

# **GALE Evaluation Reference Translation Alternation Guidelines**

## **GALE Translation QC, Arabic-English**

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Linguistic Data Consortium

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<http://projects.ldc.upenn.edu/gale/index.html>

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# 1 Introduction

The GALE translation evaluation data from Arabic to English language will be provided by professional translation agencies. LDC is responsible for the quality control (QC) of the translation. During translation QC, annotators are expected to fix translation errors, and to provide translation alternatives to the existing translation. Arabic differs from English by depending on diacritics in order to understand the text. Since the vowels are rarely present in the source text, annotators will depend on additional knowledge of syntax, vocabulary, and contextual interpretation.

Generally, alternatives need to be provided when the Arabic source text can have more than one English translation among which the meaning differs. The alternatives are generally expected in the following categories:

## 2 Syntactical Alternatives

Vowels including consonantal length and glottal stop play an important role in reading and understanding Arabic. Annotators doing translation QC will provide different English translations when the meaning could differ due to unvocalized Arabic sentence.

### 2.1 Missing Diacritics

Vowels in Arabic are essential for word comprehension. The vowels are rarely present or are dropped from the Arabic source text. Therefore, translation alternatives need to be provided when the source text can be translated in different ways.

كتبت

I wrote

She wrote

You wrote

It was written

علمت

I knew

I marked

I teach

قتلت هدى.

I killed Hoda.

Hoda was killed.

أصيب عشرون رجلاً وإمرأة.  
20 men and women were injured.  
20 men and one woman were injured.

## 2.2 Missing Glottal Stop (Initial Hamza)

The meaning could differ when glottal stop is missing. The context usually clarifies the meaning. There are still some cases which are ambiguous and annotators are expected to provide translation alternatives for those ambiguous cases.

أكتب الدرس.  
I write the lesson.  
Write the lesson.

## 3 Idioms

For Idioms, both a literal translation and its meaning should be included.

رود لارسن: الشرق الاوسط "برميل بارود بقتيل مشتعل"  
Roed-Larsen: Middle East ["a Powder Keg with a flaming wick"// is extremely dangerous].

قبل أن ينبت الشعر في ذقنه  
before [he reaches puberty// the first growth of his beard]

## 4 Proper Names and Nicknames

### 4.1 Proper Names

Some Arabic proper names have meanings; since Arabic doesn't have capital letters to identify proper names, annotators will depend on the context to identify them. There are still some cases which are ambiguous and annotators are expected to provide translation alternatives for those ambiguous cases.

فقدت حسني في هذا الحادث.  
I lost Hosny// my beauty in that accident.

## 4.2 Nicknames

Both proper name and nickname should be translated when famous nick name is the only one provided in the source file:

خادم الحرمين الشريفين  
Custodian of the Two Holy Mosques// King Abdullah Bin Abdulaziz

كوكب الشرق  
Star of the East// Umm Kulthum

أمير الشعراء  
Prince of Poets// Ahmed Shawqi

بنت الشاطئ  
Girl of the beach// Aisha Abdul Rahman

## 5 Metonymy

This figure of speech consists of the use of the name of one object or concept for that of another to which it is related, or of which it is a part; both a literal translation and its meaning should be included.

عرق الطلبة وتعبهم لا يذهب سدى.  
Students'[hard work// sweat] and exhaustion do not go in vain.

## 6 Words that can have multiple different meanings in English

Translation alternatives need to be provided when the source text can be translated in different ways.

### Speaker 1:

أريد أن أضيف هذه النقطة التي ذكرتها سابقا وربما تكون مع وجهة نظرك  
I want to add this point, which I mentioned earlier; perhaps it will side with your point of view.

### Speaker 2:

أه.  
Yes// Uh.