

第一部分：中文寫作（50 分）

以下英文摘錄自 O'Connor and Liu (2024) 論文，請在閱讀英文摘錄後，以中文撰寫一篇文章，並針對下列三個問題分段論述。論述須包含實例分析與批判性思考。

1. 請分析人工智慧如何在翻譯過程中產生和複製性別偏見，並結合具體案例討論這些偏見對不同使用者群體的影響。（20 分）
2. 翻譯作為文化中介，應該如何在性別表達有顯著差異的兩種語言文化間，呈現忠實與平等的翻譯？請舉例說明您的策略。（20 分）
3. 您認為譯者和開發者在翻譯科技的設計與使用過程中，應如何攜手推動性別平等？請提出具體的解決方案。（10 分）

Gender bias, according to the European Institute for Gender Equality (2023), refers to “prejudiced actions or thoughts based on the gender-based perception that women are not equal to men in rights and dignity”. This, therefore, constitutes the underlying mechanism for how gender biases influence and are influenced by technologies. While AI itself might be seen as a neutral objective technology, it is imbued with new meanings and implications through its use in specific contexts by humans (Fountain’s ‘enacted technology’ or Orlikowski’s ‘social construction’ of technology’). As gender biases are implicit in our society and culture, they become part of the ‘contextual factors’ which influence the use of and understanding of AI technologies, which in turn become themselves embedded with the same biases.

This definition, as well as many other studies, demonstrates how this bias is often expressed through language. For example, research by Menegatti and Rubini (2017, 1-2) suggests that asymmetrical power relations between the genders are expressed through stereotypes associated with everyday lexical choices (where traits such as ‘nice, caring, and generous’ are used to describe females while ‘efficient, agentic, and assertive’ are used to describe men). However, they also point out that the idea of the male as the ‘prototypical human being’ is encoded in the structure of many languages, for example where ‘chairman’ refers to both sexes in English.

Another example is the AI service ‘Genderify’, launched in 2020, which uses a person’s name, username and email address to identify their gender (Vincent 2020). Names beginning with ‘Dr’ seemed to consistently be treated as male, as “Dr Meghan Smith” was identified as having a 75.90% likelihood of belonging to a male. Elsewhere recent research describes automated robots which were trained on large datasets and standard models, but were found to exhibit strongly stereotypical and biased behaviour in terms of gender and race (Hundt et al. 2022).

References

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- Vincent, James. 2020. "Service that uses AI to identify gender based on names looks incredibly biased." *The Verge*. Accessed Jan 17. <https://www.theverge.com/2020/7/29/21346310/ai-service-gender-verification-identification-genderify>.

見背面

第二部分：英譯中（50分）

The following is an excerpt from “The Elite College Students Who Can’t Read Books,” by Rose Horowitz (*The Atlantic*, November Issue, 2024, pp.14-16). Please translate the English text **in the block** into Chinese. The paragraphs before and after the block are for your reference to better situate your translation. Your translation will be evaluated according to grammar, syntax, meaning, coherence, and elements of style. Most importantly: Avoid translationese (翻譯腔).

The Elite College Students Who Can’t Read Books

Nicholas Dames has taught Literature Humanities, Columbia University’s required great-books course, since 1998. He loves the job, but it has changed. Over the past decade, students have become overwhelmed by the reading. College kids have never read everything they’re assigned, of course, but this feels different. Dames’s students now seem bewildered by the thought of finishing multiple books a semester. His colleagues have noticed the same problem. Many students no longer arrive at college—even at highly selective, elite colleges—prepared to read books.

This development puzzled Dames until one day during the fall 2022 semester, when a first-year student came to his office hours to share how challenging she had found the early assignments. Lit Hum often requires students to read a book, sometimes a very long and dense one, in just a week or two. But the student told Dames that, at her public high school, she had never been required to read an entire book. She had been assigned excerpts, poetry, and news articles, but not a single book cover to cover.

“My jaw dropped,” Dames told me. The anecdote helped explain the change he was seeing in his students: It’s not that they don’t want to do the reading. It’s that they don’t know how. Middle and high schools have stopped asking them to.

In 1979, Martha Maxwell, an influential literacy scholar, wrote, “Every generation, at some point, discovers that students cannot read as well as they would like or as well as professors expect.” Dames, who studies the history of the novel, acknowledged the longevity of the complaint. “Part of me is always tempted to be very skeptical about the idea that this is something new,” he said.

And yet, “I think there is a phenomenon that we’re noticing that I’m also hesitant to ignore.” Twenty years ago, Dames’s classes had no problem engaging in sophisticated discussions of *Pride and Prejudice* one week and *Crime and Punishment* the next. Now his students tell him up front that the reading load feels impossible. It’s not just the frenetic pace; they struggle to attend to small details while keeping track of the overall plot.

No comprehensive data exist on this trend, but the majority of the 33 professors I spoke with relayed similar experiences. Many had discussed the change at faculty meetings and in conversations with fellow instructors. Anthony Grafton, a Princeton historian, said his students arrive on campus with a narrower vocabulary and less understanding of language than they used to have. There are always students who “read insightfully and easily and write beautifully,” he said, “but they are now more exceptions.” Jack Chen, a Chinese-literature professor at the University of Virginia, finds his students “shutting down” when confronted with ideas they don’t understand; they’re less able to persist through a challenging text than they used to be. Daniel Shore, the chair of Georgetown’s English department, told me that his students have trouble staying focused on even a sonnet. [275 words]

Failing to complete a 14-line poem without succumbing to distraction suggests one familiar explanation for the decline in reading aptitude: smartphones. Teenagers are constantly tempted by their devices, which inhibits their preparation for the rigors of college coursework—then they get to college, and the distractions keep flowing.