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How Successful Are Undergraduate Students in Revising and Justifying Different Types of Translation Decisions in Response to Instructor Feedback?

1. Introduction

Revision has been defined as “that function of professional translators in which they identify features of the draft translation that fall short of what is acceptable and make appropriate corrections and improvements” [Mossop, 2007: 109]. Translation scholars have classified revision primarily according to whether or not it is the translator who performs it, into “self-revision” and “other-revision” [Mossop, 2007]. Revision has also been categorised as “comparative” [ibid.] or “bilingual” [Brunette et al., 2005], that is involving comparing the target text with the source text, and “unilingual” [Mossop, 2007] or “monolingual” [Brunette et al., 2005], focused on the target text only. Other key aspects of revision include the criteria of translation quality assessment (TQA) applied. These have to do with the purpose of revision, which tends to be business- or training-related [Mossop, 2007]. Companies and associations in various industries have designed their own TQA models; some of

the best-known models which included both error typologies and severity levels were developed by LISA, the Localisation Industry Standards Association [SDL, 2011], and by Lionbridge Technologies [Zearo, 2005]. The ISO 17100 [2015], which replaced the EN 15038 [2006] standard,¹ is another available model, applied in the translation industry. As for the training- and research-related functions of translation quality assessment, scholarly approaches have been offered, among others, by House [1997], Brunette [2000], Colina [2009], Mossop [2007], and Williams [2009]. Researchers who have dealt with assessing the translation product as part of studies of translation competence have also implemented their own methods of determining translation quality [PACTE, 2011; Göpferich, 2010]. Furthermore, assessment grids have been developed by organisations which offer certification for translators and interpreters, such as the American Translators Association (ATA)² [Koby and Champe, 2013] or the Institute of Translation and Interpreting (ITI) [2015]. Although translation quality is evaluated for different purposes, the criteria that are used most frequently in TQA, and thus also in revision, concern the suitability of the target text for the intended purpose, its accuracy in terms of rendering the content of the source text, and target language correctness.

The revision procedures used by translators have been investigated empirically by translation scholars, among others with respect to the impact of different procedures, in particular monolingual and bilingual revision and their various combinations, on the product and process of revision, including on the effectiveness of error correction [i.a., Brunette et al., 2005; Künzli, 2007; Robert, van Waes, 2014]. Self-revision has been analysed with respect to individual patterns displayed by translators in terms of when and how they perform it during the translation process. This includes investigations of patterns in the self-revision processes of professional and student translators regarding both online revision (during the drafting phase) and end revision (after the drafting phase) [Englund Dimitrova, 2005; Dragsted, Carl, 2013], those of student translators

¹ The EN 15038 standard and its implications for translator training have been analysed by Biel [2011]; O'Brien [2012] discussed the standard along with LISA and other industry-based models. Comparative analyses of ISO 17100 and EN 15038 have been carried out by Gałuska [2016] and Dybiec-Gajer [2017].

² This model has been compared against the one used in the Polish certification exam for sworn translators by Dybiec-Gajer [2013].

with respect to these two types of revision [Antunović, Pavlović, 2011], and those of novice translators in end revision only [Alves, Couto Vale, 2011].

As far as translation revision competence (TRC) as such is concerned, a hypothetical model that is being investigated empirically has been put forward by Robert et al. [2016]. The model is based on the well-established models of translation competence (TC) by PACTE [2003] and Göpferich [2009], as well as on recurrent aspects of TRC discussed in the literature. Thus, drawing primarily on the two TC models, the model features “strategic subcompetence”, “knowledge about revision subcompetence”, “tools and research subcompetence”, and “revision routine activation subcompetence”, as well as the “bilingual” and “extralinguistic” sub-competences [Robert et al., 2016: 13-14]. The element of “psycho-physiological components” has been modified to a large extent, as the TRC model includes being able to “distance oneself from one’s own or others’ previous formulations” and adopt a “revising frame of mind as opposed to retranslating” [ibid.: 14]. The final component is “interpersonal subcompetence” (based on the work of Künzli [2006]); it encompasses, among others, providing “meaningful feedback” [Robert et al., 2016: 14], which involves justifying one’s revisions.

It is worth mentioning that the abilities to revise texts and explain the rationale for one’s translation decisions are explicitly mentioned in the production dimension of the translation service provision competence in the “EMT reference framework for the competences applied to language professions and translation” [EMT expert group, 2009]. The framework postulates that the translator needs to have the abilities “to proofread and revise a translation (mastering techniques and strategies for proofreading and revision)” and “justify one’s translation choices and decisions” [ibid.: 5]; as noted by Dybiec-Gajer [2017], ISO 17100, unlike EN 15038, does not feature the latter requirement. According to the EMT model, a language service provider is also expected to be capable of using “appropriate metalanguage” in discussing their decisions and strategies [EMT expert group, 2009: 5].

2. Rationale and aims of the study

In the current study, undergraduate translation students were given feedback on erroneous and potentially controversial solutions they had

provided in L1 and L2 translation. This means that both comparative and unilingual (other-) revision was performed by the instructor for a pedagogical purpose according to a set of quality assessment criteria adapted to the objectives of the course (see Section 3.2). Based on symbols indicating particular criteria, the students then performed self-revision, which could be both comparative and unilingual, or justified their translation decisions.

The task was to engage the students' incipient translation revision competence, to a smaller extent, and several of the components of their translation competence, to a greater extent. As for the former, the students examined in the study were not extensively trained in revision (see Section 3.1). Nevertheless, they could have made use of their incipient knowledge about revision sub-competence and (even less well-developed) revision routine activation sub-competence in completing the self-revision task. As far as the psycho-physiological components of TRC specifically are concerned, it can be hypothesised "the ability to distance oneself from one's own (...) formulations" [Robert et al., 2016: 14] could have been activated during this task. More importantly, however, the task of revising and justifying one's own translation decisions applied in the translation classroom can potentially activate all the elements of translation competence, especially if the process of solving some problems has to be carried out anew. The students could have thus used their "knowledge about translation sub-competence" [PACTE, 2003], as their principles and processes related to solving certain problems were questioned. They also often employed their "instrumental sub-competence" [ibid.], since nearly all participants of the study made use of external resources during the task. Furthermore, the students activated their "bilingual sub-competence" [ibid.], as well as using their "extra-linguistic sub-competence" [ibid.] to a somewhat lesser extent. All this was regulated by "strategic sub-competence", which is responsible, among others, for planning, executing, and evaluating the translation as well as activating all the sub-competences and managing their interaction [ibid.: 59].

In light of the importance of the ability to revise and justify one's translation decisions and of the fact that L2 translation is a reality of the Polish translation market, the current study sought to answer the following questions:³

³ The results obtained with regard to the types of errors made are discussed in Chodkiewicz [2016], and the use of electronic resources during the revision and justification task is analysed in Chodkiewicz [2015].

1. Which actions (revision, justification, or no action) did students take in response to the instructor's feedback regarding their translation decisions irrespective of and depending on directionality?
2. How successful were the actions taken by students in response to the feedback irrespective of and depending on directionality?
3. What actions did students take when dealing with feedback regarding translation decisions having to do with meaning and functionality that had been identified as potentially justifiable by the researcher?

3. Methodology of the study

This section describes the methodology of the study, including its participants and setting, as well as the procedure and the materials that were used.

3.1. Participants and setting

The study was conducted as part of a non-specialised translation course addressing the fundamental aspects of translation, offered to second-year students doing a BA programme in Applied Linguistics and specialising in translation. Due to the fact that the Polish language is used by few non-native speakers, and thus L2 translation a reality of the market, the students were trained in both L1 and L2 translation, as is typically the case in translation programmes at Polish universities. The course⁴ lasted one term and was aimed to aid the students in developing the three translation-specific sub-competences of translation competence according to the PACTE [2003] model. The students were to learn how to make decisions and solve translation problems “strategically”⁵ [Göpferich, 2010], based on a dynamic/functional approach towards translation [PACTE, 2011; Nord, 1997; Reiss, 2000], the effective use of external resources, and the information elicited from the client.

As mentioned above, the students were not systematically trained in revision. They did, however, have an opportunity to develop some skills in revision when dealing with deficient translations in the classroom. In addition, they were made familiar with some basic procedures (concerning

⁴ For a detailed description of the design of the course see Chodkiewicz [2014].

⁵ Piotrowska [2007] has written extensively on strategic thinking in translation.

bilingual and unilingual revision) and quality criteria related to revision and were expected to apply them in their assignments.

3.2. Procedure and materials

The students (36) completed their translations as part of the final (graded) assignment in the course described above. The assignment consisted in translating an approximately 310-word-long English (25) or Polish (11) text individually at home, using all available resources and communicating with the client if necessary. The texts were consumer-oriented; they had a mixed – typically primarily informative – function and posed a range of different objective and also potentially subjective translation problems [Nord, 1997: 64]. The students only submitted a translation, without commentary.

The students' translations were assessed by the instructor based on a set of assessment criteria which were originally used by the ITI [2015]⁶ and were adapted for the purposes of the course. The ITI [2015] criteria concerned preserving source text (ST) content (unjustified changes in meaning such as meaning shifts, additions, and omissions) and target text (TT) adequacy (terminology, style and register, grammar, coherence, spelling and spacing, punctuation, layout, and consistency). One additional criterion that was used was functionality/usability, which concerned problems with the translation fulfilling its function in a new situation for a different group of receivers. For the purposes of this study, the instructor used special symbols to mark not only blatant errors but also changes in the content of the text and changes affecting its function which could potentially be seen as controversial, as well as some terminological and stylistic choices that were debatable. Using this special assessment system along with the revision and justification task made it possible to investigate whether or not the students had proceeded strategically and were able to explain the rationale behind their translation decisions.

The students then spent one session in class working with the instructor's markings, either revising or justifying their translation decisions, using a specially designed revision and justification sheet. The errors had been numbered consecutively in the text; the sheet contained a table with

⁶ The idea to use ITI criteria and symbols representing them for assessment purposes in translation courses was originally presented to me by Kaźmierczak [personal communication, 2010].

four columns: 1) number of error, 2) error type – type of marking given by instructor (see Section 3.3), 3) revision or justification (sources could be quoted if necessary), and 4) assessment score obtained for revision, justification, or no action. The students were allowed to use electronic sources (34 students did), which was captured using screen-recording software (see footnote 3). If their actions were successful, their grade for the assignment, and thus the final grade for the course, was increased.

3.3. Data analysis

For the purpose of the analysis, the markings made by the instructor were put in the following six categories (the acronym used and the number of markings in the entire data set are given in brackets):

- functionality (Fn; 53),
- meaning transfer (M; 202, including 149 meaning shifts, 9 additions, and 44 omissions),
- terminology (T; 68),
- style and register (S; 171),
- grammar (G; 259), including coherence (18),
- formal aspects (Fr), including spelling and spacing (35), punctuation (42), and layout (13).

Consistency was not considered in this particular analysis as there were only 6 markings related to it.

As far as evaluating the students' revision or justification actions is concerned, the rating scores that were used to assess them in terms of their impact on TT quality and what they revealed about the students' rationale for making translation decisions are shown in Table 1.

Tab. 1. System of assessing the effectiveness of actions (revision, justification, and no action) taken by students with regard to instructor's markings

2 points	1 point	0.5 point	-1 point	-2 points
Plausible revision of major error	Plausible revision of minor error	Slightly problematic revision of minor error	Implausible revision, i.a. causing minor error	Highly implausible revision, i.a. causing major error
Highly plausible justification	Plausible justification	Slightly problematic justification	Implausible justification	Highly implausible justification

	No action taken regarding minor error	No action taken regarding major error
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When it comes to potentially justifiable decisions, as many as approximately 18% of markings in the meaning transfer category were identified by the researcher as translation decisions which were potentially justifiable (all in L1 translation). Although only these two categories were analysed in the study in terms of being potentially justifiable, terminology and style were two other categories for which it was expected that many debatable decisions could be justified.

The data obtained for the entire group of students and the two sub-groups of students performing L1 and L2 translation were analysed using SPSS 22.0. The relationships between selected variables were assessed by means of Chi-square tests combined with Cramer’s V, which was used as a measure of the strength of the associations found.

4. Results of the study and discussion

The following sections discuss the results of the study with respect to the aims outlined in Section 2. The results are illustrated using bar charts and a table. It should be borne in mind that the percentage figures may not total 100% due to rounding. The acronyms used for particular categories are given in Section 3.3.

4.1. Types of student actions in response to teacher feedback

As for all the markings and actions analysed regardless of the language direction (Figure 1), the results of statistical testing indicated that there was a significant association between the type of marking and action (Chi-square = 73.269, df = 10, $p < 0.001$). However, the strength of the relationship was moderate, verging on weak (Cramer’s V = 0.206) [Corder and Foreman, 2009].

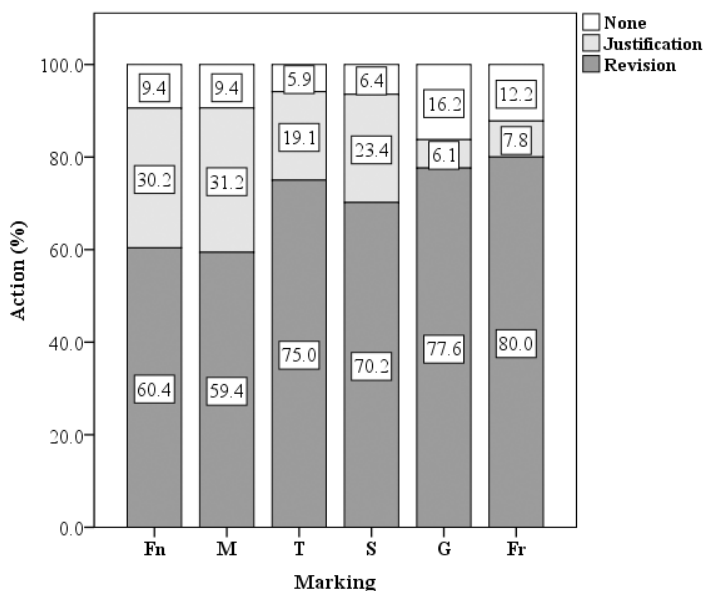


Fig. 1. Student actions with regard to particular types of markings irrespective of directionality ($N = 53, 202, 68, 171, 277$, and 90 for Fn, M, T, S, G, and Fr, respectively; $N = 610, 156$, and 95 for revision, justification, and no action, respectively).

As could have been expected, the type of action which dominated in all of the categories was revision ($N = 610$). The greatest number of revisions was found for categories in whose case it was less likely that the solution could be justified, namely form, grammar, terminology, and style, in descending order. It is surprising, however, that no action ($N = 95$) was taken with regard to as many as 16.2% and 12.2% markings for grammar and form, respectively. Relatively high percentages (9.4%) of no action taken were also found for functionality and meaning. The students made the most justifications ($N = 156$) for the two categories where controversial but justifiable translation decisions were made, that is in functionality and meaning, for which approximately a third of the translation decisions were justified. Lower but still relatively high percentages of markings regarding style and terminology (approximately 23% and 19%) were justified by the students.

When the data were analysed taking directionality into consideration (Figure 2), a statistically significant association was found between the language direction and the action taken (L1: Chi-square = 32.400, df = 10, $p < 0.001$; L2: Chi-square = 46.564, df = 10, $p < 0.001$). This association was stronger for L2 than L1 translation (Cramer's V = 0.233 vs. 0.194), though the associations for both languages could be interpreted as moderate [ibid.].

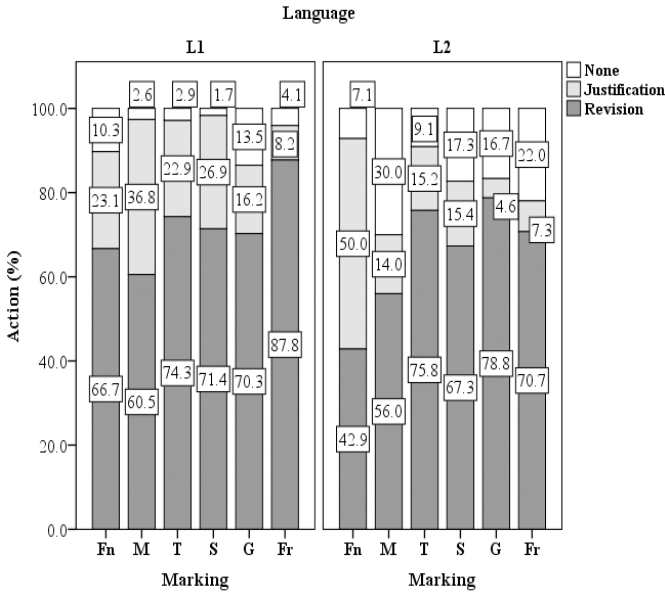


Fig. 2. Student actions with regard to particular types of markings depending on directionality (N = 39, 152, 35, 119, 37, and 49 for Fn, M, T, S, G, and Fr in L1, respectively; N = 14, 50, 33, 52, 240, and 41 in L2, respectively).

Students performing L2 translation took no action with respect to the markings more often than those performing L1 translation for all of the categories of markings apart from functionality. This could have been caused by lower competence in the L2, a general lack of confidence in their ability to correct and justify decisions made in L2 translation, and also partially being overwhelmed by the number of markings which the students had to respond to, which was far greater than in the case of L1

students (approximately 39 vs. 17 markings per student, respectively). As far as justification is concerned, L1 students undertook this action more often than L2 students for all markings but one, and the biggest difference was noted for meaning (22.8%). This may have been due to the students' greater confidence in their translation decisions in L1 translation and in their ability to justify these decisions. The exception was justifying functionality-related markings, which L2 students engaged in much more often than L1 students (by 26.9%). This finding is difficult to interpret, especially that not a single marking for L2 translation was identified as potentially justifiable by the instructor.

4.2. Assessment of student actions in response to teacher feedback

Figure 3 provides an overview of the results of the study regarding the effectiveness of the students' revisions and justifications as well as the consequences of these actions and also of taking no action with regard to the markings, based on the system presented in Table 1.

The type of action in which the students were most successful was revision. The highest number of 2-point scores was received for two categories which tend to have a larger impact on text quality, that is meaning transfer (44.2%, in addition to 11.7% of 1-point scores) and functionality (25.0%, in addition to 3.1% of 1-point scores). However, these were also the categories for which the students received the most -2-point scores (approximately 29% for meaning transfer and 47% for functionality). Thus, functionality was the only category for which the students had a smaller percentage of 1- and 2-point scores than of negative ones. Moreover, the students performed relatively well with regard to markings in form, style, and grammar, which received nearly 84.7%, 67.5%, and 64.7% of 1-point scores, respectively. The greatest number of slight improvements (which received 0.5 point) was made in functionality (25.0%), meaning transfer (12.5%), and terminology (11.8%).

The type of action with the second-best ratings in the assessment was justification. The students received the greatest number of 2-point scores for meaning and functionality (44.4% and 12.5%, respectively). However, it is for these two categories that the students also had some of the lowest ratings, with nearly 40% and 69% of the interventions receiving a score of -2 points, respectively. Thus, the negative scores were counterbalanced by positive ones in the case of meaning, but not in the case

of functionality. A great proportion of markings having to do with form (57.1%), style (40.0%), and terminology (38.5%) received 1-point ratings as well. For terminology and style, the total percentages of -2- and -1-point scores amounted to as much as 61.5% and 47.5%, respectively, and formal aspects received 43% of -1-point ratings. The category for which the students were given the lowest number of positive ratings was the one where it was most unlikely they would be able to justify their translation decisions, that is grammar. The most 0.5-point justifications were made in functionality, meaning transfer, and style (approximately 19% for the first category and 13% for the latter two categories).

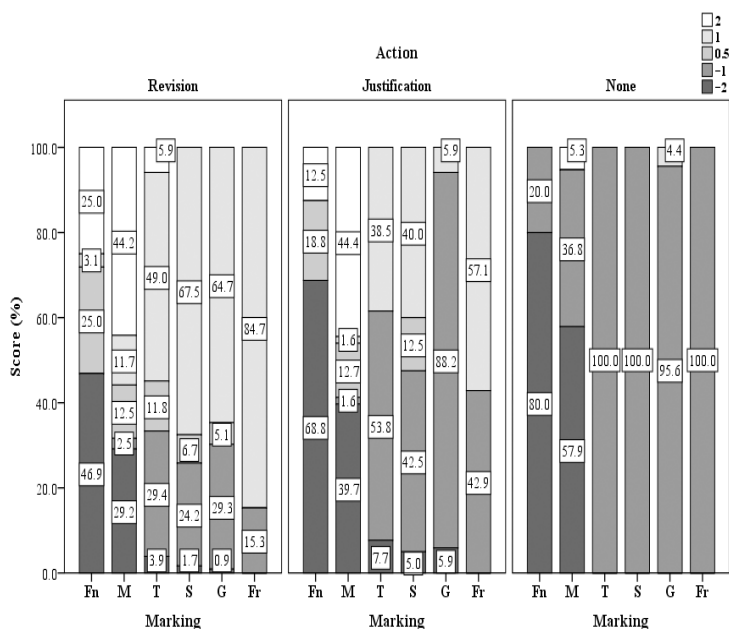


Fig. 3. Assessment scores for student actions with regard to particular types of markings irrespective of directionality.

Finally, as could have been anticipated, the most severe negative consequences were related to taking no action. Considering that few potentially justifiable translation decisions were identified, the students' failure to take action with regard to the markings nearly always had a negative

impact on TT quality. Not taking any action most frequently resulted in students receiving a rating of -1 (100% in the case of terminology, style, and form, and almost 100% for grammar). However, unsolved problems with functionality and meaning had a more severe impact: 80% and nearly 58% of markings in these categories, respectively, were classified into the -2-point category.

In order to analyse the data with respect to directionality (Table 2), the two negative ratings (-1 and -2) and two clearly positive ratings (1 and 2) were combined into the negative (NEG) and positive (POS) categories (the 0.5-point category was the third category, but it is not included in Table 2 or in the analysis below). For the sake of brevity, only the results for revisions and justifications are presented. The percentage of negative scores was also subtracted from that of positive scores in order to examine and compare students' success rates for particular markings and language directions.

Tab. 2. Assessment scores for student actions with regard to particular types of markings depending on directionality. NEG stands for -1- and -2-point scores; POS stands for 1- and 2-point scores. Absolute numbers (N) are given in brackets.

Marking	Language	Revision			Justification		
		NEG [%] (N)	POS [%] (N)	POS - NEG [%]	NEG [%] (N)	POS [%] (N)	POS - NEG [%]
Function	L1	46 (12)	34.6 (9)	-11.5	77.8 (7)	22.2 (2)	-55.6
	L2	50 (3)	0 (0)	-50	57.1 (4)	0 (0)	-57.1
Meaning	L1	29.3 (27)	53.6 (52)	27.2	41.1 (23)	44.6 (25)	3.6
	L2	39.3 (11)	65.4 (15)	14.3	42.9 (3)	57.1 (4)	14.3
Terminology	L1	23.1 (6)	74.1 (17)	42.3	50 (4)	50 (4)	0
	L2	44 (11)	44 (11)	0	80 (4)	20 (1)	-60
Style	L1	18.8 (16)	74.1 (63)	55.3	40.6 (13)	43.8 (14)	3.1
	L2	42.9 (15)	51.4 (18)	8.6	75 (6)	25 (2)	-50

Grammar	L1	26.9 (7)	69.2 (18)	42.3	100 (6)	0 (0)	-100
	L2	30.7 (58)	64 (121)	33.3	90.9 (10)	9.1 (1)	-81.8
Form	L1	9.3 (4)	90.7 (39)	81.4	50 (2)	50 (2)	0
	L2	24.1 (7)	75.9 (22)	51.7	33.3 (1)	66.7 (2)	33.3

According to the data presented in Table 2, students translating into the L1 performed better than L2 students in nearly all types of markings and actions taken with respect to them. This was found consistently for revision, where the greatest disparities between the two groups in terms of the balance between positive and negative scores ($\geq 38.5\%$) were found for terminology, style, and functionality (although only 3 markings in functionality were analysed for the L2 group). As for justification, it was observed that students who did L2 translation performed better than L1 students with respect to markings related to meaning (by 10.7%), grammar (by 18.2%), and form (by 33.3%). However, L1 students had much better scores for terminology (by 60.0%) and style (by 53.1%).

It is worth noting that there were several categories where the balance between the percentages of positive and negative scores was negative, meaning that the students lost more points than they gained in a particular category. This was the case when it came to functionality (no matter the action or language direction), justifications in terminology and style in L2 translation only, justifications in grammar in both L1 and L2 translation, as well as all cases of no action (see previous sections for the latter).

4.3. Student actions in response to teacher feedback concerning potentially justifiable translation decisions and assessment of these actions

The final research question related to the students' interventions concerned the actions made with regard to translation decisions which were tagged as potentially justifiable by the researcher (Figure 4). These were identified exclusively for L1 translation, for meaning transfer and functionality, and in all of the cases, the students either revised or justified their decisions.

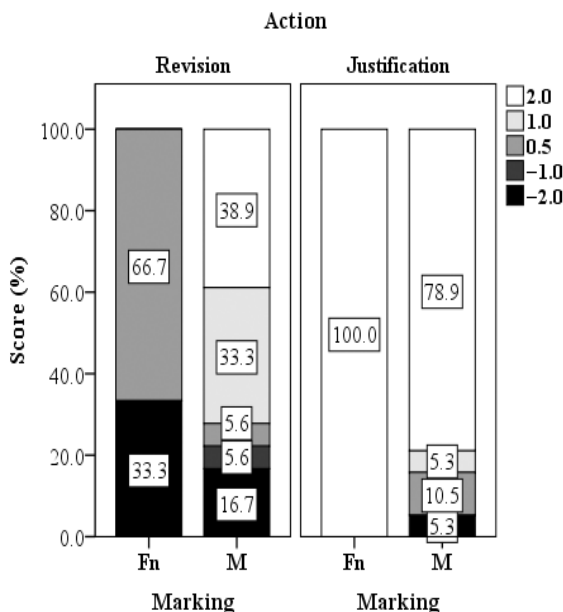


Fig. 4. Actions taken with respect to markings for potentially justifiable decisions (N = 21 and 21; all in L1 translation).

Half of the translation decisions which had been identified as potentially justifiable were justified. All of the students who justified their translation decisions regarding functionality (2) were successful in doing so. The students were less successful in justifying decisions regarding changes in meaning; however, only 5.3% of these justifications received a negative score and as many as nearly 79.0% received a score of 2 points. The other half of the students decided to revise their decisions, which could have been due to their being cautious or being unable to or not confident enough to explain the rationale for the decisions taken. Out of the 3 decisions made with respect to functionality, one revision received a -1-point rating, and two revisions received 0.5 point. Most of the revisions in the meaning category were completely successful (72.2%), and 22.3 % of the revisions had an adverse impact on the target text. This means the students' performance was considerably poorer when they revised potentially justifiable decisions than when they justified them.

5. Conclusions and implications

The study showed that there was a significant though moderate association between the type of marking and the action taken irrespective of and depending on directionality. Both students translating into their L1 and those translating into the L2 tended to resort to revision much more often than to justification. This was not surprising, bearing in mind that only a small percentage of the translation decisions that had been made (regarding meaning transfer and functionality) had been identified by the researcher as potentially justifiable. It is for meaning transfer and functionality that the greatest number of justifications were made. Students performing L2 translation failed to take action more frequently and engaged in justification less often than those who completed L1 translation for all categories of markings but one (the exception being functionality in both cases), which could potentially have been due to lower competence in the L2 and lower self-confidence when translating into the L2.

As far as the assessment of the students' actions taken in response to teacher feedback is concerned, the research participants were most successful in revision and less successful in justifying their translation decisions. Unfortunately, in several instances, the students failed to take action regarding the markings. When it comes to the differences between the two language directions, students translating into the L2 were less successful than those translating into the L1, except for justifying meaning-, grammar-, and form-related markings.

As for actions taken with regard to the instructor's markings for the potentially justifiable translation decisions regarding meaning transfer and functionality, the students who decided to justify them (50%) were mostly successful. The other half who revised their decisions were rather successful when it came to revising changes in meaning, but not very effective when it came to suggesting revisions for functionality-related markings.

The results of this study indicate that the ability to revise and justify one's choices should be trained systematically. Self-revision is inherent in the translation process, and the current study showed that undergraduate students have problems performing it even based on instructor feedback. Both (self- and other-) revision and justification are not only abilities that can be useful in the work of a professional translator and reviser, but they can also serve pedagogical purposes. As argued in Section 2, they can

potentially help the instructor diagnose problems with virtually all the sub-competences of translation competence. Of particular importance are issues related to making the text functional and to proceeding strategically in translation. These need to be given more attention and should be developed in a contextualised manner, among others by means of process-based tools such as reflective questionnaires and screen-recording analyses, as well as to be assessed. Such an approach would give students a chance to justify their choices on a regular basis and encourage them to proceed strategically in every translation task.

6. Limitations

It should be noted that the current study has several limitations. These include a small sample size, differences in the size of the two groups (though the total number of markings analysed was nearly identical), the fact that study participants were assigned randomly to the two groups, and the fact that comparability of the source texts was not assured empirically.

7. Acknowledgements

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ABSTRACT

This article discusses a study which investigated undergraduate students' skills in revising and justifying different types of translation decisions. Thirty-six students translated a text into the L1 or L2 using all available resources. The translations were assessed based on their functionality and other criteria related to preserving source text content and assuring target text adequacy; controversial translation decisions were marked with symbols denoting particular criteria. The students then revised or justified their translation decisions. The revisions, justifications, as well as instances where no action was taken were analysed in order to establish what actions the students performed

regarding particular types of the instructor's markings and how effective these actions were, both irrespective of and depending on directionality.

Key words: translation quality assessment, directionality, L1 and L2 translation, translation competence, revision and justification skills

STRESZCZENIE

Umiejętność korekty oraz uzasadniania różnego typu decyzji tłumaczeniowych przez studentów studiów licencjackich w odniesieniu do komentarza nauczyciela

Niniejszy artykuł przedstawia wyniki badania związanego z umiejętnością korekty oraz uzasadniania decyzji tłumaczeniowych różnego typu. Trzydziestu sześciu studentów realizujących specjalizację tłumaczeniową na studiach licencjackich przetłumaczyło tekst na język ojczysty lub obcy, korzystając z wszelkich dostępnych źródeł informacji. Tłumaczenia oceniono na podstawie ich odpowiedniości sytuacyjnej oraz innych kryteriów związanych z oddaniem znaczenia treści tekstu wyjściowego i poprawnością tekstu docelowego, a problematyczne decyzje tłumaczeniowe oznaczono symbolami odnoszącymi się do odpowiednich kryteriów. Następnie studenci dokonali korekty lub uzasadnienia oznaczonych rozwiązań tłumaczeniowych; czasami jednak nie podejmowali jakiegokolwiek działania. Efekty ich pracy zostały przeanalizowane w celu ustalenia, jakie działania podjęli w stosunku do poszczególnych rodzajów oznaczonych decyzji tłumaczeniowych oraz na ile te działania były skuteczne, zarówno biorąc pod uwagę kierunek tłumaczenia, jak i niezależnie od niego.

Słowa kluczowe: ocena jakości tłumaczenia, kierunek tłumaczenia, tłumaczenie na L1 i L2, kompetencja tłumaczeniowa, umiejętność korekty i uzasadniania decyzji tłumaczeniowych