How to measure quality in translation?

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Talk map

- Introduction: TQA – selected considerations
- Translation assessment in translator training environment
- Empirical study – assessment practices
  - Study design
  - Selected results
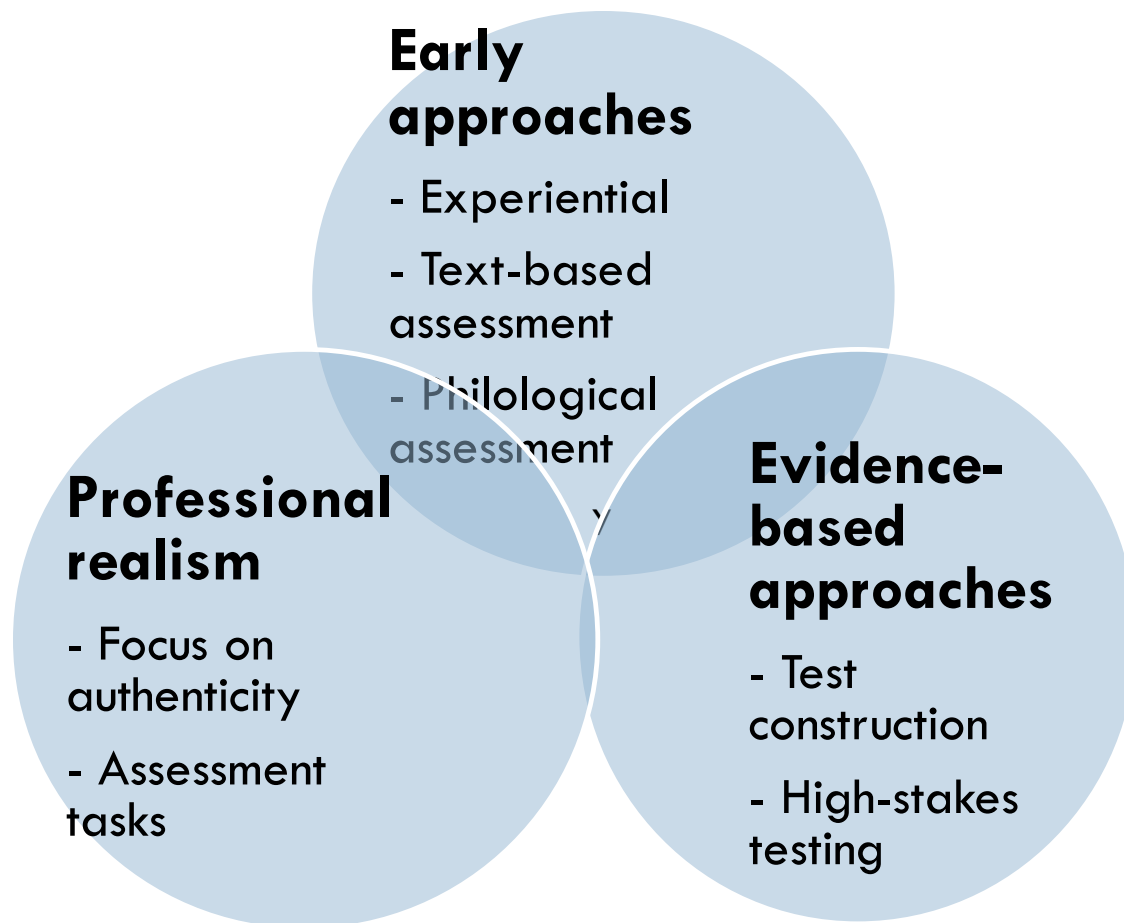- Conclusions: Perspective of professional realism

Quality in translation – selected considerations

- **Terminology:** quality, reviewing and criticism (RETS 1998); quality, evaluation/assessment, testing and assessment (HTS 2010-15)

- **Approaches:**
  - Translation Studies –
    - from theory and text-centeredness to evidence-based research
    - TQA related to the concept of translation

    (House [1977]/1981; Waddington 2001; Angelelli and Jacobson 2009; Eyckmans et al. 2009; Drugan 2013)

  - Translation industry – management and business,

    => **Gap** (cf. Drugan 2013) or **integration**?

Different levels of quality

- **Translation grades** (D. Gouadec, HTS 2010-15)
  - Rough-cut
  - Fit-for-delivery
  - Fit-for- broadcast
- **Translation types** at the EC (E. Wagner, 2003: 98)
  - Legislation
  - Basic understanding
  - For information
  - For publication
  - For EU image
    - In translator education?

Translator training context

Early approaches

- Experiential

- Text-based assessment

- Philological assessment

Professional realism

- Focus on authenticity

- Assessment tasks

Evidence-based approaches

- Test construction

- High-stakes testing

⇧ Translator competence

⇧ Educational measurement
⇧ Statistics

Empirical study – overview

- **Goal:** To investigate translation assessment practices in translator training environment, from the conceptual level to the practical level
  - Hypotheses concerning the dynamism of translation concepts
  - Task diversity
  - Most popular assessment tasks
  - Use of translation porfolio
  - Positive assessment
- **Tool:** survey with closed-ended questions (Likert scale) and open-ended questions

Study sample

1. Translation students (n=101)

   - Students of post-graduate translation programs in Poland

2. Domestic teachers of translation (n=28)

3. International teachers of translation (n=28)

- Teacher group:

   - Beginning teachers (translation -10,9; teaching 2,9 yrs)

   - Experienced teachers (tr – 12,7; te – 6,4 yrs)

   - Expert teachers (tr – 20,8; te – 17,6yrs)

Concepts of translation

- **Hypothesis 1:** The dynamism of the translation concept increases with education and experience
- Dynamic index (cf. PACTE 2011)

  - Dynamic approach to translation: textual, communicative and functional
  - Static approach to translation: linguistic and literal

Dynamic index
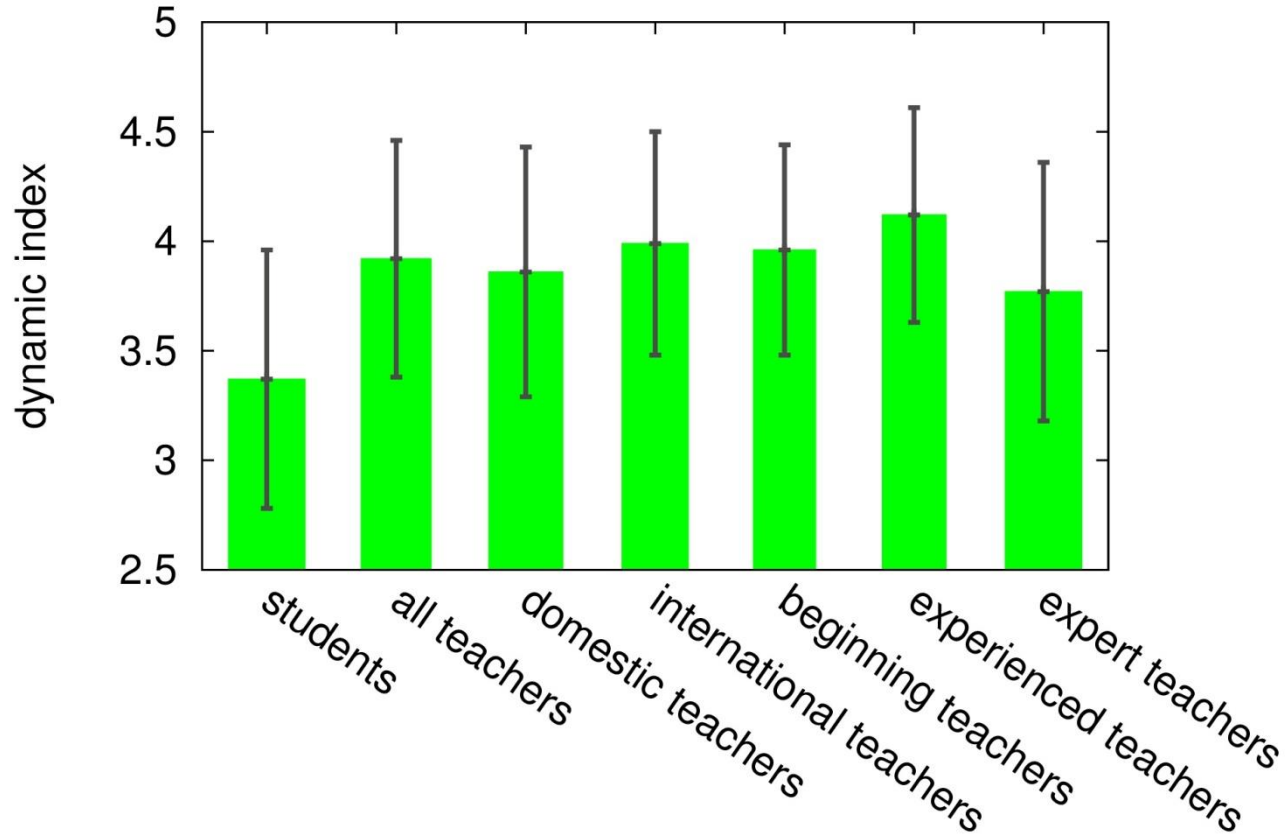
Dynamic index – *p-values*
(Mann-Whitney-Wilcoxon test)

	Students	Teachers_All	Teachers_Dom	Teachers_Int	Teachers_Beg	Teachers_Exd	Teachers_Expt
Students	X	$<10^{-4}$	$3{,}3 \cdot 10^{-4}$	$<10^{-4}$	$<10^{-4}$	$<10^{-4}$	$8{,}8 \cdot 10^{-3}$
Teachers_All	$<10^{-4}$	X	$6{,}1 \cdot 10^{-1}$	$6{,}1 \cdot 10^{-1}$	$8{,}2 \cdot 10^{-1}$	$2{,}4 \cdot 10^{-1}$	$2{,}9 \cdot 10^{-1}$
Teachers_Dom	$3{,}3 \cdot 10^{-4}$	$6{,}1 \cdot 10^{-1}$	X	$3{,}8 \cdot 10^{-1}$	$5{,}2 \cdot 10^{-1}$	$1{,}6 \cdot 10^{-1}$	$5{,}9 \cdot 10^{-1}$
Teachers_Int	$<10^{-4}$	$6{,}1 \cdot 10^{-1}$	$3{,}8 \cdot 10^{-1}$	X	$8{,}1 \cdot 10^{-1}$	$4{,}6 \cdot 10^{-1}$	$1{,}8 \cdot 10^{-1}$
Teachers_Beg	$<10^{-4}$	$8{,}2 \cdot 10^{-1}$	$5{,}2 \cdot 10^{-1}$	$8{,}1 \cdot 10^{-1}$	X	$3{,}5 \cdot 10^{-1}$	$2{,}6 \cdot 10^{-1}$
Teachers_Exd	$<10^{-4}$	$2{,}4 \cdot 10^{-1}$	$1{,}6 \cdot 10^{-1}$	$4{,}6 \cdot 10^{-1}$	$3{,}5 \cdot 10^{-1}$	X	$9{,}4 \cdot 10^{-2}$
Teachers_Expt	$8{,}8 \cdot 10^{-3}$	$2{,}9 \cdot 10^{-1}$	$5{,}9 \cdot 10^{-1}$	$1{,}8 \cdot 10^{-1}$	$2{,}6 \cdot 10^{-1}$	$9{,}4 \cdot 10^{-2}$	X

Diversity of tasks used for assessement

	Average	Median	Minimum	Maximum	Std Dev
ALL	**8,64**	9	1	13	2,38
Students	**8,38**	9	2	13	2,25
Teachers _All	**9,11**	9	1	13	2,55
Teachers_Dom	**8,36**	8,50	1	13	2,83
Teachers_Int	**9,86**	10	6	13	2,01
Teachers_Beg	**8,19**	8	3	12	2,34
Teachers_ Exd	**9,69**	10	7	13	2,21
Teachers_Expt	**9,64**	10	1	13	2,77

Most popular assessment tasks
(except translation)

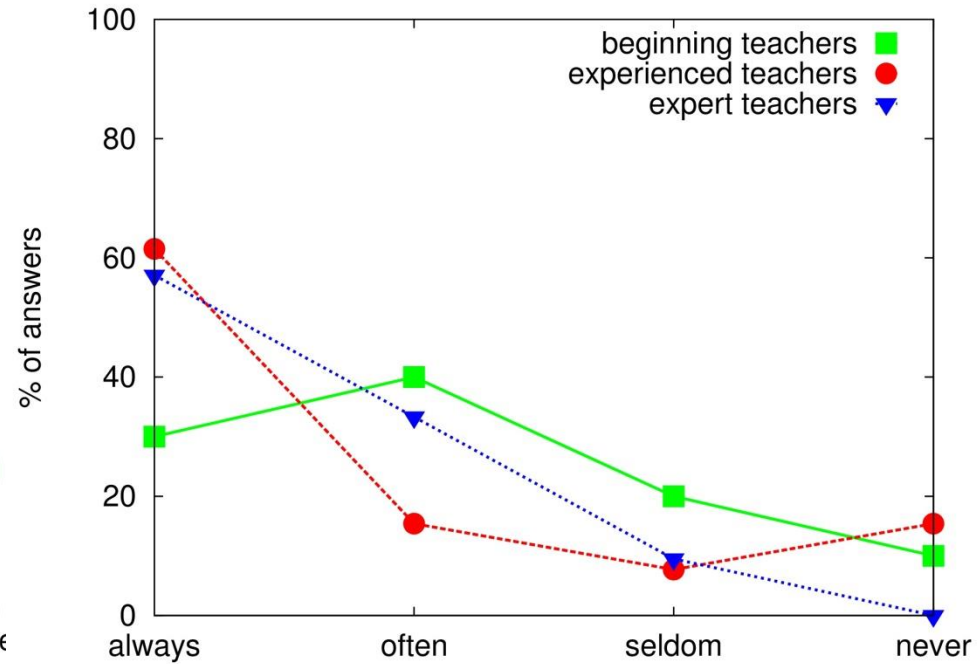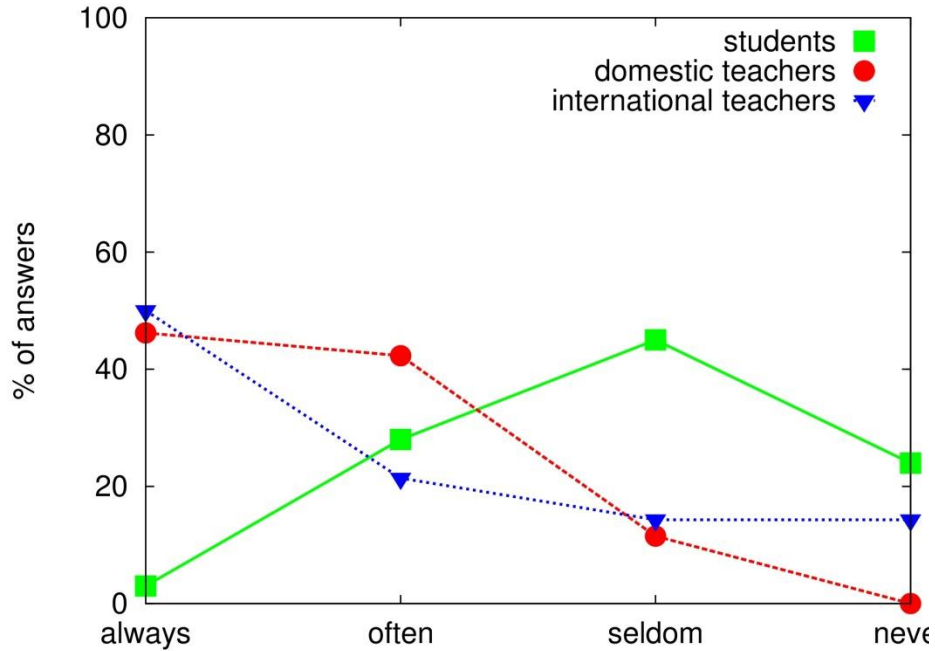| Domestic teachers	International teachers
□ 1. Translation revision (75%)	□ 1. Individual translation project (67,9%)
□ 2. Source text commentary (66,7%)	□ 1. Translation with a commentary
	□ 2. Translation revision (57,1%)

Translation portfolio
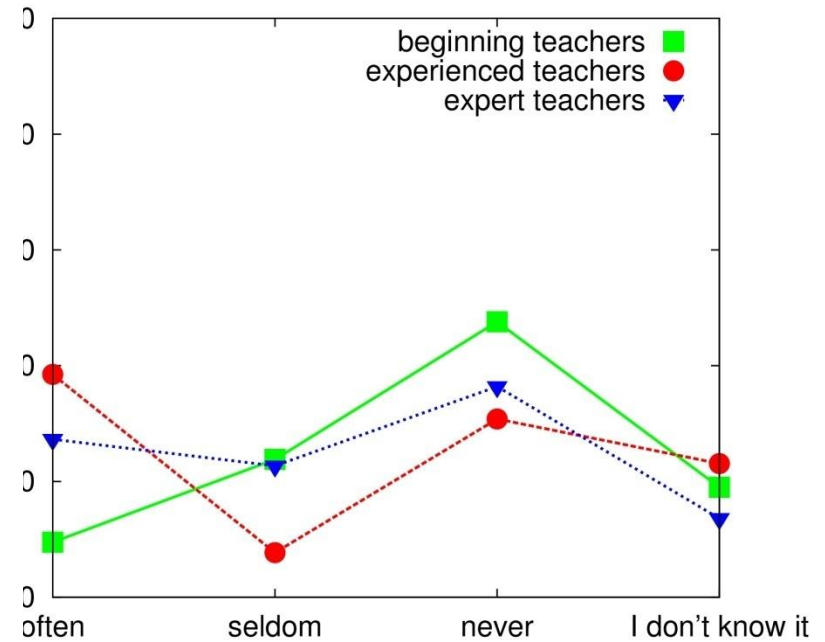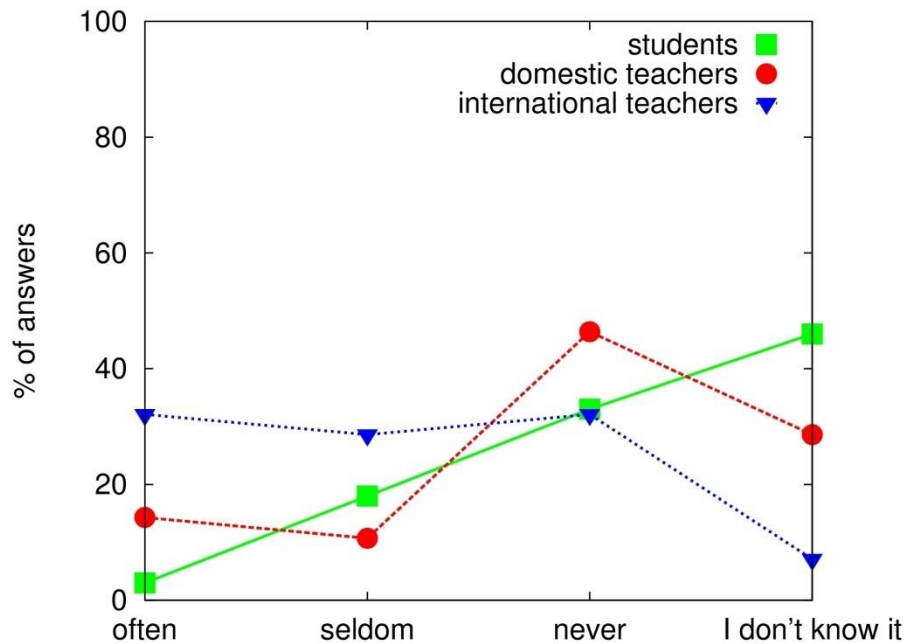
Tasks with CAT tools application
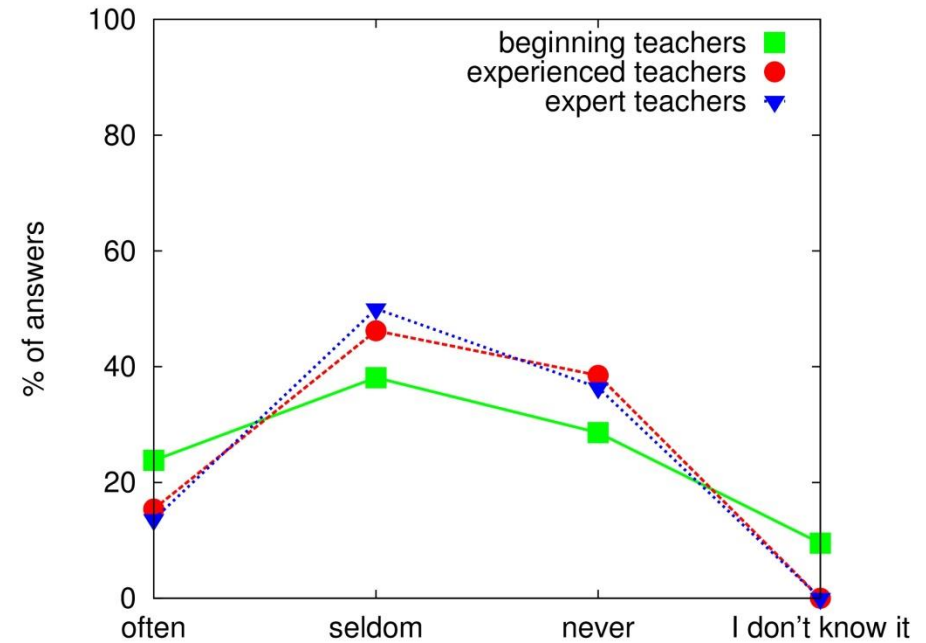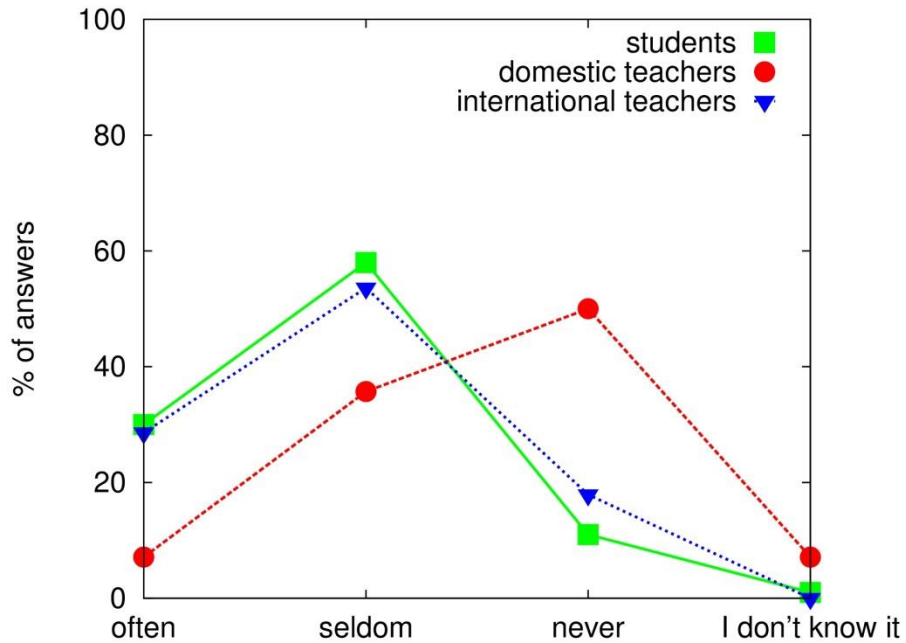
Positive assessment

Q: Students can receive extra points for especially apt solutions

Translation assessment – additional findings

- Subject anxiety

- Assessment vs. Quality assurance and control

Conclusion

- The study confirmed the dynamism hypothesis in the student-teacher group comparison
- Space for more professional realism in the studied sample
  - Portfolio use
  - Technology – CAT tools use
- Recognition of the importance of assessment skills – the EMT Translator Trainer Profile calls for trainers' assessment competence (2013)

$$Q\ (T, c, e) = \Sigma[p_i(c, e)\ \text{éval}\ (FT_i) + p'_j\ (c, e)\ \text{éval}\ (FET_j)]$$

Gile (2005: 60)

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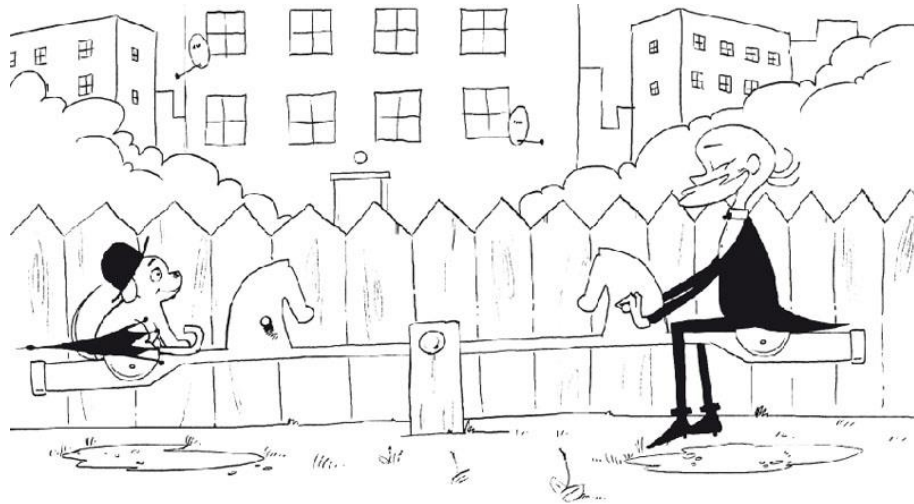
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