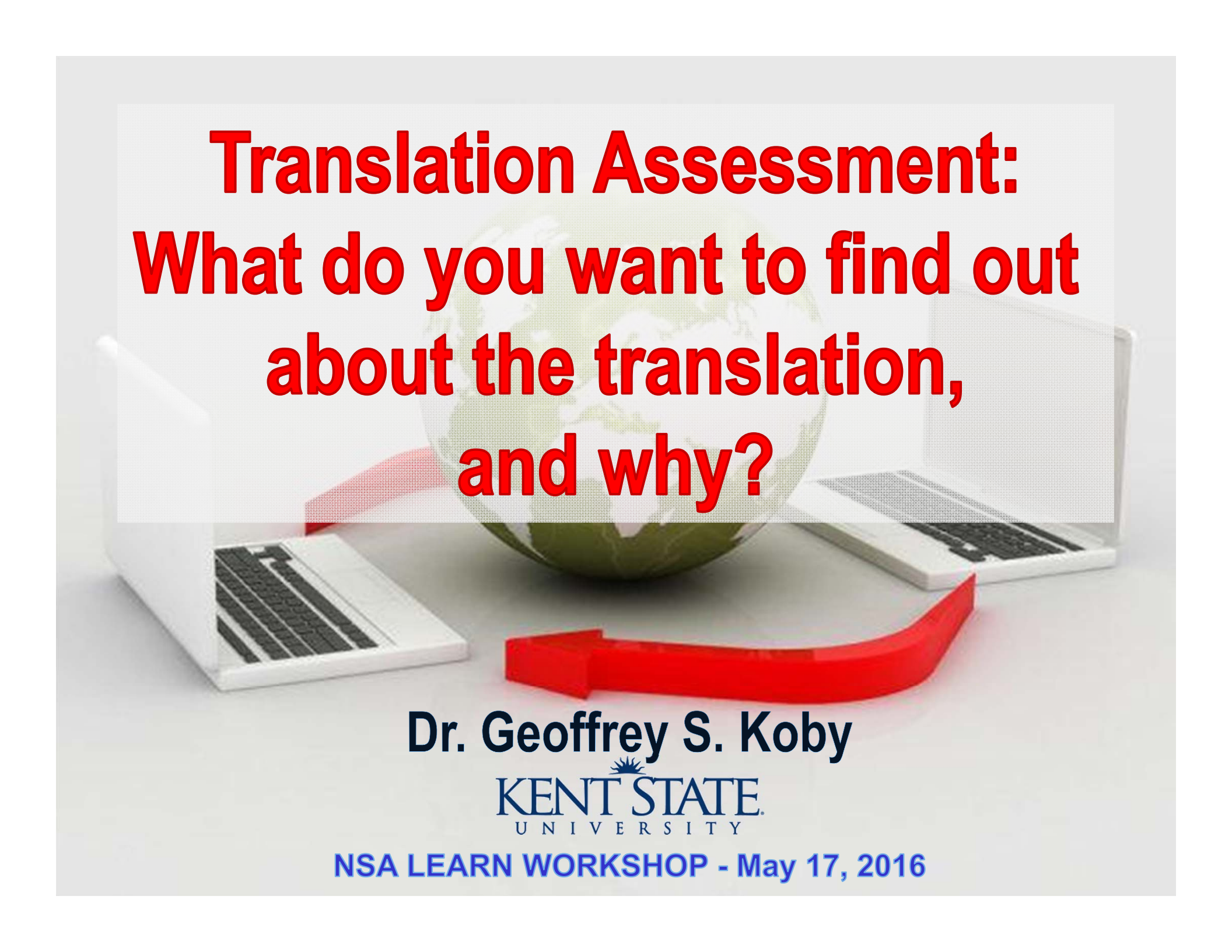


Pre-title slide



A globe is centered in the background, flanked by two white laptops. A thick red ribbon is draped across the scene, looping around the globe and the laptops. The text is overlaid on a semi-transparent white box.

Translation Assessment: What do you want to find out about the translation, and why?

Dr. Geoffrey S. Koby


KENT STATE
UNIVERSITY

NSA LEARN WORKSHOP - May 17, 2016

What is Translation Quality? 1

- Meaning/message/content is transferred accurately?
 - How accurately?
 - For whom?
 - For what purpose?
 - What you want to find out?



Welsh Road Sign



“I am not in the office at the moment. Send any work to be translated.”

Found in the Supermarket:

KNUSPRIGES KREBSFLEISCH

7 Crispy Crap 5 Pieces

Crab

Typo? Or mistranslation?

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**Can be
understood
in context**

www.english.com

Does it have to be perfect?

- What is “a perfect 10”?

10?

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**NO ONE'S
PEFRECT.**

**DONE IS
BETTER
THAN
PERFECT**

5/17/2016



What's Translation Quality? 2

- Target language writing is correct?
 - How correct?
 - What problems must be fixed?
 - What you want to find out?



Information

Thank you for Naha bus commuter sight seeing ride

Each course oniy has a Japanese speaking guide

Please understand it and the one desire still does rental
of **sound guide device** (charged a fee)

If desired Please ask a receptionist

person in charge at the counter

www.english.com

One rental rate ¥ **1.000**



General Manager's Remarks

Dear extingwished guests:

I, on behalf of all the staffs in Luoja Mountain Villa, represents our warm welcomes and sincere thanks to your come!

The service aim of Luoja Mountain Villa is to satisfy your requests in an all-round way. Everything we do here is to make you receive the best service and have spirit enjoyment. If you have any inconvenience or valuable suggestions, please tell any employee you meet right away. If you have optimal feelings here, please tell your friends. We will expres our acknowledgement sincerely and keep uniform first-rate service quality.

Thank you!

www.english.com



Which is a well-formed text?

- ~~TT1: This applies to R or A over the S, and even to V.~~

- TT2: This ranges from R or A, to S, to V.

- ST: Dies reicht von R oder A über den S bis hin zu V.



Can these be ranked/“better”?

- ST: Der Handelskauf steht der Tausch gleich.
- 1 TT1: Commercial sales are considered to be equivalent to barter.
- 2 TT2: Sales transactions are equivalent to barter.
- 3 TT3: Mercantile sale resembles barter.
- 2 TT4: Commercial sales are equal to the exchange of goods and services.



Various Evaluation Approaches

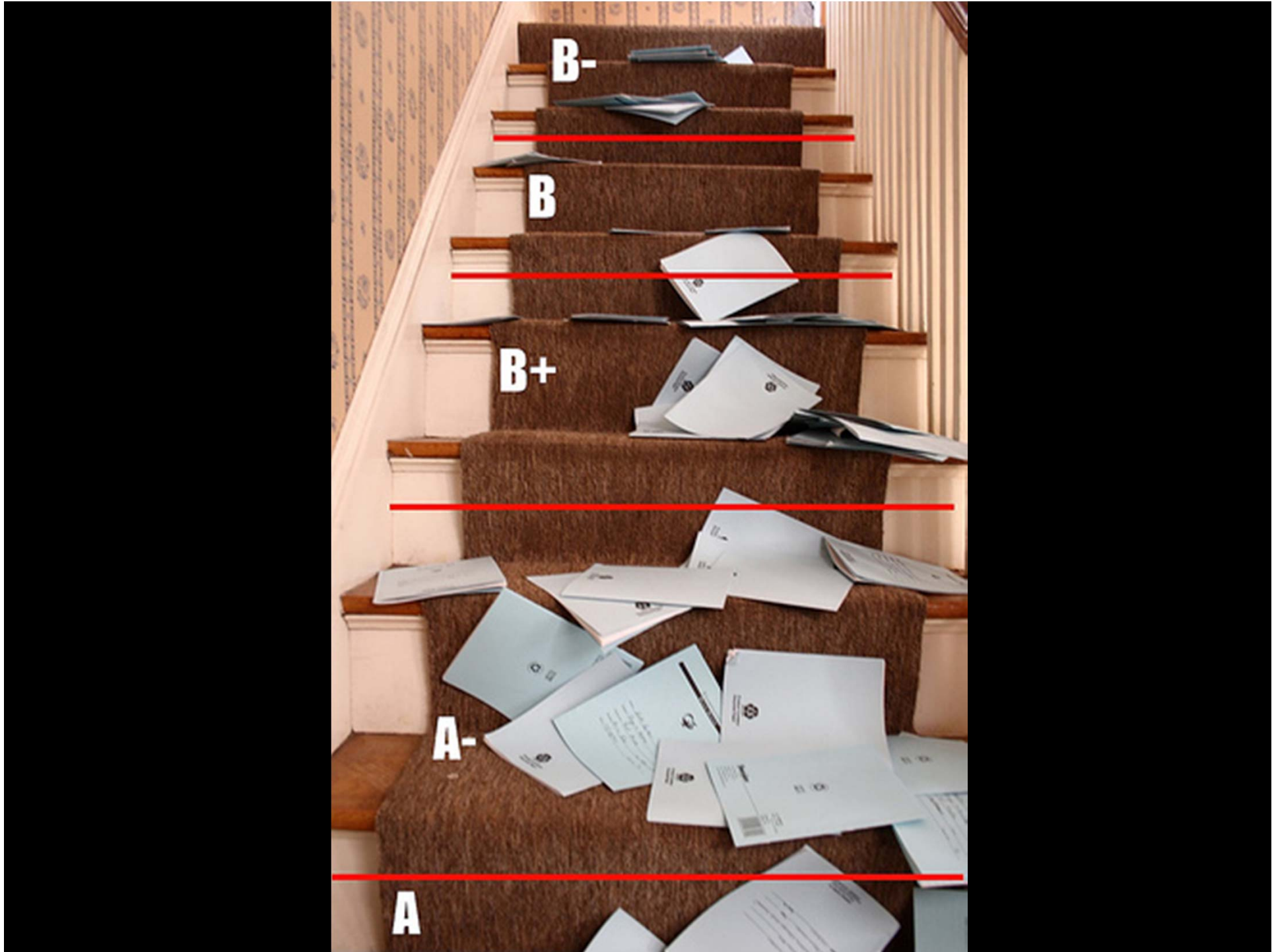
- From House 2015:
 - Mentalist
 - Behaviorist
 - Functionalist
 - Descriptive
 - Philosophical, socio-cultural, socio-political
 - Linguistics-oriented



Psycho-Social Approach

- Mentalist
 - Schleiermacher (1813)
 - Subjective, intuitive, anecdotal
 - Impressions and feelings





B-

B

B+

A-

A

Response-Based Approaches

- Behaviorist
 - Nida
 - Equivalence of response → dynamic equivalence
 - Bible translation
- Functionalist
 - Reiss & Vermeer – extralinguistic
 - Downplays or abandons “equivalence”
 - ‘*skopos*’ (purpose) is most important
 - Source text = ‘offer of information’
 - ‘Foreignizing’ or ‘overt’ translation



Text/Discourse Approaches – 1

- Descriptive Translation Studies – Toury
 - Equivalence retained, but ‘of little importance’
 - Not one-to-one relationship to original
 - Translation as an independent text in the TC
 - Target-text focus
- Philosophical, socio-cultural, socio-political
 - Venuti’s macro-perspective, Robinson
 - Discussion of ‘external pressures’ on translation, post-colonialism, deconstruction...



Text/Discourse Approaches – 2

- Linguistics-oriented
 - From Nida to Neubert to Baker to Hatim & Mason to Munday to House
 - Expanding translation studies to speech act theory, discourse analysis, pragmalinguistics, sociopragmatics
 - These approaches increasingly take into account the interconnectedness of context and text



Reiss (1973)

- Determine function & text type
 - Content oriented – news, science, technology
 - Form-oriented – poems, literary texts
 - Conative – advertising, rhetoric, polemics
 - Audio-visual – opera, songs, etc.
- Text types must be kept equivalent
 - Content = content, form = form, effect = effect



What is the Standard?

- “Why do you want to know?” means...
 - Teaching or testing?
- What is your standard for translation? Is it...
 - Perfection? Good enough?
 - On time? Early?
 - Cheap? Free?



HOW WOULD YOU LIKE YOUR TRANSLATION?

(YOU MAY PICK TWO)



5/17/2016

From: "Recipe for the Perfect Translator"

Points-Off Systems

- Points-off systems assume a “perfect” translation and then take points off if it isn’t.
- Some systems start from 100 points and deduct to a threshold (70?, 60?)
- Other systems start from 0 and set a maximum number of acceptable points
 - Question: Overall score? Or break down into subcomponents, each of which must pass?



The Sical III System (Williams 1989)

Canadian government rating system from 1985

Rating	Description	Quantified standard: Maximum number of major and minor errors per 400 words of source text		
A	superior	0	-	6
B	fully acceptable	0	-	12
C	revisable	1	-	18
D	unacceptable	>1	-	>18 (no maximum)



Williams (2001)

- Reports Canadian government moving to “total quality”, “zero defects” approach.
- New idea based on argumentation theory
 - Claim, grounds, warrant, backing, qualifier, rebuttal
- Assessment categories
 1. Argument macrostructure – does TT structure match ST structure?
 2. Not microtextual errors

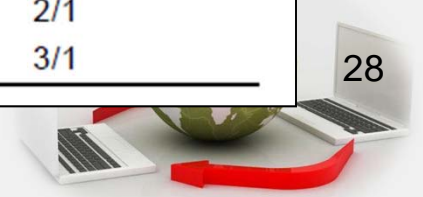


SAE J2450 (2001)

- a. The seven primary error categories,
- b. The two secondary subcategories (i.e., serious and minor),
- c. The two meta-rules:
 1. When an error is ambiguous, always choose the earliest primary category.
 2. When in doubt, always choose 'serious' over 'minor.'
- d. The numeric weights.

TABLE 1—ERROR CATEGORIES, CLASSIFICATIONS, AND WEIGHTS

Category Name: (abbreviation)	Sub-Classification: (abbreviation)	Weight: serious/minor
a. Wrong Term (WT)	serious (s)	5/2
b. Syntactic Error (SE)	minor (m)	4/2
c. Omission (OM)		4/2
d. Word Structure or Agreement Error (SA)		4/2
e. Misspelling (SP)		3/1
f. Punctuation Error (PE)		2/1
g. Miscellaneous Error (ME)		3/1



ATA “Grading Practices” 1981-1

- Major and minor errors (marked “E”/“e”)
- Major errors comprise:
 - **Mistranslations** where the intent of the original is completely lost
 - **Omissions** of needed words (including qualifiers that contribute to meaning)
 - **Additions** of extraneous material not present in the original
 - **Serious failures in** the use of target-language **grammar**
 - **Alternative translations** where the choices are far apart or one is wrong



ATA “Grading Practices” 1981-2

- Minor errors comprise:
 - **Less serious mistranslations** that are not completely misleading
 - **Minor inelegancies in target-language** diction, idiom and grammar
 - **Omission of minor words** that contribute only slightly to meaning
 - **Alternative translations** where the choices mean more or less the same



ATA “Grading Practices” 1981-3

Standard:

A passage with more than one major error receives a mark of ‘Fail.’

A passage with one major error and a whole series of minor ones (say 7 or more) also gets a ‘Fail’ mark.



2001 – From E/e to 1/2/4/8/16

- New five-point error marking system
 - 1, 2, 4, 8, 16 point errors
 - 18 points = fail

e			E	
1	2	4	8	16

- Marked with error codes for category and severity



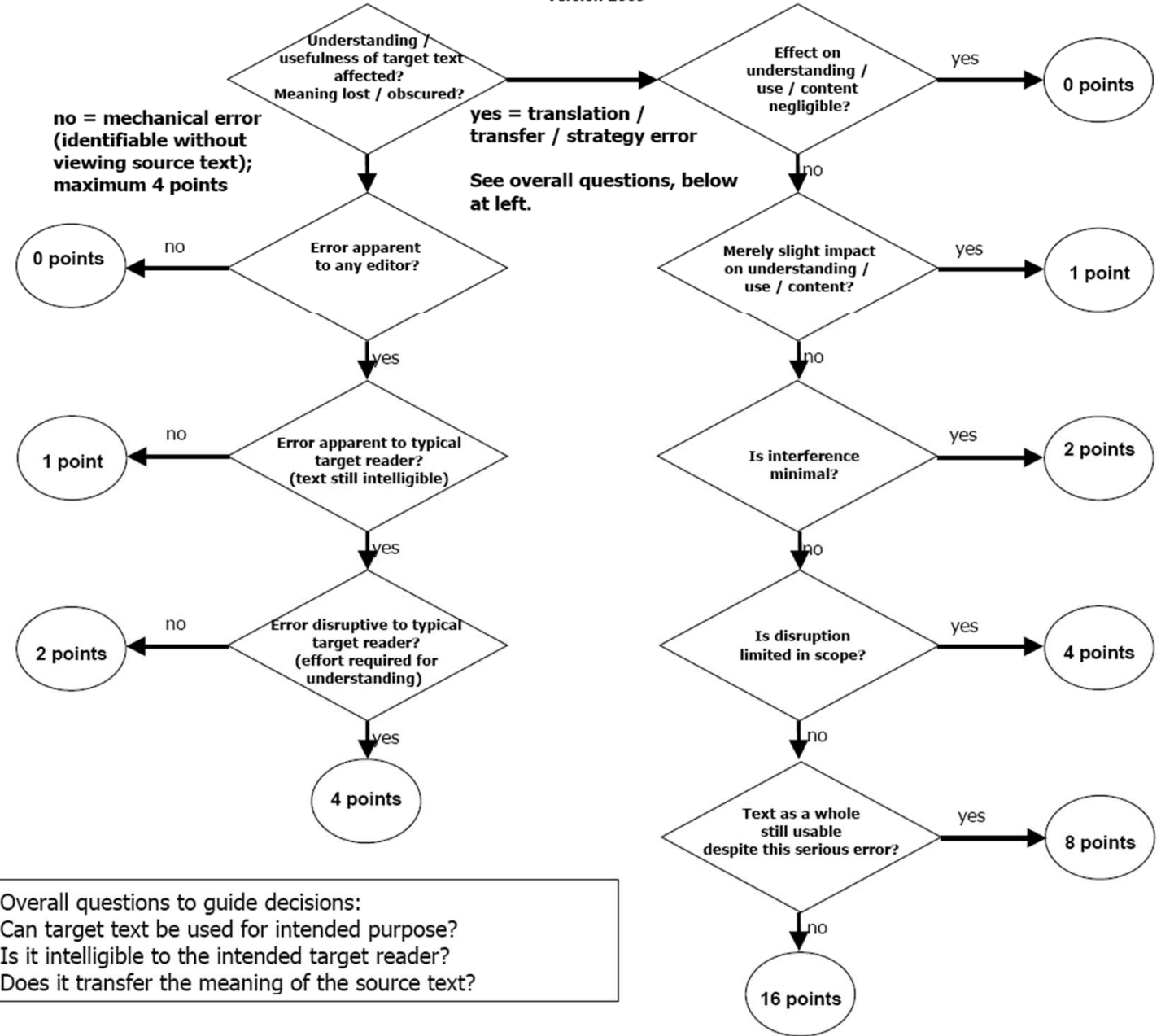


Flowchart 2009



5/17/2016

FLOWCHART FOR ERROR POINT DECISIONS Version 2009



Overall questions to guide decisions:
Can target text be used for intended purpose?
Is it intelligible to the intended target reader?
Does it transfer the meaning of the source text?



Framework 2009

ATA CERTIFICATION PROGRAM FRAMEWORK FOR STANDARDIZED ERROR MARKING Version 2009

Exam Number: _____
Exam Passage: _____
Check here if for Review

1	2	4	8	16	Code	Reason
Errors that concern the form of the exam						
Treat missing material within the passage as an omission.					UNF	Unfinished (If a passage is substantially unfinished, do not grade the exam.)
					ILL	Illegibility
					IND	Indecision, gave more than one option
Translation / strategic / transfer errors: Negative impact on understanding / use of target text.						
					MT	Mistranslation (use a subcategory if applicable)
					MU	— Misunderstanding of source text (if identifiable)
					A	— Addition
					O	— Omission
					T	— Terminology, word choice
					R	— Register
					F	— Faithfulness
					L	— Literalness
					FA	— Faux ami (false friend)
					COH	— Cohesion
					AMB	— Ambiguity
					ST	Style (inappropriate for specified type of text)
					OTH	Other (describe)
Mechanical errors: Negative impact on overall quality of target text. Points may vary by language. Maximum 4 points.						
					G	Grammar
					SYN	— Syntax (phrase / clause / sentence structure)
					P	Punctuation
					SP / CH	Spelling / Character (usually 1 point, maximum 2; if more than 2 points, another category must apply)
					D	— Diacritical marks / Accents
					C	— Capitalization
					WF / PS	Word form / Part of speech
					U	Usage
					OTH	Other (describe)
0	0 x 2 = 0	0 x 4 = 0	0 x 8 = 0	0		Column totals
A grader may stop marking errors when the score reaches 46 error points.			A grader may award a quality point for each of up to three specific instances of exceptional translation.		Quality points are subtracted from the error point total to yield a final score. A passage with a score of 18 or more points receives a grade of Fail.	
Total error points (add column totals): 0			Quality points (maximum 3): 0		Final passage score (subtract quality points from error points): 0	

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ATA Exam – Example ST

Source Text Excerpt:

... Más aún, en algunas de esas propuestas se adelantaba el punto de vista de que Estados Unidos carecía de autoridad constitucional para adquirir territorios a menos que éstos no estuviesen destinados a ingresar finalmente como estados en la Unión. ...



ATA Exam – Good-quality TT

2 self-government. Moreover, in some of

3 these proposals posited that the United

4 States lacked the constitutional authority

5 to acquire new territories without the

6 intention of eventually granting ^{them U.S.} statehood.



ATA Exam – Poor-quality TT

T2¹⁰ life. Even more in some of those propositions the point of view was

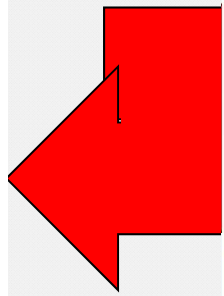
MU⁸
11 gained in that United States constitutional authority was in need of to SY⁸

SPI¹² ~~acquire~~ acquire territories only if the latter where not destined to finally

MT⁴

1 join as states in the Union.





ATA 2006 – Relative Number and Weights of Errors (n=524)

1	2	4	8	16	Code	Reason
0	0	0	0	0	UNF	Unfamiliar
0	0	0	0	0	MU	Misunderstanding of source text
0	0	0	0	0	STN	Style
713	4316	2602	663	31	MT	Mistranslation into target language
36	304	576	222	19	MU	Misunderstanding of source text
291	288	47	4	0	A	Addition
478	911	298	70	2	O	Omission
980	2258	499	69	1	T	Terminology, word choice
224	157	18	0	0	R	Register
141	163	51	13	0	F	Too freely translated
508	763	151	10	6	L	Too literal, word-for-word translation
51	585	253	76	0	FC	False cognate
0	0	0	0	0	MB	Mistranslation, gave more than one option
0	0	0	0	0	MB	Mistranslation, gave more than one option
75	285	60	7	0	AMB	Ambiguity
770	1511	79			G	Grammar
344	567	160			SY	Syntax (phrase / clause / sentence structure)
1487	158	3			P	Punctuation
795	409	Max 2 pts.			SP	Spelling
238	931	2			D	Accents, other diacritical marks
0	0	0			S	Style (apparent)
233	212	26			WF	Word form
1222	885	41			U	Usage
388	276	11			ST	Style
9398	15124	4923	1172	62		
x 1 = 9398	x 2 = 30248	x 4 = 19692	x 8 = 9376	x 16 = 992		Column Totals
A grader may stop marking errors when the score reaches 46 error points.			A grader may award a quality point for each of up to three specific instances of exceptional translation.		Quality points are subtracted from the error point total to yield a final score. A passage with a score of 18 or more points receives a grade of Fail.	
Total error points (add column totals): 69706		Quality points (maximum 3:): 12		Final passage score subtract quality points from error points: 69694		

Row totals (weighted)		Row totals (count)	
64		8	
14	78	6	Formal Total
526	526	137	Other Total
25553		8325	
5028		1157	
1087		630	
4084		1759	
8060		3807	
610		399	
775		368	
2814		1438	
2841		965	
145		75	
73		48	
941	52011	427	Transfer Total
4108		2360	
2118		1071	
1815		1648	
1613		1204	
2108		1171	
428		382	
761		471	
3156		2148	
984	17091	675	Mechanics Total
69706	Cross-check total. Should equal Cell D37.	30671	
OK			



Call for Papers

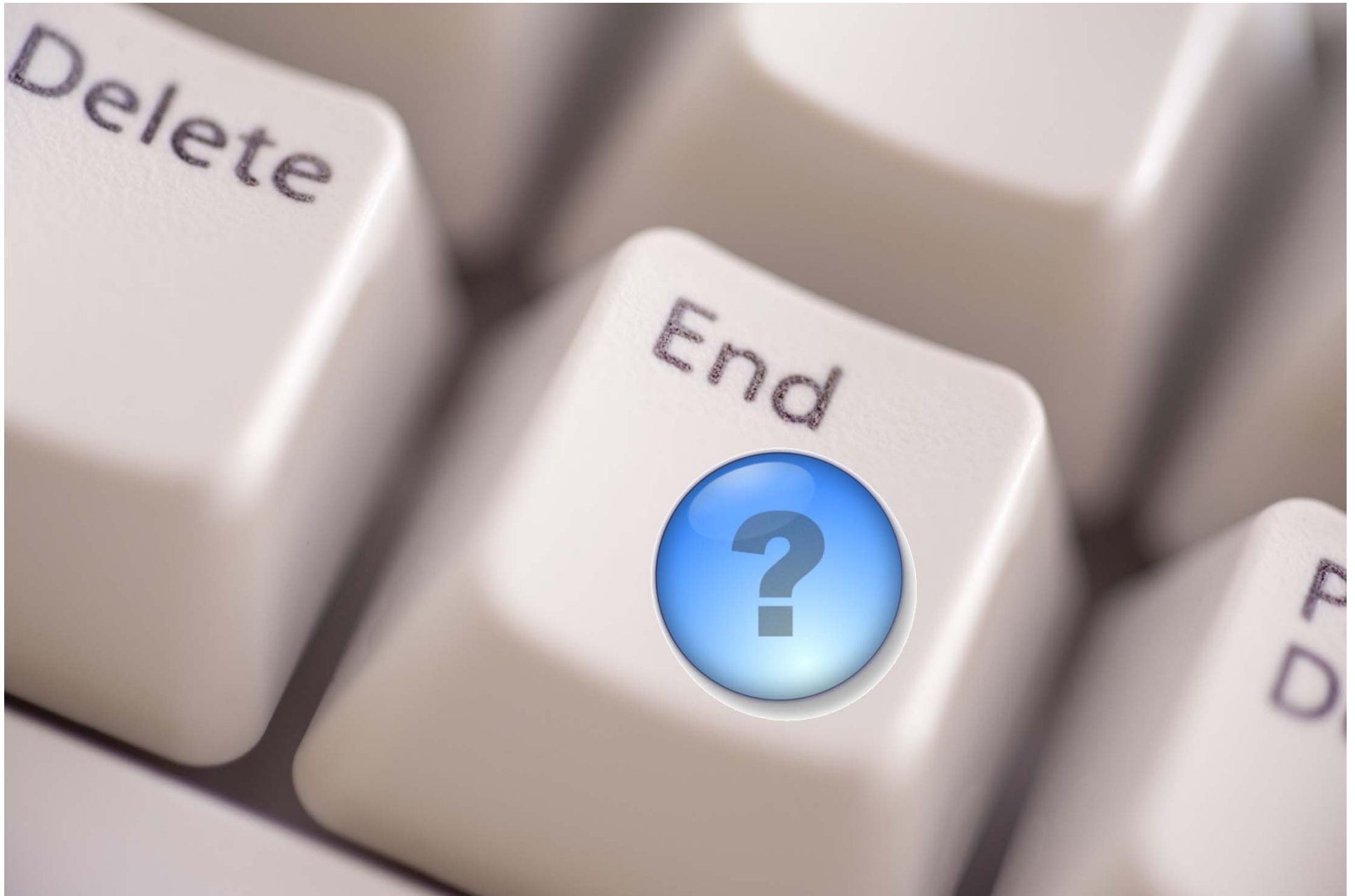
- *Translator Quality—Translation Quality: Empirical Approaches to Assessment and Evaluation*
- Geoffrey S. Koby & Isabel Lacruz, eds.
- Translator/translation/post-editing quality from an empirical perspective using data-driven analyses and interpretations
- Abstracts by June 1, 2016.
- <https://lans-tts.uantwerpen.be/index.php/LANS-TTS/announcement/view/7>



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