Book Review

Huertas-Barros, E., Vandepitte, S., & Iglesias-Fernández, E. (2018). *Quality assurance and assessment practices in translation and interpreting.* IGI Global. ISBN: 9781522552260 (eBook)

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Quality matters in every aspect of our lives, and it is no exception for the rapidly developing areas of translation and interpreting as important forms of cross-lingual and cultural communication. However, quality assurance and assessment in translation and interpreting has long been a problematic issue, being described as a "great stumbling block" (Bassnett-McGuire, 1991), the "most wretched question" (Malmkjaer, 1998), and a "thorny problem" (Snell-Hornby, 1992). In this context, the book *Quality assurance and assessment practices in translation and interpreting*, cannot come at a more opportune time. The book under review, edited by Elsa Huertas-Barros, Sonia Vandepitte and Emilia Iglesias-Fernández, aims at presenting the latest developments in translation and interpreting quality assurance and assessment from an empirical perspective, by introducing new methods of evaluation as well as suggesting criteria for professional quality control.

This 15-chapter volume is divided into four sections with each section focusing on a major aspect of translation quality assessment (TQA). An introduction of TQA is the main content of Section 1 (Chapter 1 to Chapter 3). As an offshoot of Translation Studies, Section 2 (Chapter 4 to Chapter 7) looks into interpreting and audiovisual translation quality assessment. Instead of viewing translation as a product, Section 3 (Chapter 8 to Chapter 10) takes a process-oriented perspective in TQA. Learning TQA is explored in Section 4 (Chapter 11 to Chapter 15).

As the starting point of the volume, Chapter 1 reviews preexisting interpretations of TQA criteria in organizations, the translation industry, and translator training. After comparing the three sectors, Marcel Thelen concludes that industry emphasizes translation as service provision with a great influence of client needs in TQA, while translator training cares more about linguistic characteristics in translation as a process. Thelen argues that in order to keep translator training programs in line with international standards for translation quality, quality assessment of translation as service provision should be

implemented in translator training in a proper environment, e.g. Skills Lab. In Chapter 2, co-authored by Gys-Walt Van Egdom, Heidi Verplaetse, Iris Schrijver, Hendrik J. Kockaert, Winibert Segers, Jasper Pauwels, Bert Wylin and Henri Bloemen, a preselected items evaluation method (PIE method) is introduced and applied in a case study of student translation evaluation. It is suggested that through the PIE method, translation product testing is better tailored to the test situation. The authors also admit that the PIE method is not a cure-all, in terms of subjectivity in the selection phase and correction phase. In the third chapter, based on a survey of translation and communication professionals, Gary Massey and Regine Wieder find that the self-concept of translation in international corporate communication is underdeveloped, and call for the enhancement of translators' potentially new professional roles in translation training.

Section 2 starts with Chao Han's case study of English-Chinese consecutive interpreting. This paper aims to provide an inclusive formative assessment model with learner-centered, process-oriented features in classroom settings. After reviewing previous studies, Chao conceptualizes four characteristics of the formative assessment model and implements it in practice. The detailed procedure of the experiment in the classroom is introduced, and student satisfaction is surveyed as an evaluation of the proposed model. After a critical analysis, the author concludes that the model displays some good practices, but also exposes some potential problems. Melissa Wallace's research is also on the topic of interpreting assessment, and similarly, she examines pre-existing test models and proposes a hybrid model of competency-based education and assessment. Aiming at an evaluation of audiovisual translation (AVT) with a scientific methodology, José Tomás Conde Ruano conducts an experiment to compare the AVT of students with different expertise, investigating whether images would help the student to translate better, with synchronicity as its main factor to explain translation quality. To this end, he proposes four hypotheses at the start of the experiment, and finally provides suggestions for translation training. Louise Fryer also looks into the quality assessment of AVT, specifically audio description (AD). Fryer argues that AD shares the characteristics of interpreting, so the article explores the overlapping and diverging competences required in the two. The author concludes that when it comes to quality, AD faces similar challenges as interpreting, so AD scholars are advised to take advantage of existing interpreting studies to benefit AD quality studies.

Section 3 is centered on process-oriented translation quality assessment. Advanced technological tools such as screen recording, eye tracking, and keylogging enable scholars like Erik Angelone (Chapter 8), and Moritz Schaeffer and his colleagues (Chapter 10) to develop process-oriented translation assessment studies. Angelone investigates errors marked up in corresponding translation products, taking errors as a point of departure to be reverse engineered through screen recording diagnostics. The author proposes three error classification parameters, namely locus, phase and information retrieval type, asking students to identify and explain errors under this framework. By linking the translation product and translation process together, the assessment yields an understanding of what is wrong and why it is wrong in translation. Chapter 10 analyzes eye movement and typing behavior during self-revision, finding that the efficiency of relative revision is achieved by less discontinuous typing and shorter time of pauses, while making more deletions and more concurrent reading and writing. Sharing the same intention of complementing product-oriented assessment, Si Cheng proposes a problem-

solving perspective to understand the necessity of process-oriented TQA. With the hypothesis that translation activities consist of five steps in translation problem solving, the author argues that the process of conducting the five steps orchestrates a comprehensive translation competence. A longitudinal case study is undertaken to provide supporting evidence, and implications are demonstrated for pedagogical assessment.

The first chapter of the last section is led by two-pronged surveys from a lens of six tenets set out by the Higher Education Academy in the UK. Elsa Huertas-Barros and Juliet Vine report a case study which collects teachers' and students' responses to questions on the assessment. Based on a previous study by Marc Orlando, Chapter 12 introduces an adapted student self-evaluation grid for translation assignments. The feedback of the students reveals that the gird is heading in the right direction, and has the potential to be further improved. Based on empirical studies, Chapter 13 by Ya-Yun Chen utilizes three learning modes (diary, think-aloud and small-group discussion) to assess students' reflective learning. A provisional model of translation students' reflective learning process is proposed for future study. Both Chapter 14 by Sonia Vandepitte & Joleen Hanson and Chapter 15 by Carmen Heine look into the issue of peer feedback in translation. The former focuses on its relation to perceptions of language expertise, while the latter emphasizes the application of social science research methods in translation performance. A qualitative and quantitative analysis is undertaken to reveal the significant value of peer feedback in translation learning in both studies, which could be a reference for translation quality assessment studies in the future.

The volume *Quality assurance and assessment practices in translation and interpreting* presents both representative theoretical studies and a large quantity of empirical data in TQA. The theoretical review provides an overall understanding of TQA from a historical perspective, while empirical datasets and technological tools assist TQA research today and in the future. Another advantage it offers is the diversity of languages explored, ranging from English to Chinese, German, Dutch, etc. The multicultural and multilingual backgrounds of cases provide rich authentic language resources for cross-cultural and cross-lingual studies in TQA. Moreover, it explores both written translation quality assessment and spoken interpreting quality assessment, even though the share of interpreting assessment is much less than its counterpart. In addition, the volume comprehensively covers most aspects related to TQA, including textual analysis, social and cultural analysis, assessment models, assessment tools, understanding of assessment, and so on.

Despite the strengths of the volume mentioned above, it cannot be denied that several issues remain unsolved. The section division of the volume is not as well organized as its editors hope. For example, Chapter 2 is about the case study of the PIE assessment model, but it is placed into Section 1 as an introduction to TQA. Another example is Section 3 on process-oriented TQA, but its counterpart, product-oriented TQA, is spread over the other three chapters. Vague categorization of chapters may confuse the readers of the volume. Furthermore, empirical studies are indeed beneficial to corresponding studies, but unfortunately, most of the case studies in the volume are based on very small samples, which makes generalization difficult. As an important offshoot of quality studies in translation and interpreting, interpreting quality studies should receive more attention in the volume. This would ensure a better organization and balance.

As a whole, *Quality assurance and assessment practices in translation and interpreting* is a highly informative and illuminating collection of latest studies

on translation and interpreting quality assessment. Its comprehensive introduction, fresh empirical resources, and critical thinking make it a truly valuable book for researchers, teachers, professionals, and students. The volume is a step forward to overcome the challenges of how translation and interpreting performance and results should be observed and assessed, and how feedback should be provided.

References

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