函:

Letter to be sent out to a company in Hong Kong

致香港某公司的信函

Dear Mr. Cheung:

張先生台鑒:

This is with reference to the shipment of 12 barrels of lubricant (润滑油) that was to reach us by the end of last month. We note not without dismay the long delay in delivery by your side. Despite two extensions on the delivery date we are yet to receive our order here in New York.

根据船期，本公司所訂的 12 桶潤滑油，應於上月底運到，儘管已兩次延期，但本公司至今仍未在紐約收到相關貨物，我方對此感到失望。

Please be advised that we have instructed our lawyers to file a compensation suit in accordance to provisions of our agreement. We regret having to take this step, but the delay in shipment has caused much financial loss to our company. We have also lost important customers as result of being unable to meet orders.

由於貴公司船期延誤，使我方造成重大經濟損失，除此之外，我方更因為未能如期交貨而失去一些重大客戶，因此我方在迫不得已的情況下，已委托律師根據合約條款，對貴公司提出索償。

Yours truly, John Edward Procurement Manager, Edward Machinery Pvt. Ltd

順頌

商祺！

愛華機械有限公司採購部經理

愛華約翰謹上

--G 23:20, 18 April 2007 (CST)
Appendix 2

TransWiki User Survey (2007)

1. Please circle or tick only one choice for each of the following:

How would you appraise the use of TransWiki for translation assignments?
- a. Inconvenient
- b. Helpful
- c. Neither

2. Working in a group has been:
- a. helpful
- b. a hindrance
- c. confusing
- d. neither

3. With regard to discussion for translation, would you prefer:
- a. to use the discussion page in the Wiki
- b. to chat through MSN/Yahoo/ICQ/…
- c. meet members of the group for a discussion face-to-face
- d. discuss by e-mail

4. When contributing to discussions would you like to be:
- a. identified (as presently)
- b. anonymous

5. If not mandatory would you prefer
- a. to continue using TransWiki
- b. not use TransWiki at all

6. What according to you is the main disadvantage of using TransWiki?
- a. Too slow
- b. Lack of real-time discussion/chat (instant messaging, such as MSN/Yahoo/ICQ/…)
- c. Lack of privacy (access to pages open to all)
- d. Other: ____________________________

7. What according to you is the main advantage of using TransWiki?
- a. Group effort, yielding better results
- b. Lack of pressure to conform/agree as in face-to-face discussions
- c. Easy access of content from any computer
- d. Other: ________________________________

Appendix 3

TransWiki User Survey (2008-9)
Please circle or tick your choice for each of the following:

1. How would you appraise the use of TransWiki for translation assignments?

2. Working in a group has been:
   a. Productive    b. a hindrance  c. confusing   d. all the same

3. With regard to discussion for translation, would you prefer
   a. to use the discussion page on TransWiki
   b. to establish a chat session on MSN/Yahoo/ICQ
   c. meet members of the group for a discussion face to face
   d. discuss by E-Mail
   e. not discuss at all

4. When contributing to discussions would you like to be:
   a. Identified (as presently)
   b. Anonymous

5. If not mandatory would you prefer
   a. to continue working in a group using TransWiki
   b. to work in a group but not use TransWiki
   c. use TransWiki but not work with a group
   d. not use TransWiki at all

6. What according to you are the disadvantages of using TransWiki?
   a. Too slow
   b. Lack of a real-time discussion/chat page (similar to MSN/Yahoo/ICQ)
   c. Lack of privacy (access to pages open to all)
   d. All of the above

7. What according to you are the advantages of using TransWiki?
   a. Group effort, yielding better results (Peer review)
   b. Lack of pressure to conform/agree as in face to face discussions
   c. None of the above
   d. Others: __________________

(Please use the back side for any comments you wish to make, Thank You!)