

Formative Evaluation in TS: Towards an Empirical Assessment Model in the Process and Product of Translation

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TNR 2012

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Ethics and Intervention

- Modifying aspects of a ST textuality
- Running counter to traditional “axioms” of ST-TT equivalence, ST fidelity
- Intervention actually refers to things that are not textually available, i.e. intentions (Pym 2009; 2012: 87-108).
- Quantitative approach: supplements a descriptive hermeneutic model (processes and products that are not marked and a priori culturally-bound).

Intervention and Formative Assessment

- Formative assessment: a continuous process of interaction between translation teacher and trainee (Hatim & Mason 1997: 199-200).
- Translation options: a continuum between the two extremes corresponding to “acceptable” and “erroneous”.
- Non-binarism (Pym 1992: 284).

“Contrairement aux autres types de révision déjà présentés, où la traduction est considérée comme un produit, l’assurance de la qualité est plutôt un procédé. Il s’agit en effet d’une série d’activités systématiques et planifiées comprenant le contrôle et l’évaluation de la qualité (révision), appliquées avant, durant et après le processus de traduction [...] Dans ce cas, la qualité à évaluer n’est plus seulement celle du produit de la traduction, mais également la qualité du service de traduction offert. Elle vise tant les échéances, les interactions entre le client et le traducteur et la rétroaction sur le déroulement du travail que le choix des traducteurs pour un mandat donné (Scarpa 2010: 254–255, emphasis added).

Corpus Description

- 24,205 words of students' translations, 56 TTs.
- Two English STs of 760 words in total
- bilingual, mono-source, mono-directional, parallel translation corpus
- sample, synchronic, terminological corpus (Laviosa 2002)

Source Texts

ST A is an extract from a technical report for the Institute for Artificial Intelligence (IDSIA) in Switzerland. It is entitled *A Formal Measure of Machine Intelligence* and was published in April 2006.

ST B is also an extract from a 1997 article entitled *Does Machine Learning Really Work*.

Methodology of Analysis

- (a) On the first axis, text chunks are chosen so as to be able to present and grade instances of lexico-semantic and morphosyntactic variation from a TT rendition that has been previously documented to be valid. Such chunks are considered as error-prone and possibly require the translator's (or the reviewer's) intervention.

- (b) On the second axis, our formative approach seeks to generalise, from the typology of errors and variants discussed above, on a more descriptive and hermeneutic model. To this end, we resort to our custom classification of erroneous rendition strata, based on an SFL-derived approach.

Classification of Erroneous Translation Renditions

Category	Description
DEC	<p>Serious deficit in decoding the sentential or textual meaning of the ST. It is often educed that the deficit is due to erroneous decoding of the morphosyntactic structure of the ST in the discourse segment (chunk) examined. When this applies, the chunk is annotated as GR+DEC.</p> <p>Correspondingly, when the deficit is considered or educed to be due to erroneous decoding of the signified of a ST lexeme, it is annotated as TERM+DEC. In the latter case, there is a borderline and often difficult distinction from instances marked as TERM+ENC. However, the didactic, and hence formative approach is quite different, given that the deficit arises at a different stage of the translation process, and requires clarification.</p>
ENC	<p>Serious deficit in the utterance of the sentential or textual meaning in the chunk examined, pinpointed on the level of reformulation in the TL. The shift is often revealed on the semantic and morphosyntactic levels, and cannot be attributed to deficient decoding of the text segment in the ST (DEC). Essentially, this category is a superset of the <REG> category, including also the metafunction of <i>field</i>, i.e. the ideational level of the texteme, in Hallidayan terms of discourse semantics. This category can be combined causally or cumulatively with the <TERM> and/or <GR> categories.</p>
GR	Syntactic structures of the ST or TT, having a minor impact on the translator's performance.
GR+DEC	See <DEC>
GR+ENC	See <ENC>
GR+REG	See <REG>

Classification of Erroneous Translation Renditions

REG	Incompatibility of discourse register between ST and TT, particularly in terms of <i>tenor</i> (Halliday 1978: 62), i.e. on the level of the interpersonal and textual functions. In short, this category corresponds to an utterance of translation discourse equalling the expectancy of the assumed primary readership (cf. Pym 1992). Depending on the assumed cause (or the significance) of the incompatibility, this category can be combined with <GR> and <TERM> categories. It is further combined with category <ENC> , to denote the unsuccessful balance, on the level of the TL utterance, between field, tenor and mode (Hatim & Mason 1990: 64–65; cf. Saridakis 2010: 72–74).
TERM	Inadequate or erroneous use of a lexeme, with reference to the textual meaning of either the ST or the TT and in relation to either the <i>signified</i> or the <i>signifier</i> . This category covers mainly issues of terminology and terminological/lexical equivalence and can be related causally to <GR> (i.e. denoting semantico-syntactic shift); <REG> (i.e. when lexical choice impacts discourse register); <DEC> (i.e. when the deficient decoding of the lexeme examined in the SL influences the decoding of the <i>extended unit of meaning</i> (s. Sinclair 1996; cf. Zethsen 2009); <ENC> (i.e. when the deficient codification of the lexeme alters the sentential or textual meaning in the TT).
TERM+ENC	See <TERM>
TERM+REG	See <TERM>

Ex. 1 ST_B [TERM+ENC]

<SS1> *The Niche for Machine Learning* </SS1>

<TTB1.01> Η **ανάγκη** [need] εκμάθησης μηχανών

<TTB1.02> Η **'θέση'** [place] για την μηχανική εκμάθηση

<TTB1.03> Η **θέση** [place] της μηχανικής μάθησης

<TTB1.04> Μια **γωνιά** [corner] για τη Μηχανική Μάθηση

<TTB1.05> Ο **Τομέας** [sector/domain] της Μηχανικής Μάθησης

<TTB1.06> Ο **ρόλος** [role] της Μηχανικής Μάθησης και τα κενά που έρχεται να καλύψει [the vacancies it is going to cover]

<TTB1.07> Το **'κλειδί'** ['key'] για τη μηχανική μάθηση

<TTB1.08> Η **αρμόζουσα θέση** ['proper place'] για την μηχανική μάθηση

Trainer suggestion Η **θέση** της μηχανικής μάθησης **στην αγορά** [place in the market]

EX. 2 ST_A [TERM+DEC]

Most of us think that we recognise intelligence when we see it, but we are not really sure how to precisely define or measure it. We informally judge the intelligence of others by relying on our past experiences in dealing with people. Naturally, this naive approach is highly subjective and imprecise. <SS2> A more principled approach would be to use one of the many standard intelligence tests that are available. </SS2> Contrary to popular wisdom, these tests, when correctly applied by a professional, deliver statistically consistent results and have considerable power to predict the future performance of individuals in many mentally demanding tasks.

<TTA2.01> Μια προσέγγιση περισσότερο **βασισμένη σε αρχές** ... [based on principles in general]

<TTA2.02> Μια πιο **ηθική προσέγγιση** ... [moral principles]

<TTA2.05> Μια πιο **θεωρητική προσέγγιση** ... [theoretical approach]

<TTA2.09> Μια πιο **ορθή προσέγγιση** ... [appropriate approach]

<TTA2.07> Μια **κάπως πιο επίσημη προσέγγιση** ... [formal approach]

<TTA2.06> Μια **βασικότερη προσέγγιση** ... [more basic approach]

<TTA2.25> Μια περισσότερο **βάσιμη προσέγγιση** ... [reliable approach]

<TTA2.33> Μια περισσότερο **επιστημονική προσέγγιση** ... [scientific approach]

Trainer suggestion Μια προσέγγιση **βασισμένη σε επιστημονικές αρχές/επιστημονική**
[based on scientific principles/scientific approach]

EX. 3 ST_B [GR+ENC]

However, for other types of problems, machine-learning methods are already emerging as the software development method of choice.

In particular, machine learning is beginning to play an essential role within the following three niches in the software world: (1) data mining, (2) difficult-to-program applications and

*(3) customized software applications. <SS3> **Difficult-to-program applications:** </SS3>*

Machine-learning algorithms can play an essential role in applications that have proven too difficult for traditional manual programming – applications such as face recognition and speech understanding.

<TTB3.01> **Δύσκολες-στον-προγραμματισμό** εφαρμογές [difficult-in programming applications]

<TTB3.02> Εφαρμογές **με δυσκολία προγραμματισμού** [applications with a difficulty in programming]

<TTB3.03> **Προγραμματιστικά** (NB: neologism) **δύσκολες** εφαρμογές [regarding difficult applications that are difficult to program]

<TTB3.04> Εφαρμογές **δύσκολες στον προγραμματισμό** [applications difficult in programming] <see also TTB3.07>

<TTB3.06> Εφαρμογές **με δυσκολία στα προγράμματα** [applications with a difficulty in programmes]

<TTB3.07> Εφαρμογές, **δύσκολες στον προγραμματισμό** [applications difficult to program] (see also TTB3.03)

<TTB3.08> **Εφαρμογές-δύσκολα-να-προγραμματιστούν** [applications-difficult-to-program]

<TTB3.09> **Πολυσύνθετες προγραμματικές** εφαρμογές [complex programmatic applications]

Trainer suggestion **δύσκολες στον προγραμματισμό εφαρμογές/εφαρμογές με δυσκολία στον προγραμματισμό** [difficult to program applications/applications that are difficult to program]

Ex. 4 ST_A [TERM+REG]

<SS4> *Most of us **think that we recognise intelligence when we see it**, but we are not really sure how to precisely define or measure it. </SS4> We informally judge the intelligence of others by relying on our past experiences in dealing with people. Naturally, this naive approach is highly subjective and imprecise.*

<TTA4.01> Οι περισσότεροι από εμάς νομίζουμε πως **αναγνωρίζουμε τη νοημοσύνη όταν τη δούμε** ... [we recognise intelligence when we see it] (simple aspect)

<TTA4.03> Οι περισσότεροι από εμάς θεωρούμε ότι **αναγνωρίζουμε τη νοημοσύνη όταν τη βλέπουμε** ... [we think that we recognise intelligence when we see it] (continuous aspect)

<TTA4.09> Οι περισσότεροι από εμάς πιστεύουν ότι **αναγνωρίζουμε τη νοημοσύνη όταν την αντικρίσουμε** ... [(we) think that we recognise intelligence when we set eyes on it] (simple aspect)

<TTA4.12> Οι περισσότεροι από εμάς πιστεύουν πως **αναγνωρίζουν την ευφυΐα όταν την βλέπουν** ... [(they) think that they recognise intelligence when they see it] (continuous aspect)

<TTA4.20> Οι περισσότεροι από εμάς πιστεύουμε ότι **αναγνωρίζουμε την νοημοσύνη όταν την συναντήσουμε** ... [we think that we recognise intelligence when we meet it] (simple aspect)

<TTA4.21> Οι περισσότεροι από εμάς πιστεύουμε ότι **μπορούμε να αναγνωρίσουμε τη νοημοσύνη γύρω μας** ... [we think that we can recognise intelligence around us]

<TTA4.39> Οι περισσότεροι ανάμεσά μας θεωρούν **την ευφυΐα αντιλήψιμη** (NB: neologism) **με τη πρώτη ματιά** ... [(they) consider intelligence perceptible at first glance]

<TTA4.40> Οι περισσότεροι από 'μας νομίζουμε ότι **μπορούμε να αναγνωρίσουμε τη νοημοσύνη** ... [we think that we can recognise intelligence]

<TTA4.42> Οι περισσότεροι από μας νομίζουμε πως **αναγνωρίζουμε τη νοημοσύνη όταν έρθουμε σε επαφή με αυτήν** ... [we think that we recognise intelligence when we come into contact with it]

Trainer suggestion **αναγνωρίζουμε την νοημοσύνη με την πρώτη ματιά** [we recognise intelligence at first glance]

EX. 5 ST_B [GR+DEC]

*Machine-learning algorithms can play an essential role in applications that have proven too difficult for traditional manual programming – applications such as face recognition and speech understanding. The most accurate current programs for face recognition, for example, were developed using training examples of face images together with machine learning algorithms. <SS5> In a variety of applications where complex sensor data must be interpreted, machine-learning algorithms are already the method of choice **for developing software.** </SS5>*

<TTB5.01> ... αποτελούν ήδη μια μέθοδο επιλογής για το αναπτυσσόμενο λογισμικό [for the developing software]

<TTB5.02> ... είναι ήδη η μέθοδος επιλογής για την ανάπτυξη λογισμικού [for the development of software]

<TTB5.03> ... αποτελούν ήδη τη μέθοδο της επιλογής στην ανάπτυξη λογισμικού [in the development of software]

<TTB5.04> ... αποτελούν ήδη την προτιμώμενη μέθοδο ανάπτυξης λογισμικού [of the development of software]

<TTB5.05> ... αποτελούν ήδη την μέθοδο πρώτης επιλογής για αναπτυσσόμενα λογισμικά [of the developing software packages]

<TTB5.07> ... αποτελούν ήδη τη μέθοδο επιλογής για την ανάπτυξη προγραμμάτων [for the development of programmes]

<TTB5.08> ... είναι ήδη η μέθοδος επιλογής για την ανάπτυξη λογισμικών [for the development of software packages]

Trainer suggestion για την ανάπτυξη λογισμικού [for the development of software]

Generalisation

- Decoding – Encoding: stages at the translation process
- Decoding (GR/ TERM) → proficiency in SL
- Encoding (GR/TERM/REG) → proficiency in TL
- Register (GR/TERM/ENC) → TL text types/norms

Formative and Summative Assessment. A Converging Approach

Our model seeks to describe, delineate and exemplify the (formative) aims suggested by Juan Sager (1994: 239) as follows:

- control of the accuracy of translation equivalents;
- quality control of the style, eliminating sources of language interference;
- adjust the translation product to a particular, and defined in detail, level or style of expression (register); and
- achieve stylistic/textual harmonisation, in the case of texts translated by various translators.

Five-point scale for rating translations

Scale rank	Description (Kiryaly, 1995)
1	This is a totally unacceptable translation
2	This is a poor translation. It would require major improvements before it could be submitted to an employer
3	This translation is marginally adequate. It has several errors and would require a moderate amount of work to prepare it to be submitted to any employer
4	This is basically a good translation. It does have some minor errors, but they could be eliminated quite easily
5	This is a very good translation. It contains no errors with respect to the norms of the TL and it is a functionally acceptable translation of the source text

Conclusions

- Conscientiousness of the stage of the error. The teacher can focus on problematic areas.
- More considered, more conscious, deliberate, less-error prone (less-norm divergent), metatextually more transparent.
- Link the trainee to the contextual elements (textual, extra-textual background): “the things, the client's instructions, current translation norms and their own work conditions' (Pym 2012: 100)
- The more extensive the analysis of systemic norms that govern the particulars of ST (and TT) the more elaborate and efficient this needed terrain.

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Thank you