

Student-oriented Translation Evaluation: Action Research Approach

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1. Introduction

With the growing need for professional translation quality assessment, there is now a fair amount of writing on translation quality and translation quality assessment (TQA) in the fields of translation studies and translation pedagogy. In his article about the Canadian government's Translation Bureau's TQA system, known as Sical (Système canadien d'appréciation de la qualité linguistique), Williams (1989) recognizes arbitrariness as one of the weak points of the empirical TQA system. Yet it is likely that such arbitrary and atheoretical attributes of Sical and other TQA systems stem from the very nature of translation quality. Quoting Simpkin and Sager, Williams discusses the notion of acceptability and appropriateness in translation: good translation is

“appropriate to a situation” and there are “only more or less appropriate translations for the purpose for which they are intended” (17). The subjective and relative nature of translation quality has complicated matters for designing objective and reliable TQA procedures.

As an aspiring researcher and teacher in translation, I have always been intrigued by the issues of objectivity and reliability in TQA. In an attempt to gain insights on how to design objective and reliable procedures, I have sought information on TQA practices both from faculty members at universities with translation programs, and from my fellow teachers in translation. However, I have yet to come across any department-wide guidelines on TQA procedures or a translation rating system. The lack of objective translation evaluation criteria and the discrepancy of evaluation methods among teachers have been demonstrated in a survey conducted on faculty members and other instructors of translation and interpretation at the undergraduate and graduate levels (Brain Korea 21 Specialized Project Team 2001 62). I also reviewed relevant literature and found discussions and research on TQA systems and procedures, but this discourse was mainly conducted by translation teachers or institutions; few translation scholars have tackled the issue of TQA from the students’ point of view.

Students, as much as teachers, are important stakeholders in the TQA process. Although they may not realize it, students are deeply involved with the process from beginning to end. They initiate the process by producing and providing translation products for evaluation, and they complete the circle by consuming the end result (grades and teacher feedback). In order to analyze students’ needs in TQA, and to deal with issues of objectivity and reliability in my own TQA system, I have designed this research. Through this research, I attempt to find answers to the following questions:

- 1) Do students want to have a detailed description of my translation assessment criteria?
- 2) What assessment criteria are viewed as objective and reliable by the

students?

3) What type of TQA system and assessment criteria do the students want for their class?

4) How can I best enhance the objectivity and reliability of my TQA system?

2. Translation Quality Assessment: Research Developments

2.1 From Anecdotal and Subjective Approaches to Functionalist Approaches

In an attempt to move away from intuitive-anecdotal approaches to translation evaluation, Nida proposed response-oriented approaches, which focus on the “dynamic equivalence” between source and target texts. However, Nida’s criteria for evaluating translations, such as “the correctness with which the receptors understand the message of the original (faithfulness to the original)” (Nida and Taber 1982: 173) and equivalence of response, are criticized by House (2009) as vague and non-verifiable (222).

Cautioning against translators’ and evaluators’ heavy reliance on intuition, Bowker (2000) proposed using a specially-designed corpus for evaluation (Evaluation Corpus) as a win-win solution for both translator trainers and students. She claimed that the corpus is a valuable “testbed (sic) that translators or evaluators can use to verify or reject their intuitions” (190). She also demonstrated that her corpus is useful for translators or evaluators, who are non-subject field experts, to reduce subjective feedback to student translations (205).

As a linguistically-based approach comparing pairs of source and target texts, Reiss (2000) suggested a text-based approach to TQA in which text type is the determining factor for one’s translation method. Based on Bühler’s three

language functions (representation, expression, and persuasion), Reiss proposed three text types: content-focused (informative), form-focused (expressive), and appeal-focused (operative) (26).

Focusing on translation as a purpose-driven action and on translational purpose, Reiss and Vermeer introduced Skopos theory in the 1970s which constitutes an integral part of the functionalist tradition in translation. Munday (2001) details the functional theory of translation as follows: “Skopos theory focuses above all on the purpose of the translation, which determines the translation methods and strategies that are to be employed in order to produce a functionally adequate result” (79). As with the case of Reiss’s text-based approach to TQA, House (2009) is critical of the functionalist approach to TQA, stating as reasons both the difficulty of assessing the “skopos” of the translation, and its “one-sided considerations” of the target text alone (224).

Functional approaches to TQA may have borne their fair share of criticism, but another prominent functionalist, Christiane Nord, has shed new light on the concepts of text type and purpose of translation in her translation-oriented text analysis. In her text analysis model, Nord (1997) highlighted “three aspects of functionalist approaches that are particularly useful in translator training (59)”: a) the importance of the translation commission (translation brief), b) the role of ST analysis, and c) the functional hierarchy of translation problems.

In her special lecture on translation errors and errors in translation, Nord (2009) emphasized the importance of the translation brief as a framework for evaluation: “In evaluation, the brief represents the standard against which we measure the quality (adequacy) of a translation” (2). Its influential role in evaluation is confirmed in her definition of translation error: “a failure to comply with a requirement of the translation brief” (6). Hatim and Mason (1997) have pointed out one problem in translation evaluation, namely that no translation brief is provided for translation and thus evaluation is not based on communicative translation (199). Adab claims that the success or failure of a translation can be determined by its conformity to text function and purpose

(Kim and Kim 2002 159).

2.2 Functionalist/componential Evaluation Tool

In her book entitled, *Translation teaching: From research to the classroom*, Colina (2003) opens up the chapter on “Evaluation and Errors” with lists of deficiencies in existing testing and evaluation methods (128-29). Later in the chapter, she elaborates upon the notion of ‘descriptive profiles’ of assessment criteria consisting of a numerical scale. For example, on a scale of 1 to 5, each numerical score has a corresponding description of the target text with regard to translation solutions and other factors for evaluation consideration. In favor of using descriptive profiles for TQA in translator training programs, Colina continues to explain and distinguish the two rating systems that use descriptive profiles (holistic rating and componential rating):

Holistic rating assesses the overall quality of the translation or the level of translation skills in a single score and/or description that encapsulates various skills. [...] In componential rating, each skill tested is graded and individual skill scores are added to obtain the final evaluation. (136)

Building on the descriptive profiles of assessment criteria and the componential rating system suggested in her 2003 book, Colina (2008) proposes a functionalist/componential evaluation tool. A functionalist/componential tool for evaluation is proposed as an attempt to overcome the limitations of earlier models, viz. a lack of theoretical framework and/or non-applicability of the methods. To that end, the evaluation tool is designed to be based on functionalist theory and textual models of translation, and it adopts a componential rating system with four categories for assessment (linguistic form: spelling, grammar, lexicon, etc.; functional adequacy; meaning; and specialized content) (104).

What’s noticeable about Nord and Colina’s practice of and suggestion for

translation evaluation is that they evaluate (student) translations using their own rating sheet, which has specific evaluation criteria. Nord evaluates student translations following her own hierarchy of errors on an error matrix, with a finely categorized point deduction system. Colina uses her functionalist/componential evaluation tool, containing the four assessment categories mentioned above. I am familiar with the fact that rating sheets are generally used in translation evaluation situations, such as qualification exams, where multiple raters and a number of examinees are involved. Yet, this is usually not the case with evaluations in translation classrooms, where there is normally one rater (the teacher) and a relatively small number of students taking translation exams or completing translation assignments. Using a rating sheet for translation evaluation in classroom settings could be a way of enhancing objectivity and reliability in one's TQA system.

2.3 Formative vs. Summative Evaluation

Confused with a plethora of concepts and terms used in translation assessment, Brunette (2000) set out to overview translation assessment and define the key terms in the field. She compared the similarities and differences between five assessment procedures used in evaluating the translation of general texts: pragmatic revision, translation quality assessment, quality control, didactic revision, and fresh look (172). Among the five assessment procedures, I will focus on translation quality assessment and didactic revision, which are relevant to a translator training context. The terminological definitions of the two assessment procedures are as follows:

Didactic revision (formative revision; training revision)

Stage in the translation process in which the entire translated text and the original are carefully compared to ensure the translation complies with previously defined methodological, theoretical, linguistic, textual and contextual criteria. The changes made to the translation are intended to

improve the target text and help translators hone their skills.

Translation quality assessment (TQA) (translation evaluation; quality evaluation)

Management term. Determination of the quality of a translated text or a check after the fact for management purposes, i.e. measuring the productivity of translators and the quality/price ratio of translations. A numerical rating is assigned. (173)

Following Kiraly's (2000) definition (152), as an ongoing assessment that measures students' learning progress, didactic revision (or formative revision) can be classified as a formative assessment; and as a terminal evaluation usually used to give grades to students for their translation quality, TQA can be classified as a summative assessment. In other words, TQA as a summative assessment encompasses examinations of all kinds, such as mid-term and final exams in a university setting, and its result is presented to the students in the form of grades. Didactic revision can be viewed as the teacher's feedback and comments on student translations.

In this light, as a teacher of undergraduate translation courses, I think that TQA should be a means to an end in undergraduate courses, whereas didactic revision is an end in itself. Translation teachers at the undergraduate level are expected to take 'therapeutic' approaches to translation evaluation, while evaluators of qualification exams or those who do quality control for a professional translation institution should take 'diagnostic' approaches (Hönig 1997: 23). This is because the latter have the power to determine institutional issues such as admission or advancement in a program. By contrast, teachers in the university environment are there to tell students that their "glasses are half full" rather than "half empty."

3. Methodology

3.1 Student Survey

To answer the research questions raised in Chapter 1, I designed an action research based on a student survey about TQA. The motivation for choosing action research as the research methodology for this study is explained in the following section. To analyze student needs, I conducted two questionnaire surveys with a two- to three-week interval. The subjects for the research were 22 students (all of the registered students) in English into Korean Translation 1 class, and 18 students in English Translation Theory & Practice 2 class. Both were undergraduate courses that I taught in the spring semester of 2009. Since three students were taking both of the classes, they were asked to take the second survey only once in one of the two classes while taking the first one in both classes; hence, the total number of questionnaires collected for the first survey was 40 and for the second survey was 37. Most of the students were sophomore and junior students majoring in English interpretation and translation, and there were a small percentage of students with other majors in each class.

3.2 Action Research as a Theoretical Framework

Action research is “a form of self-reflective inquiry carried out by practitioners, aimed at solving problems, improving practice, or enhancing understanding” (Nunan 1992 229). Action research progresses through sets of a cycle: planning, acting, observing, and reflecting. The reflective cycle of action research is illustrated in the schema shown in Figure 1.

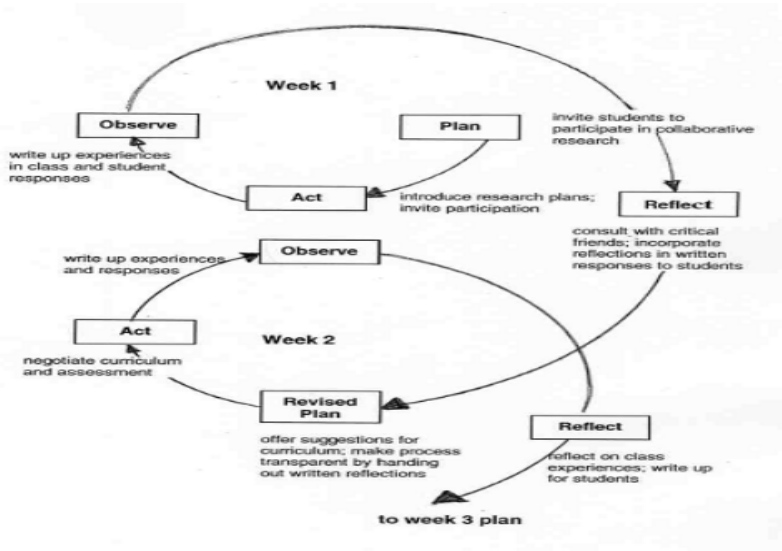


Figure 1. Action research: Reflective cycle (as cited in Nam 2007 26)

As a practice-driven approach, action research empowers practitioners/researchers who possess both craft knowledge and analytical knowledge to improve not only “the rationality and justice of their own practices” but also “the situations in which the practices are carried out” (Carr and Kemmis 1986 162). Through this action research, I expect to enhance the rationality and validity of my translation evaluation, and evaluate student translations in a way that helps improve their translation skills and quality.

The experimental design of the current action research is as follows:

- 1) Plan: Find out what the students think about my translation rating system and assessment criteria.
- 2) Act: Describe and explain my rating system and assessment criteria in detail to the students (see Appendix 1). Ask the students to answer the questions and comment on the topic in a survey about my rating system and assessment criteria (see Appendix 2).
- 3) Observe: Analyze the findings of the survey.

4) Reflect: Reflect on how my rating system and assessment criteria are appreciated or criticized and how well my feedback on student translations is received.

5) Revised Plan & Act: Develop new and improved translation rating system and assessment criteria. In a questionnaire, ask the students to choose the rating system and assessment criteria that are objective and suitable for their class (see Appendix 3).

6) Observe: Analyze the findings of the questionnaires.

7) Reflect: Reflect on ways to further systematize my TQA system and to give feedback to the students in a way that can help improve their translation skills.

4. Results and Discussion

In the first survey, the students were asked to answer questions and comment on my rating system, translation assessment criteria, and feedback on their translations. In the second survey, the students were asked to choose the most suitable rating system and assessment criteria for their class. The results are outlined below in relation to each of the research questions or hypotheses that the current action research set out to address.

4.1 Rating System and Translation Assessment Criteria

Hypothesis 1: *Students want to have a detailed description of the teacher's translation assessment criteria.*

Survey question: *Does it help to know your teacher's translation assessment criteria? Do you want a detailed description of the teacher's rating system and translation assessment criteria that are used for your class?* (Appendix 2)

Answer	No. of respondents	Comments from survey data
Yes	34	<ul style="list-style-type: none"> - If I know the assessment criteria, I will have more opportunity to find out my mistakes. - I think the criteria are appropriate in absolute evaluation, as is the case with this class. Constant feedback would help a lot. - Knowing the criteria prepares me to be more careful when translating.
No	6	<ul style="list-style-type: none"> - Knowing the assessment criteria is necessary, but it does not have to be so much detailed. I think it's enough to be 'briefly' informed of them. - Each professor and class has different criteria, so it is confusing to the students.
Total no.: 40		

Table 1. Usefulness of knowing the rating system and translation assessment criteria

Thirty four out of 40 students surveyed (85%) answered that knowing the teacher's rating system and translation assessment criteria are necessary and helpful. They wanted a detailed description of the translation assessment criteria so that they would know what to pay attention to when translating and what went "wrong" in their translation. Six students (out of 40) answered that a brief explanation of the assessment criteria is enough. Interestingly, one student wrote that having a detailed description of the teacher's assessment criteria would be the same as getting tips for good grades. She had the idea that competent students should know on their own the importance of ST analysis and what they have to be careful about in translating, without their teacher telling them.

4.2 Objectivity of Rating System and Assessment Criteria

Hypothesis 2: *Students think the teacher's rating system and translation*

assessment criteria are closer to the subjective end of the continuum than to the objective end.

Survey question: *What do you think about the teacher's rating system and translation assessment criteria? Are they objective and consistent?* (Appendix 2)

Answer	No. of respondents	Comments from survey data
Yes	35	<ul style="list-style-type: none"> - The rating system and criteria are fair in that each grade level has a clear specification and that every aspect of the translation is assessed in detail. - In translation, where multiple answers are possible and can be considered right, absolutely objective evaluation is not possible, but the teacher's criteria are reasonable enough and therefore acceptable. - The criteria are relatively objective, but since the grading itself is done by a human being and therefore, subjectivity inevitably comes into play in the process.
No	3	<ul style="list-style-type: none"> - More explanation is needed for the factors that are considered for evaluation in the assessment criteria. - The teacher's personal judgment of appropriate or inappropriate translation and the lack of explanation for it make the criteria look less objective.
Total no.: 38		

Table 2. Objectivity of the rating system and assessment criteria

Thirty five out of 38 students (92%) answered that my rating system and assessment criteria are objective and consistent. They responded that the rating system and assessment criteria are understandable and acceptable. However, some wrote that there is always room for subjectivity in the grading process and that it is inevitable. A few respondents indicated a lack of objectivity in my rating system and assessment criteria. Three (out of 38) students wanted more detailed explanation of the rating system and assessment criteria, and I recognized the need for using actual examples from student translations to help the students understand better.

4.3 Students' Preference of Assessment Criteria

Hypothesis 3: *Students prefer objective and explicit assessment criteria to subjective and implicit criteria.*

Survey question 1: *Which assessment criteria or evaluation tool do you think is most suitable for your class?*

Survey question 2: *Which assessment criteria or evaluation tool do you think is most objective? (Appendix 3)*

Based on the analysis of the results from the first survey, I suggested several rating systems and assessment criteria that vary in their degree of explicitness and objectivity. Fourteen students out of 35 (40%) answered that “Componential rating” was most suitable for their class and another 15 (43%) answered “Functionalist/componential evaluation tool” was most suitable while only six students chose “Holistic rating”. To the question “Which [of the above] assessment criteria or evaluation tool do you think is most objective”, a combined number of 22 students (71%) answered “Componential rating” or “Functionalist/componential evaluation tool” while nine out of 31 who answered the question chose “Holistic rating”. The survey results confirm **Hypothesis 3:** *Students prefer objective and explicit assessment criteria to subjective and implicit criteria.*

Although 35 out of 38 students (92%) in the first survey initially answered that the teacher’s holistic rating system was objective and consistent, the students preferred the componential rating system and Colina’s functionalist/componential evaluation tool in the second survey while considering them more explicit and objective than the teacher’s holistic rating system. What’s significant in the survey results is not that *Students prefer objective and explicit assessment criteria to subjective and implicit criteria*, because this may sound like a foregone conclusion. What’s meaningful in the two survey results is that the teacher now knows what assessment criteria and

evaluation tool the students view as objective and suitable for their class. What remains for the teacher is to respect the students' opinions and to use more objective and explicit assessment criteria (componential rating or functionalist/componential evaluation tools) in future assessments.

4.4 Teacher Feedback on Translation

Since teacher feedback on student translations is an indispensable evaluation procedure in its own right, I wanted to know how the students responded to my feedback, and asked their thoughts about it.

Survey question: *Was the teacher's feedback (corrections, comments, explanations in class) useful in terms of helping you improve your translation skills? (Appendix 2)*

Answer	No. of respondents	Comments from survey data
Yes	40	<ul style="list-style-type: none"> - Detailed comments and explanations in the teacher feedback are really helpful. Knowing the score for each of my translation assignments would be good to figure out my weaknesses in translation. - Now that I know the teacher's assessment criteria clearly, I can see the importance of teacher feedback on my translation. Teacher feedback is as important as the assessment criteria. - More detailed explanation and suggestions of alternative expressions or appropriate solutions to translation problems will be appreciated.
Total no.: 40		

Table 3. Usefulness of teacher feedback on translation

All the respondents answered that my feedback on their translation was useful in helping them improve their translation skills. However, they favored more detailed explanation on the teacher's error markings and comments on

their translation, and asked the teacher to provide alternative expressions or appropriate solutions to the translation problems they failed to solve. They wanted to have an “ideal” or a “perfect” sample translation from the teacher, which indicates their lack of awareness that multiple solutions to a single problem are possible, and that there can be multiple versions of a translation that are appropriate for a given situation. In other words, they want their teacher to give them “answers” right away rather than teach them how to find answers. As a teacher who is against the idea of providing a sample translation as an “ideal” and the only right answer, I think that it should be noted clearly from the outset that the teacher is not there to give out “answers”, but rather to guide students and help them find answers to their questions.

Through the surveys, the importance of teacher feedback was confirmed. The students recognized that teacher feedback is as important as the assessment criteria and the grade they receive for their translations. I too was able to reaffirm my belief in the significance of teacher feedback, in helping the students understand what decisions or solutions are adequate and what are not in their translations, and thus helping them improve their translation quality. Teacher’s comments on students’ translations on paper and in class and students’ follow-up questions are important, even indispensable, communication channels to both the teacher and the students. Teacher feedback on student translations should aim at giving concrete examples and detailed explanation on the translation problems in the given text (ST) and errors in the student translations (TT).

5. Conclusion

Through surveys and students’ questions, I came to understand what kind of information my students look for in the teacher feedback on their translations. In the teacher feedback, students want to find answers to their

questions, such as “What do I need to improve on in my translation?” and “What changes should I make in my translation and how?” By giving detailed explanation and suggesting alternative solutions to translation problems, the teacher can lead the students to the answers. The teacher can also provide more information on the students’ translation quality by choosing a more systematized rating system and objective and explicit assessment criteria.

Colina’s functionalist/componential evaluation tool is a system that can provide answers to the students’ questions on their translation quality and an overview of their translation. Each of the four categories of evaluation criteria (Target Language, Functional and Textual Adequacy, Non-specialized Content: Meaning, and Specialized Content & Terminology) has three to five descriptions of the student’s translation that the teacher can choose from, and the teacher can cite examples from the translation or write relevant comments on the students’ errors to give them more information on their translations.

As another good source of information for students, I recommend using corpora in translation classes. By using a corpus, the teacher can reduce subjective feedback on student translations (Bowker 2000 205) and encourage the students to find suitable solutions to translation problems on their own. The use of both kinds of corpora (parallel corpus and comparable corpus) is also useful for training students to acquire prerequisites for being a good translator: source and target language competence and encyclopedic subject knowledge (Snell-Hornby 1992 11). I myself witnessed the value of corpora vis-à-vis translation education or translator training. In a class about recipe translation, I used both parallel and comparable corpora to explain to the students why their decisions or solutions to translation problems are not adequate and to show actual examples of recipes in Korean and English. With the examples from the corpora, the students understood my comments on their translation better and more easily than before.

The findings of current research are significant in that they show the importance and value of teacher-student communication on translation

evaluation and teacher feedback. The teacher and the students' two-way communication, through measures such as surveys, interviews, and questions and answers in class and via e-mail, enables exchanges of crucial information concerning how the translations will be evaluated and what information the students look for through assessment and teacher feedback. In particular, the more systematized and objective the evaluation system, and the more detailed the teacher feedback, the more helpful the information communicated is to the students. Such an evaluation system and feedback provide significant information to students on their translations in a way that can aid and encourage them in discovering answers to their questions on their own, and they can thereby learn to find appropriate translation strategies for different translation texts.

In order to strengthen students' motivation and help the students improve their translation skills, translation evaluations for undergraduate courses should be designed and operated as a systematized structure. As an informative and systematized translation evaluation procedure for undergraduate translation classes, I propose the following scheme: First, provide students with a translation brief as their frame of reference for translational decisions (pre-translation stage). Second, in the translation/pre-evaluation stage, provide clear specifications of assessment purposes and the TQA process (what is to be assessed and how). Third, evaluate student translations using an adapted version of Colina's functionalist/componential evaluation tool (evaluation stage). Fourth, provide teacher feedback on the translations, and follow up on students' questions using examples from corpora (post-evaluation stage).

6. Limitations of the Study

This paper is an action research on translation evaluation, which analyzes student surveys conducted on a limited number of subjects. Forty undergraduate

students in my English into Korean Translation 1 and English Translation Theory & Practice 2 classes were surveyed. The findings of this action research are specific to these classes, and therefore might not be applicable to other classes with different student compositions. Non-translation & interpretation major students or graduate students majoring in translation/interpretation may think differently from the subjects of this research. Accordingly, rating systems and translation assessment criteria for those students should be designed based on separate action research or survey results. Moreover, Colina's functionalist/componential evaluation tool needs to be adapted to situations before it is actually applied. While maintaining the general framework of the evaluation tool, a teacher can add new assessment categories to Colina's model or subdivide an existing category, and the teacher can vary the numerical value (scoring weight) allotted to each category according to differences in the client's requests in translation brief and/or text genre, text function, target reader, etc.

Using Colina's functionalist/componential evaluation tool, I have graded the final exams of the students in the above mentioned classes. Compared to the holistic rating system and point deduction system that I used before, I felt more assured of my grading, and my comments on student translations seemed less subjective and more explanatory, when using Colina's evaluation tool. However, despite its many virtues, the functionalist/componential evaluation tool cannot be said to be more efficient than my point deduction or holistic rating system, in terms of the amount of time put into grading. As objective and well-categorized as the functionalist/componential model is, it was expected that less time would be used in grading translations when using the functionalist/componential evaluation tool as compared with my old system, but the grading of the two systems (functionalist/componential and holistic/point deduction) were almost equally time-consuming. Since for many in the teaching profession of translation the amount of time needed for grading is usually greater than the time available, enhancing time-efficiency in grading will

remain a major area of interest for me, which I will investigate further in the future.

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Appendix 1

English into Korean Translation 1/English Translation Theory & Practice 2¹⁾

Rating scales (numerical score) with the description of translation (adapted from Adab 2000 224)

Grade A+/A (95-100/90-94): highly appropriate for text function, accurate representation of message in acceptable language and style for the text type, very few/almost no errors of language, style, message;

Grade B+ (85-89): generally appropriate for text function, some minor errors of language/style/message but still usable with some corrections;

Grade B (80-84): appropriate in parts but some significant errors;

Grade C+ (75-79): mainly inappropriate, widely misleading, and unusable for purpose due to number of significant errors;

Grade C (70-74): almost unacceptable, barely recognizable as a message, reads like an almost literal translation by a not very advanced language user, mainly inaccurate;

Grade D (60-64): Late submission; **Grade F (0-59):** No submission

Assessment criteria

Meaning, translation method and strategy (problem-solution), TT reader definition, register, etc.

Problem/error marking codes (degree of seriousness in descending order)

Meaning error (me)

Omission/Addition

Word choice (wc)/Expression (exp.)/Nuance

Typo, etc.

1) Individual components of grading and their grading weights may vary for each class. General comments and translation examples are marked on paper and presented in class.

Appendix 2 - Survey #1

Essay questions on Translation Evaluation

INSTRUCTIONS:

Please answer the following questions and write relevant comments regarding the questions keeping to the order given here. Your answers will not be taken into account for the grades that you will be given for this course. Therefore, please give spontaneous, honest answers to all the questions.

Answer the questions by writing your opinion in the space below each question.

A. Translation assessment criteria

1. Does it help to know your teacher's translation assessment criteria? Do you want a detailed description of the teacher's rating system and translation assessment criteria that are used for your class? If yes, how would that help you improve the quality of your translation? If not, why do you not want them? Write your opinion on the topic.

2. You have just heard the teacher's description and explanation of her rating system and translation assessment criteria. What do you think about the teacher's rating system and translation assessment criteria? Are they objective and consistent? Write your thoughts on the topic.

B. Teacher feedback on translation

3. Was the teacher's feedback (corrections, comments, explanations in class) useful in terms of helping you to improve your translation skills? What are your thoughts on her feedback? Do you want to make any suggestions?

Appendix 3 - Survey #2

Questionnaire on Translation Evaluation

INSTRUCTIONS:

Read the following and answer the questions below and write relevant comments regarding the questions. Your answers will not be taken into account for the grades that you will be given for this course. Therefore, please give spontaneous, honest answer to all the questions.

Translation assessment criteria

Assessment criteria can be holistic or componential. Holistic rating assesses the overall quality of the translation or the level of translation skills in a single score and/or description that summarizes various skills. The following is an example of holistic description:

A. **Holistic rating** (refer to Adab 2000 224)

In componential rating, each skill tested is graded and individual skill scores are added to obtain the final evaluation. The following is an example of a set of componential translation assessment criteria with descriptive profiles:

B. **Componential rating** (refer to Colina 2003 137-38: Illustration 5.4)

C. **Functionalist/Componential evaluation tool** (refer to Colina 2008 128-30: Appendix A)

1. Which of the above assessment criteria or evaluation tool do you think is most suitable for your class? Check one of the four choices. If your answer is D. “None of the above”, briefly describe any other assessment criteria that you prefer in the space below question no. 1.

- A. Holistic rating
- B. Componential rating
- C. Functionalist/Componential evaluation tool
- D. None of the above

2. Which of the above assessment criteria or evaluation tool do you think is most objective? Check one of the four choices and explain why.

- A. Holistic rating
- B. Componential rating
- C. Functionalist/Componential evaluation tool
- D. None of the above

3. State the reasons for your choice in question no. 1 as shown in the following example.

Ex.) I chose A. “Holistic rating” because ….

[Abstract]

**Student-oriented Translation Evaluation:
Action Research Approach**

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This paper explores the topic of translation evaluation from the students' perspective. It aims to enhance objectivity and reliability of the teacher's translation quality assessment (TQA) system and to provide teacher feedback on translation in a way that can motivate and help students to improve their translation skills. In the framework of action research, surveys were conducted on 40 students in two undergraduate translation classes. The students were asked to answer questions about their teacher's rating system and translation assessment criteria, and to comment on the teacher feedback on their translations. Survey results confirmed that the students prefer objective and explicit assessment criteria, and that they view teacher feedback as important. Based on the students' responses, the teacher developed a new and improved TQA system with specific assessment criteria, and when these were presented to the students, they preferred the new criteria to the teacher's old ones. Implications of the findings from this research include: a) an objective TQA system with specific and reliable assessment criteria can assist students in their effort to find answers to questions on their translation; b) detailed teacher feedback on student translations is motivating and helpful to the students, and such feedback is effective in improving the students' translation skills, and thus translation quality.

▶ Key Words: action research, assessment criteria, functionalist approaches, teacher feedback, translation quality assessment (TQA)

신혜정

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