

Formative Self, Peer and Teacher Assessments in the Translation Classroom

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ABSTRACT

The use of formative assessment in translation programmes has gained a lot of attention over the last decades. Unlike summative assessments, which are widely known as assessments on learning, the crux of the matter in formative assessments is to enhance the translation competence of the trainees and to provide a continuous source of feedback on their performance and progress. A summative assessment in the middle or the end of the term or semester will hardly be sufficient in translation courses even though it is the most common type of assessment thus far in various institutions around the globe. This paper reports on the use of self, peer, and teacher assessment in an advanced course in Arabic-English translation. It is part of an action research that included 11 post-graduate students at the International Peace College South Africa during the academic year 2018-2019. The study is primarily quantitative, and it has used various statistical methods to investigate the correlation between the three modes of assessment. A qualitative analysis of the student's comments on their own assignments and those of their peers is also given. The study has concluded that self and peer assessment should be utilized as ongoing formative assessment tools. They are exceedingly beneficial, and they play a vital role in the development of the student translators' translation competence as well as their expertise trajectory.

Keywords: Assessment; Formative; self-assessment; peer-assessment; teacher assessment; translation.

1. Introduction

Assessment is part and parcel of the educational process irrespective of the field of study in which a student specializes. In fact, assessment is essential to monitor the teaching process and to track the performance of the students. It can also serve as a diagnosis for the shortcomings of any academic programme. In a professional setting like translator training, assessment is required at various phases of the programme. However, despite the fact that translation quality assessment has been given some attention over the last few decades, the assessment process used in the translation programmes in different countries is still traditional to a great extent. Summative assessment, which mainly focuses on the final scores or the learning results, has been in use for long and it remains the norm rather than the exception till today.

Recently, emerging technologies have revived some types of formative assessment and they have made them more practical and accessible not only to teachers but also to learners and external raters. Formative assessment is based on the assumption that assessment is a continuous rather than a static seasonal process. In our view, both summative and formative assessment must be used jointly to enhance the translation competence of tomorrow's translators. As Lv (2013:44) pointed out the product-based (i.e., summative) assessment should be administered in combination with a process-oriented (i.e., formative) one. Unfortunately, formative assessment in the translation class is not always welcome by a considerable number of translation trainers who think that this type of assessment can be very time-consuming and overwhelming. Some teachers are averse to formative assessment because they think that this type of

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assessment will add more responsibilities on the teacher when it comes to marking, editing and revising translation tasks. However, formative assessment is widely used in learner-centered programmes. This type of assessment aims to foster the autonomy of the learner and it enhances his/her self-reflective ability. Learner's autonomy does not merely mean the ability to cover most of the lessons or activities in a course on a self-paced mode. It also underlies his/her ability to objectively evaluate/assess his/her performance on a task as well as the performance of his/her peers. The learner-centered approach has led to a paradigm shift in assessment; a shift that puts the learner at the center of the assessment process and it has changed the sage-on-the-stage role of the teacher to a facilitator and a guide-on-the-side one.

In addition, the fact that learners usually complain and express their dissatisfaction with the teacher's assessment of their assignments gives another impetus for adopting this kind of approach. Learners sometimes feel that they deserve more marks than what was given by their teachers. The problem gets more complicated in summative assessments that are normally conducted at the end of the semester or academic year. Such assessments may lead to detrimental consequences. That is, learners may fail or score low marks that are likely to impact their overall grades and their future career especially in cases where the employability and graduateness of the translation trainees are judged on the basis of their accumulative undergraduate or postgraduate grades. In a word, teachers should no longer have the monopoly on assessment. The flexibility of the assessment process will enable the learners to be an integral part of the assessment process and thereby assessment becomes a tool of learning before it becomes a tool of measurement.

Students must be given the chance to experiment and to try out their own avenues to learn without feeling that their overall linguistic or translation competence "is being judged in terms of trials and errors" (Brown & Abeywickrama, 2010:5).

This seems to be more practical in the translation context. The practice of translation assessment in many universities still follows the tradition of giving some texts for translation and they may be evaluated by the teachers rarely on the basis of rubrics or clear criteria. Translation trainees mostly express their dissatisfaction not only with the marks/points given by their teachers as mentioned earlier but also the time taken by teachers to review a translation task and to send their feedbacks onto students. In some extreme cases, students do not receive any feedback from teachers especially in classes with larger groups. Therefore, involving students in their assessment will not only overcome this bias on the part of the learners, but also "it may affect students' behavior and shape their experiences more than the teaching they receive" (Bloxham & Boyd, 2007:3).

Hence, training tomorrow's translators requires trainers to share the responsibility of learning with the students. Such a move will empower and equip students with the necessary skills and competencies in the field. That will also help them to deal with a myriad of problems and difficulties they are likely to encounter in their future career as translators. In a professional setting, translators are frequently asked to translate, localize or internationalize documents or software they have never been familiar with or they may be recruited as interpreters in conferences they know little about their themes. Involving students in assessment is essential in the sense that it will enable them to make sound decisions in their future academic and professional lives. In other words, the active participation of trainees in the editing, revising and evaluation of their translations and their peers' translations will provide them with a range of strategies and will enable them to ideally manage and improve future translation assignments /projects without the need for the teacher's comments or feedback. Brew (1999:169) emphasized the significance of this approach saying,

Assessment and learning must increasingly be viewed as one and the same activity; assessment must become an integral part of the learning process. When teachers share with their students the process of assessment - giving up control, sharing power and leading students to take on the authority to assess themselves - the professional judgment of both is enhanced. Assessment becomes not something done to students. It becomes an activity done with students.

It is not, therefore, a matter of exaggeration to say that self and peer assessment are essential in a practical field like translation. Students are given a text or more for translation in each session and it sometimes becomes extremely difficult for the teacher to go through all the translations of the students and to give feedback on them especially in larger classes and groups. Thus, self and peer assessments are possible alternatives. Idealism rather than perfectionism is what we seek.

The present paper investigates the use of formative assessment in the translation classroom. It mainly focuses on the use of self, peer and teacher formative assessment in a translation course offered to Honours students at the International Peace College South Africa during the first semester of the academic year 2018- 2019. The study also serves as a microcosm for similar institutions in South Africa and worldwide. The correlation between these modes of assessment is investigated with a view to finding out to what extent these modes of assessment can contribute to the enhancement of the learners' translation competence and their deliberate expertise in this interdisciplinary field. The study attempts to test the null hypothesis that there is no statistically significant correlation between self, peer and teacher assessment.

2. Literature Review

A considerable number of studies was conducted on the use of self, peer and teacher assessment in various academic fields. The value of those modes was a matter of debate among educators and assessment specialists. While some studies show that self-assessment is credible and it needs to be encouraged, others think it is a colossal waste of time and subjective. In what follows, we survey some of the studies that tackled some assessment modes in translation and interpreting courses.

Fowler (2007) investigated the use of self and peer assessment in interpreter training. The study argued that experienced interpreters, let alone the novices, were not always aware of some omissions, additions and misunderstandings in their own performances. When asked to assess themselves or each other, they frequently lacked the analytical tools that enabled them to carry out such exercises. The study concluded that student interpreters can use these types of assessment to increase the amount of feedback they receive as they become professionals.

Matsuno (2009) examined self, peer and teacher assessment in Japanese university EFL writing classrooms. The sample of the study included 91 students and 4 teacher raters. The findings of the study showed that many self-raters, especially high-achieving students, assessed their own writing lower than predicted. The study also concluded that peer-raters were found to be the most lenient raters; however, they rated high-achieving writers lower and low-achieving writers higher. The study suggested that peer assessment can play a useful role in writing classes.

Beiranvand & Golandouz (2017) investigated the effect of self and peer assessment on the quality of students' translation. Sixty male and female students participated in the study. The study concluded that both self and peer assessment played effective roles in improving the quality of the translation of the students. Pre/post-tests were used as the main tool of the study and the comparison of the post-test mean scores revealed that peer assessment was significantly more effective than self-assessment in enhancing the quality of the students' translation.

Su (2019) investigated peer assessment in simultaneous interpreting from English to Chinese. Eighteen students were asked to evaluate the performance of their peers based on three criteria, namely, accuracy, presentation, and target language quality. When it comes to the quality of the text/speech in the target language, the study concluded that peer students tended to give more comments on grammar. As for presentation, the peers' comments focused more on aspects of fluency. In terms of accuracy, peer students gave more in-depth evaluation to substitution. The study stressed the significance of those instances of substitutions, as they stimulate the reflective thinking of peer evaluators.

Al-Emara (2016) questioned whether self-assessment is a credible indicator of translation competence or not. The findings of the study indicated that unlike the assessments of tutors and multiple raters, self-assessments are less credible in estimating translation competence.

Lee (2011) examined the use of self-assessment while teaching interpreting. Graduate students of translation and

interpretation were requested to provide a self-assessment of their performance to their instructors. The study showed that the trainee interpreters were able to identify and diagnose some of their weaknesses and strengths. This kind of awareness enabled them to orient their practice and allowed them to monitor their progress.

Fanghanel & Voela (2001) investigated the effectiveness of self-assessment in a postgraduate translation programme. Nine students were involved in the study. The study concluded that formative self-assessment is problematic because the concept of accuracy or correctness in translation may not be well-defined as is the case in most other disciplines. In addition, translation is an interdisciplinary activity which involves several cognitive, social, textual, and pragmatic skills and knowledge” (Fanghanel & Voela, 2001: 47).

Wang & Han (2013) dealt with the value of online peer feedback in improving translation skills. Students enrolled in a translation degree in Australia were asked to translate a 250-word text on two separate occasions. Each student was asked to review the translation and provide anonymous peer feedback. All translations and feedbacks were uploaded to an online forum to facilitate accessibility. Students were encouraged to check the peer-review reports on their translations as well as other students’ peer reviewed translations for comparison. The study concluded that translation students viewed online peer feedback as a valuable activity that facilitates improvement. Peer-feedback provided them with alternative approaches and perspectives to tackle linguistic/translation issues. The study also concluded that students opted more for reviewing feedback on their own work and perusing other students’ work than for engaging in giving feedback to others.

Insai & Poonlarp (2017) discussed peer editing in a translation classroom of EFL learners. The study was conducted in a business translation course and 21 students participated in the study. The study concluded that peer editing enhanced the quality of the translations of the students and enabled them to detect errors and revise their translations. Peer editing served as an engaging social interaction that facilitated the collaboration of the trainees with each other.

Hidayat (2013) investigated the correlation between self, peer and teacher assessment in a translation course at EFL private university in Garut, Indonesia. Fifteen students enrolled in a translation course participated in the study. The study concluded that peer assessment validates teacher assessment better than self-assessment.

Fathi, Yousefi, & Sedighraves (2017) investigated the effect of the implementation of self and peer assessment in a writing course on the self-regulated learning of a sample of 69 intermediate Iranian EFL students. The participants were students of either English literature or English translation at Islamic Azad University, South Tehran Branch and Central Tehran Branch. Results revealed that both self and peer assessment practices had positive impact on the self-regulated learning of the participants.

Although some of the above studies tend to question the credibility of self and peer assessment in certain conditions, more empirical studies are needed to test the validity of those findings. While self and peer assessment may look subjective with fresh undergraduate students, they may be taken more seriously with post-graduate students. In addition, assessment criteria and rubrics may play a vital role in curbing the subjectivity of the students. There is also a need to give the students the opportunity to self-assess various translation tasks, text-types and genres while keeping an eye on their participation in the process of assessment. The present study differs from the above studies in the sense that it is an action research that gives the students the chance to assess various text types over a reasonable period of time under certain criteria and strict monitoring process as we will show below.

3. Theoretical framework

The proclaimed policy of translation courses and programmes is to enhance the translation competence of the trainees. Translation competence is a key concept in translation studies that has been generally defined by Pym as the ability of a translator to select only one viable target text from a series of options “quickly and with justified confidence?” (Pym, 2003:489). It is also defined by the PACTE research group as “the underlying system of knowledge, abilities and attitudes required to be able to translate” (PACTE, 2003:43). In fact, the acquisition of translation competence by the translator is a matter of time and efforts. In other words, the ability to which Pym (Pym, 2003) refers can be accumulated and sharpened over time and it requires great efforts on the part of the trainees. The

development and acquisition of translation competence depend on the exposure of trainees to various text-types, genres, contexts, etc. Chesterman (1997/2016) rightly argued that the acquisition of translation competence differs from one stage into another and he suggested five stages of translation expertise, namely, novice, advanced beginner, competence, proficiency, and expertise.

Our action research assumes that giving the students the chance to assess themselves and their peers will enhance their translation competence and will enable them to hone important skills for the future. Therefore, Ericsson's concept of deliberate practice (Ericsson, 2004) seems very relevant to the current study. That is to say, self and peer assessments for assignments over the period of a course are examples of deliberate practice. As Ericsson (2004) pointed out a considerable number of people spend very little (if any) time engaging in deliberate practice even in those areas in which they wish to achieve some kind of expertise, as is the case in translation studies. We are fully aware that expertise might be achieved after years of maintaining high levels of regular deliberate practice. However, a thing is better than nothing and 'a journey of a thousand miles begins with a single step', as the saying goes. It is high time to help students achieve true expertise by graduation and this can be partly achieved through active learning, by fostering the sense of responsibility of the trainees and their ownership of their learning.

Lajoie (2003) introduced the notion of "expertise trajectory" to explain the path, followed by novices on the way to developing a type of behaviour that is characteristic of consistently superior performance found among experts. Expertise trajectory in translation studies along the five stages suggested by Chesterman (1997) should include directed changes in the various cognitive domains of translation competence (PACTE, 2003; Shreve, 2006). This will include bilingual, extra-linguistic, strategic, instrumental, knowledge about translation sub-competencies as well as some psycho-physiological component as shown in the following graph.

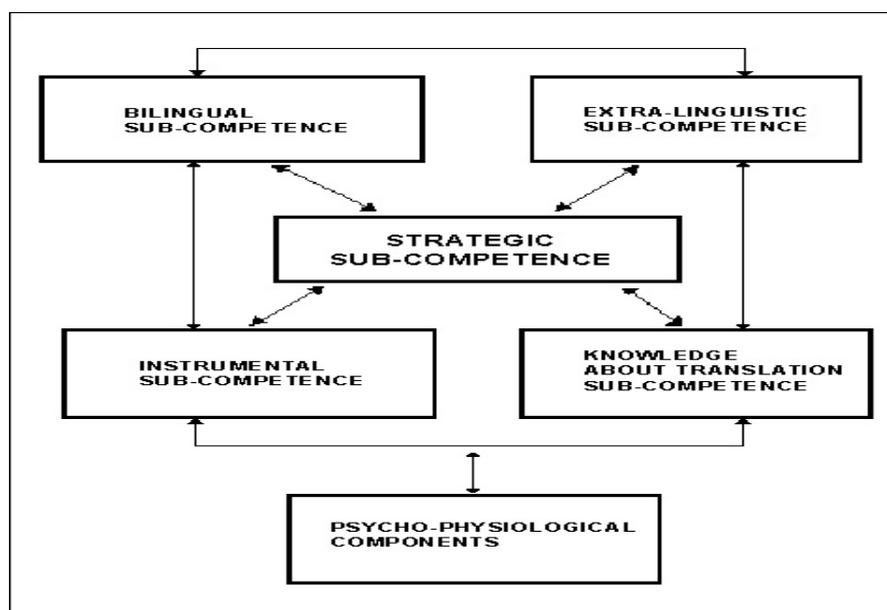


Figure 1. PACTE's model of TC (PACTE, 2005:610).

Hence, an expertise-oriented training model should assume that translation competence means having access to the above sub-competencies. The above model of translation competence has been empirically tested (PACTE, 2005) and provided strong evidence about translation as a form of expert knowledge (Beeby et al., 2011). In a sense, it shares assumptions related to the notion of expertise trajectory (Lajoie, 2003). Translation competence is a process in which novice knowledge evolves from a stage of pre-translation competence – including here the capacity of bilinguals to translate – and goes gradually through the stages of novice, advanced, competent, proficient and expert translator

(Dreyfus & Dreyfus, 1986) to become a form of specialized knowledge (Alves, 2015). In other words, these cognitive domains “would have to integrate to allow the translator to successfully complete the translation task” (Shreve, 2006:40) and to attain a reasonable deal of expertise trajectory. It should be noted, however, that discrepancy in expertise among trainees is the norm and not the exception. As Shreve (Shreve, 2006:40) rightly states

Translation expertise is not a homogeneous, easily describable set of uniform cognitive resources achieved by all translation experts. It is purely a reflection of the history of deliberately sought-after experience in specifiable translation domains, what (Shreve, 1997) has referred to as a translator’s *acquisition history*.

However, for deliberate expertise to be successful, a number of criteria should be taken into consideration (Ericsson & Crutcher, 1990; Ericsson, 1996; Shreve, 2006) as follows:

- 1- The acquisition of expert performance needs to be broken down into a sequence of attainable training tasks over a significant period of time. This is necessary to promote and sustain motivation and “to avoid exhaustion and burnout” (Ericsson, Krampe, & Tesch-Römer, 1993:371).
 - 2- Each of these tasks requires a well-defined goal.
 - 3- The task is of appropriate difficulty for the individual.
 - 4- Informative feedback for each step must be provided.
 - 5- Trainees should be given opportunities for repetition and correction of errors.
- The activities and translation tasks offered in our course strictly meet all the above criteria.

4. Research Methodology

As we have mentioned earlier, the present study is part of an action research that was conducted in an advanced translation course. This kind of research can be very suitable for data collection in translator training programmes. Koshy (2005:9) described action research as “continuous learning process in which the researcher learns and also shares the newly generated knowledge with those who may benefit from it”. In addition to assessment, our action research project includes some product-oriented issues in translation such as the analysis of language and translation errors. It also investigates the process of translation through think- aloud protocols, keylogging, and eye-tracking.

The current study primarily used quantitative methods to find out the correlation between self, peer and teacher assessment. As stated earlier, the module in which this action research took place, was offered in the first semester of an Honors class during the academic year 2018-2019. It was offered over a period of four months. Eleven students were enrolled in the course. In addition to their native and semi-native skills in English, all students have sound Arabic language skills. They have mostly done their first degrees in Islamic studies and Arabic at well-known Arab universities such as the Islamic University in Medina, Um Al-Qura University, Al-Azhar University, Damascus University, and others. Students have been given three major assignments during the entire course as follows:

The first major assignment is the translation of Saleh Al-Fahdi’s highly acclaimed opinion article titled *‘alimuhum* [teach them]. The second major assignment is a translation (English-Arabic) of another opinion article titled “White terrorism, white privilege, and the Islamophobic trope”. The article was written by Usaama al-Azami, a British academic and a lecturer in Islamic Studies at Princeton University. The third assignment is a subtitling activity in which students were asked to select a *YouTube* video on *maqāṣid al-Sharī‘ah* [The noble aims of *Sharī‘ah*], transcribe it and insert closed captions in Arabic and English.

The course was done in a blended mode. That is, students had to do a number of tasks online in addition to their participation in a traditional class on campus. The course materials and assignments were hosted in *Canvas Learning Management System (LMS)*. Students have been introduced to a lengthy list of electronic tools that can help them in doing the tasks and in their future career. Some of these tools are on-line monolingual and bilingual dictionaries, corpora tools, web-as-corpus tools, audio-visual translation tools, cloud-based and desktop computer-aided translation

(CAT) tools, audio-visual translation software, among others.

In each single activity, students were familiarized with the assessment criteria and/or rubric. Students were asked to read the various components of each rubric and any ambiguities or unclear parts were discussed and clarified in the class. Students were also encouraged to discuss any queries about the assignments with their peers in the online forum. We also conducted three synchronous and asynchronous conferences using the *Bigbluebutton* web conferencing software. This phase was necessary to ensure that students were quiet familiar with the criteria, and they could assess their assignments and their peers' assignments objectively. Students were given strict deadlines for the submission of each assignment and they were asked to upload their translation tasks to *Canvas LMS*. When the submission phase was completed, students were requested to self-assess their translations on the basis of the rubric given for each assignment.

The assessment of the first activity is based on a rubric designed by Zakian, Moradan, & Naghibi (Zakian, Moradan, & Naghibi, 2012). The rubric covers aspects such as finding equivalent, register, TL culture, grammar and style, shifts, omissions and additions as well as inventing equivalents. This rubric was suitable for the students at the beginning of the course because some technical issues in translation such as Skopos theory, the pragmatics of translation, text typologies and the like have not been covered yet. The rubric for the second major assignment is more detailed than the first rubric and it is based on Angelelli's rubric for the assessment of the construct of translation competence (Angelelli, 2009). It is a five-point-scale rubric which takes into consideration the various components of translation competence. It addresses textual, pragmatic and micro-linguistic sub-components. The rubric for the audio-visual translation was prepared by the researcher. It covers aspects such as the rendition of the original message, the cueing of subtitles, the amount of text in a subtitle and its consistency with the viewers' reading speed, the semantic self-containedness of subtitles, multimodality, style, and equivalence.

After the submission of each assignment, students were asked to assess their own assignments. Students were then randomly assigned to perform the peer-review process by *Canvas LMS*, as is obvious from the following snapshot.

Major Assignment 1 Peer Reviews

Student peer reviews will be considered complete when students have commented at least once on the page.

[← Back to Assignment](#)

To the left you can see the list of students for this assignment, and also which student submissions (if any) they have been assigned to review.

Automatically Assign Reviews

You can assign peer reviews to those users who have submitted but don't already have reviews assigned by clicking the button below.

reviews per user

[Assign Peer Reviews](#)

Figure 2. Peer reviews for major assignment 1 in Canvas

Upon the completion of the self and peer assessment phases, the teacher had to moderate the students' submissions and evaluations and to give marks and constructive feedback on all assignments. A snapshot of the feedback given to one of the students is shown in Figure 3.

Normal view Statistics All annotations Marking key

Teach Them

Dr. Saleh Al-Fahdi

It has been narrated that one day an air conditioner broke in a mosque, the Imam took the opportunity to preach to his congregation about the hellfire. He said: "Remember the intense heat of hell fire." One of them responded: "Oh brother, repair the air conditioner and remind us of the favours WChoice of paradise."

One day you will reap the painful torment of the grave, the fear of God, the threat of woe and grief, the trials of the grave, and the horrors of resurrection, and the greed WChoice of martyrdom, and the passion for death. ???

coherence Rephrase for clarity

It is about time; Oh scholars, preachers and soothsayers, that you teach the generations of Muslims (who are raised in your hands) to be and become soft and kind. there was nothing gained but inappropriate use of a conjunction the Art result of that education which was harmful, damaging, leading to fear and destruction on the people of Islam before Rephrase for clarity ? !

Teach them the first thing they should know is how to smile; the religion is not hardship, nor it is a sadness, but God sent it to be happiness¹ for humanity, and tranquility of Preposition the hearts, and reassurance of Preposition the soul. To smile is proven to be a form of worship. "Smiling at your brother is charity". And with this, whoever opposes this, changes his face, and pulls his face Repetition, he would've then opposed his religion².

Teach them, to see the faces bright, hopefully not only in

Figure 3. A snapshot of teacher assessment of assignment 1

Moreover, the feedback provided with the teacher included statistics for the students' errors and their categories, as is obvious from the following screencast.

1. use a word with bad connotations such as consequences. Consider a classifier before the word 'education'.
2. Replace the pronoun with a lexical word.
3. for which the Muslim is rewarded.

Statistics

Instances	Annotation	Explanation	Help link	Categories	Value	Points lost	Points gained
7	???	Incomprehensible text		Sense	-1	-7	
3	inappropriate use of a conjunction				-1	-3	
1	inappropriate collocation				-1	-1	
2	Fragment	Sentence fragment		Grammar	-1	-2	
8	Literal Translation				-1	-8	
3	Preposition	Wrong or misused preposition		Grammar	-1	-3	
1	Paragraphing	Paragraphing problem		Sense	-1	-1	
5	Rephrase for clarity				-1	-5	
8	coherence				-1	-8	
1	VForm	Verb form		Grammar	-1	-1	
6	WChoice	Poor word choice		Vocabulary	-1	-6	
Totals						-45	0

Figure 4. A snapshot giving some statistics on the scores of one student

Having completed all the assignments, the marks of all students were imported from the gradebook of the students in *Canvas* LMS and they were captured in a statistical software called *Minitab* for suitable statistical quantitative analysis.

To measure the strength and correlation between the three variables, we used the Pearson product-moment correlation coefficient, often shortened to Pearson correlation or Pearson's correlation. The selection of this statistical test is based on the following assumptions:

i- Variables are measured at the continuous level. That is, the level of measurement of the study's variables is interval or ratio (i.e., values are numerical).

ii- There needs to be a linear relationship between variables. To check whether a Pearson's correlation exists, we created a scatterplot using *Minitab*. This enabled us to plot our two variables against each other and hence visually inspect the scatterplot to check for linearity, as is obvious in the following graphs:

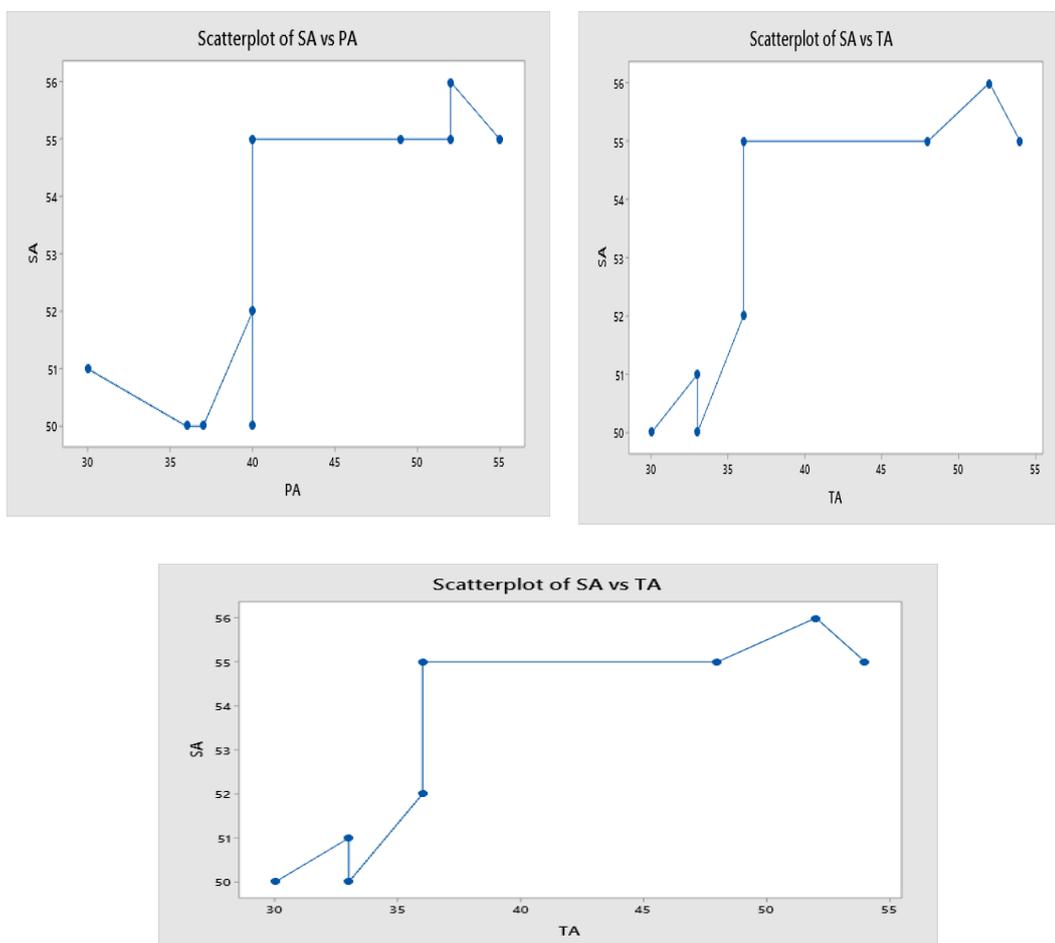


Figure 5. Minitab scatterplots of the three variables

iii- There should be no significant outliers. We used the outlier test using *Minitab* as follows

Table 1 Grubbs' outlier test: SA; PA; TA

Method

Null hypothesis	All data values come from the same normal population
Alternative hypothesis	Smallest or largest data value is an outlier
Significance level	$\alpha = 0.05$

Grubbs' Test

Variable	N	Mean	StDev	Min	Max	G	P
SA	11	52.818	2.401	50.000	56.000	1.33	1.000
PA	11	42.82	7.95	30.00	55.00	1.61	0.990
TA	11	40.45	9.45	30.00	54.00	1.43	1.000

* NOTE * No outlier at the 5% level of significance

iv- Variables need to be approximately normally distributed. To check the bivariate normality of the variables, we used the Kolmogorov-Smirnov Test of Normality. The following table gives the summary of the normality test:

Table 2 Kolmogorov-Smirnov test of normality

	SA	PA	TA
Count	11	11	11
Mean	52.81818	42.81818	40.45455
Median	52	40	36
SD	7.947555	7.947555	9.448425
Skewness	0.214887	0.214887	0.621425
Kurtosis	-1.030304	1.030304	-1.619423
K-S test statistical (D)	.28429.	.28138	.32588
P-value	.2796	.29059	.15344

Results of the test show that data does not differ significantly from that which is normally distributed.

Although the study is quantitative to a great extent, a qualitative description of students' comments on their assignments and their peers' assignments is used for triangulation purposes. Students were encouraged to comment on specific aspects of their experience either in the assignment comment space available on the assignment submission page in *Canvas* LMS or in the discussion forum created for each assignment.

5. Data Analysis

This section deals with the quantitative analysis of the data as well as a qualitative analysis of the students' attitudes towards self and peer assessment.

5.1. Quantitative Analysis

The descriptive statistics of the three modes of assessment have been calculated using *Minitab* as Table 3 shows:

Table 3 Descriptive statistics: SA; PA; TA

Statistics										
Variable	N	N*	Mean	SE Mean	StDev	Minimum	Q1	Median	Q3	Maximum
SA	11	0	52.818	0.724	2.401	50.000	50.000	52.000	55.000	56.000
PA	11	0	42.82	2.40	7.95	30.00	37.00	40.00	52.00	55.00
TA	11	0	40.45	2.85	9.45	30.00	33.00	36.00	52.00	54.00

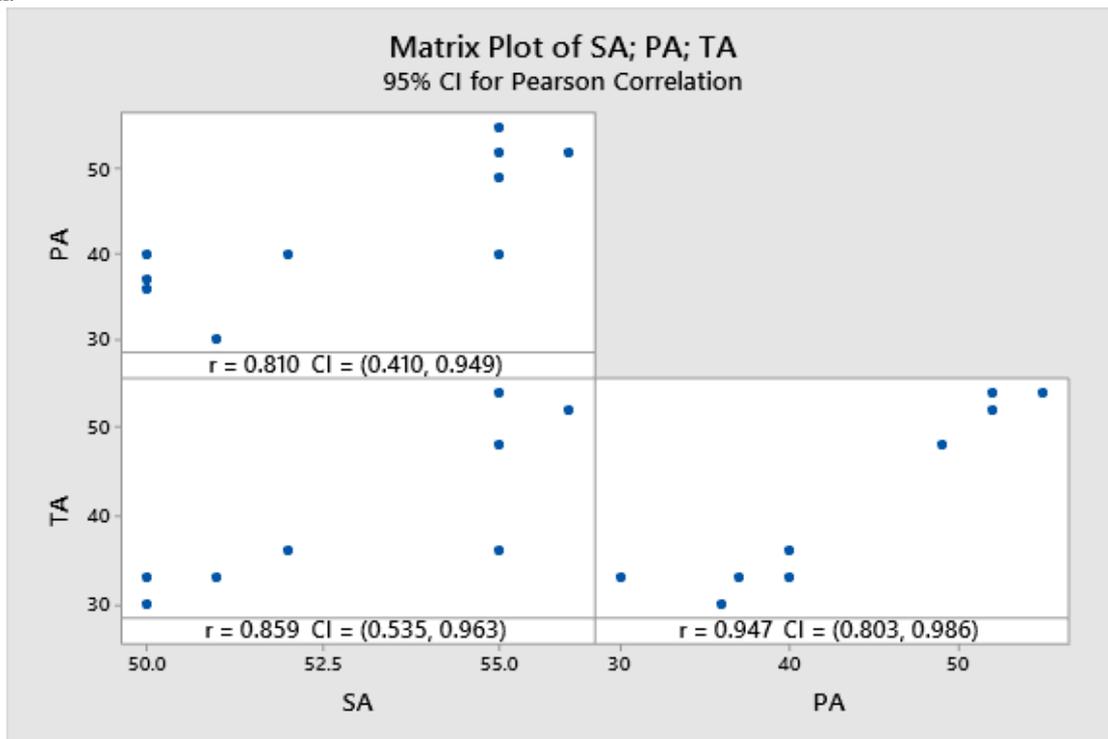
Having checked that all criteria and assumptions behind the selection of a correlation test are in order, we have calculated the Pearson test. The pairwise Pearson correlations along their P-value significance are given in Table 4 Below:

Table 4 Pairwise Pearson correlations

Pairwise Pearson Correlations

Sample 1	Sample 2	Correlation	95% CI for ρ	P-Value
PA	SA	0.810	(0.410; 0.949)	0.002
TA	SA	0.859	(0.535; 0.963)	0.001
TA	PA	0.947	(0.803; 0.986)	0.000

In addition to reporting the results in the above table, our results can also be visually presented in the following diagram.



Method

Correlation type Pearson

Rows used 11

ρ : pairwise Pearson correlation

Correlations

	SA	PA
PA	0.810	
TA	0.859	0.947

Figure 6 Pearson correlation: SA; PA; TA

Based on the statistical analysis given above, we could report the results of this study as follows:

Self-assessment has positive correlation with peer assessment and teacher assessment and the magnitude of the correlation is reasonable referring to the correlation coefficient by 0.81 and 0.85 respectively. The coefficient shows that in the case of assessing a translation text, students tend to value their work slightly higher compared to the assessments of their peers and teacher.

Despite the bias involving self-assessment of a translation product, peer and teacher assessments seem to be very promising. The coefficient correlation between peer assessment and teacher assessment seems to coincide by 0.94. Put differently, the two variables do not only have positive correlation, but the magnitude is also categorized as highly correlated. Based on the results above we can reject the null hypothesis of the study which says that there is no statistically significant correlation between self, peer and teacher assessment. The findings prove that the students have adequate capability in assessing themselves and their peers' work appropriately. The analysis of the correlation coefficient also shows that peer assessment validates the teacher assessment in such a way that they coincide in determining good translation quality.

5.2. Qualitative Analysis:

The students' comments on their assignments and the assignments of their peers show that the assessment tasks have been exceedingly beneficial to them. This on its own is an advantage. That is, the constructive feedback provided by the students is the product of a thorough reading of the assessment rubric/criteria. In addition, the students' self-reflections on self and peer assessments show that they hold those modes of assessment in high esteem. Some of those comments are quoted verbatim and listed below.

i- Self-confidence is what I benefited from self-assessment. In the beginning I was not serious about looking at my translation with a critical mind. However, when I went through the rubric, I realized a lot of points that go unnoticed when I translated the text.

ii- When I assessed the translation of my peers, I literally followed the rubric provided by the teacher and I found some shortcomings in the translation of my peers. I also realized that my translation was lacking in a number of aspects. Now, I know what does it mean to translate? As a result, my translations have shown tremendous improvements and that was reflected by the higher scores I received in those assignments. I learnt from my errors and from the errors of my peers. It is true that 'to err is to learn'.

iii- The errors of my peers whether lexical or grammatical drew my attention to errors that I personally make. I can say that I can avoid such errors now.

iv- When I compare my translation with the translations of my peers, I came across instances in the translation where we translated certain expressions differently. Sometimes, I thought that my peer's translation was the accurate. At other times, I found my translation must be the accurate. The teacher's assessment sometimes proved that both our interpretations were inaccurate.

v- By comparing other students' work with mine, I can correct my own translation. In fact, I came back to my translation and I spotted some of my errors and I corrected them. When I received the feedback of the teacher, I found that some remarks of the teacher and some of his corrections are identical with the corrections I have already made. That planted the seeds of confidence in me.

vi- Going through two translations of my peers in each assignment enabled me to learn different expressions, collocations, and idiomatic expression. It drew my attention to some common grammatical, cohesive and coherent errors. In the beginning, I used to translate literally and so did my peers. However, in the second and third assignments, I noticed that my translation and my peers' translations were more coherent and informative.

vii- Since I could not find my faults all by myself, my peers' opinions were always beneficial and helped me improve the quality of my translation. Peers might see things that I do not see.

viii- In the past, I used to look at some typos or misspelled words when I edit a translation. I never went beyond the sentence level. Now, I learn how to assess a text in its entirety, a text as a coherent chunk.

ix- I find it interesting to examine other people's work and to find out their methods of translation.

x- Receiving feedback from a peer was more engaging than receiving it from a teacher even though some of the peers' comments were extremely harsh.

xi- This mode of assessment does not only force me to look at my translation carefully, but it also changed the

way I work. Undoubtedly, it will influence the way I work in the future. I have become more reflective about my own translation.

xii- The fact that my self-assessment and the assessments of the teacher and the peers were more or less the same is a clear indication that we have learned to be objective and we have learned to assess and evaluate a translation based on a thorough understanding of the rubric. We tried to be ethical. We imagined ourselves in a workplace rather than in a classroom. The focus was not on the marks we are going to get; it was on the knowledge we are going to gain and the standards we were trying hard to maintain.

xiii- I should not lie to say that when I saw that my classmates produce or suggest brilliant translations of a text, I was more determined to produce a quality translation like them or even better. Now I feel that a better translation is always attainable.

xiv-

6. Conclusions and implications for future practice

The study has revealed that translation students do appreciate self and peer assessments as valuable activities that aid their learning and enhance their translation competence. Self-assessment has positive correlation with peer assessment and teacher assessment and the magnitude of the correlation is reasonable referring to the correlation coefficient by 0.81 and 0.85 respectively. While other studies showed that self-assessment was unreliable, questionable, and subjective, the findings of the study have shown that self-assessment can be used effectively in the translation classroom. Self-assessment enabled students to develop greater skills in reflective practice. Right from the second assignment, we have noticed more responsibility towards learning on the part of students. They took rubrics more seriously and they assessed their assignments accordingly. In a similar vein, their assessments for the assignments of their peers show similar degree of responsibility and objectivity. The feedback and comments of students on the assignments of their peers show that they have enjoyed the tasks and they have learned from them. Their criticism of the translation products of their peers is constructive, and they sometimes compare between their translations and their peers' translations. Some students have taken assessment extra mile and they have provided a constructive feedback that is based on a rigorous peer-review process. This clearly shows that they have developed a heightened understanding of the various components of the rubric.

In a word, involving students in the assessment of their own work has enhanced their self-confidence and their critical thinking. It has motivated them to produce better translations and to apply those assessment modes and practices in their workplaces. Even though few students preferred the role of assessor of their peers' assignment as evidenced by their delay of the submission of their self-assessment reports on the first major assignment, this practice started to wane away in the subsequent assignments.

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التقويم الذاتي تقويم الأقران و المدرس في مقررات الترجمة

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ملخص

حظي استخدام التقويم التكويني في برامج الترجمة بقدر كبير من الاهتمام على مدى العقود الماضية، وعلى عكس التقويم الختامي في منتصف أو نهاية المقرر أو الفصل الدراسي الذي عادة ما يقيس مدى إلمام الطالب بمحتوى المقرر، وإن جوهر المسألة في التقويم التكويني هو تعزيز كفاءة الترجمة عند المتدربين وتوفير مصدر مستمر للتغذية الراجعة حول أدائهم وتقديمهم، إذ أن التقويم الختامي في منتصف أو نهاية الفصل الدراسي غير كافٍ في مقررات الترجمة، على الرغم من أنه أكثر أنواع التقويم شيوعاً حتى الآن في مؤسسات مختلفة حول لعالم، ويتناول البحث الحالي استخدام التقويم الذاتي وتقويم الأقران وتقويم المعلمين في مقرر للترجمة المتقدمة من اللغة العربية إلى اللغة الإنجليزية، والعكس، ويعد البحث جزءاً من بحث إجرائي شمل 11 طالب دراسات عليا في كلية السلام العالمي بجنوب أفريقيا، خلال العام الدراسي 2018-2019م. واتبع الباحث المنهج الكمي في تحليل البيانات، إذ تم استخدام طرق إحصائية مختلفة للتحقق من العلاقة بين أنماط التقويم السالفة الذكر. وتم أيضاً استخدام المنهج الوصفي لتحليل ملاحظات وتعليقات الطلبة على أدائهم وعلى أداء أقرانهم. وخلصت الدراسة إلى أن التقويم الذاتي وتقويم الأقران مفيدان للغاية ويلعبان دوراً حيوياً في تطوير كفاءة الترجمة لدى طلاب الترجمة، وأوصت الدراسة باستخدام تلك الأنماط باعتبارها أدوات تقويم تكوينية تنمي كفاءة الترجمة لدى المتدربين وتكسبهم خبرة تراكمية تفيدهم في سوق العمل مستقبلاً.

الكلمات الدالة: التقويم، تكويني، التقويم الذاتي، تقويم الأقران، تقويم المدرس، الترجمة.

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