Machine Translation Literacy for University Students

This paper presents the results of a survey that was used to examine how, when and why students at Leiden University's Faculty of Humanities use Machine Translation (MT). A questionnaire was used to determine which MT engines students use and for what purposes, as well as to gauge their awareness of issues concerning privacy, data bias and plagiarism. The findings show that students frequently use Google Translate but are unfamiliar with other MT engines; they use MT predominantly to look up single words, as an alternative to a dictionary; and they are sceptical about the value of MT for educational purposes. In addition, many assumed that the use of MT is not permitted by lecturers for graded assignments, especially in courses focusing on language skills. The survey confirms that there is a clear need for integrating Machine Translation Literacy into the university curriculum. Students may not need practical training in *how* to use MT – after all, it's as simple as cut and paste – but there is much room for improvement in terms of *when* and *why* they use it. As part of an NRO Comenius teaching innovation project, I am currently developing a learning trajectory and online toolkit for machine translation literacy for university students based on the outcome of the survey. In this presentation I would like to present both the main findings of the survey and how we are using these to develop the machine translation literacy toolkit.