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The advent of translation technologies has called for a more pragmatic approach to translation quality evaluation in both research and practice across the language services industry. In an increasingly competitive market where quality-focused translators come under intense pressure from clients to sustain quality standards while offering more attractive rates and faster turn-around times, models and tools to support translation quality assessment (TQA) are a necessity. The uptake of computer-assisted translation (CAT) tools, which have been widely shown to boost productivity, reduce turn-around time and enhance phraseological consistency, has proceeded in parallel with the gradual refinement of TQA models and tools.

While the importance of adopting CAT tools is now a given, and there is a growing realization of the potential of machine translation (MT) in the translation community at large, we feel that there is still a strong need to raise awareness and instill appreciation of the role of TQA. This is particularly important for translation educators, trainers, students, researchers, as well as professionals who are keen to keep their skill sets up-to-date to remain competitive on the market, e.g. by attending lifelong training programs. In addressing the educational needs related to TQA, we consider both formal teaching contexts, typically as part of academic or vocational translator training programs (such as degree programs in translation studies or specialization courses for language graduates) and more flexible and focused training opportunities in professional and industry-oriented settings, including tool-specific training for accreditation purposes, self-paced up skilling, online tutorials and webinars, etc. It is increasingly common, for example, to find ad-hoc training sessions and workshops specifically aimed at professionals within the programs of industry-oriented conferences, and often translators associations expect that their members obtain certain qualifications or attend recognized training events on a regular basis, to maintain full membership or retain their certified status.

In particular, most well-established translator training programs at university level now include components focusing on the use of CAT tools and other translation technologies with their related skills, most notably MT and post-editing (PE), a development which, in our view, is certainly positive and responsive to industry needs. However, a cursory search of online translation program descriptions and course syllabi available in English, as well as our own direct experience as educators in academia and in the industry, indicate that educators and their students are not yet sufficiently familiarized with TQA models and tools that are now commonplace in the industry. The focus of academic translation training programs still appears to be firmly on theoretical frameworks that have only tenuous links with quality evaluation in real-world professional practice. While we recognize the value of more theoretically-oriented components in the training of well-rounded translators, we also advocate the importance of making room for the teaching of state-of-the-art quality evaluation metrics and tools that graduates are likely to encounter when they enter the

translation marketplace.

In this respect, we believe that the role played by increasingly sophisticated evaluation procedures in professional translation is becoming even more important in today's technologized industry, which makes it essential for educators and students to be well-acquainted with the key principles and concepts in this area. This would ideally be achieved by embedding TQA knowledge and skills in curricula and syllabi, for example, by including recent literature in lecture content, by providing advanced workshops on TQA topics, by using industry-based marking criteria for translation assignments, by giving students clear guidelines for meeting expectations in industry contexts, and by introducing reproducible measures of quality that will then be familiar to graduates when they enter the language service industry. In the rest of this chapter, we substantiate these proposals with concrete examples and suggestions, with the purpose of encouraging the incorporation of TQA issues in a variety of formal academic educational contexts as well as more flexible industry-oriented training scenarios.

The importance of technology in translator education and training is well established and widely acknowledged, with several sources arguing for translation programs to help students to become informed and critical users of the variety of technological tools they will encounter in their professional career. A general requirement for technical ability has consistently been a part of contemporary translation competence models for professionals and for university training for several years now.

This is not to say that all university-trained translators are currently using the full range of translation technologies available to them. Indeed, we would never expect this to be the case, as different technologies may be more or less useful depending on a whole host of factors, including the area in which the translator is operating, the text type and the language pair in question, the file formats being used, and the quality levels expected, to name just a few. Rather, the wider field of translation has evolved and it behooves translation scholars and teachers to remain up to date, if not ahead of, such changes in their scholarship and teaching. The requirement to keep abreast of technological developments is arguably even more crucial for professional translators, who have to position themselves within rapidly changing markets as practitioners who may be asked to offer a diverse range of translation-related services including, for example, organizing the language resources and terminological assets to be used via CAT tools in large multilingual translation and localization projects, PE, diagnostic evaluation of MT systems, subtitling, etc., all of which depends, of course, on their clients, language pairs, fields of specialization, etc.

Such an argument underlines why it is important to teach translation technology to the translators of today and tomorrow. An increasing number of publications are presenting detailed descriptions of how particular tools can be incorporated into a more narrowly-construed translation technology syllabus, or a more

broadly-construed translation studies curriculum. For example, most of the papers in the *Journal of Translation Studies* 2010 special issue on teaching CAT fall into the former category, while work carried out under the banner of the *Collection of Electronic Resources in Translation Technologies* at the University of Ottawa takes a broad, holistic view and attempts to create the conditions in which a range of technologies can be easily integrated into courses across the translation studies curriculum.

With a few notable exceptions, systematic studies on best practice to teach translation students about MT are difficult to find. The other papers in Chan (2010) that mention MT say little if nothing about teaching MT. Flanagan and Christensen investigate how MA-level trainee translators interpret industry-focused PE guidelines designed to achieve publishable quality from raw MT output, and find that the trainees have difficulties interpreting them, primarily due to competency gaps, which leads to a set of proposals to address such shortcomings in academic training.

Koponen notes students' variable post-editing speed and difficulty in following quality guidelines, but nonetheless views her teaching of PE as an important step in students' understanding of MT as a tool rather than a threat. Pym's assertion that "there has actually been quite a lot of reflection on the ways MT and post-editing can be introduced into teaching practices" probably reflects more accurately the reality of the early 2000s than subsequent developments in translation pedagogy." Arguably, the heyday of reflection in the area was between 2001 and 2003, when the European Association for Machine Translation devoted some pioneering workshops to the teaching of MT, and a workshop in 2003 devoted to teaching translation technologies at MT Summit IX. (1221 words)

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