

# **Transmetrics: A Formative Approach to Translator Competence Assessment and Translation Quality Evaluation for the New Millennium**

**By**

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## **INTRODUCTION**

Translation quality is a central issue in the translation profession and one of the most controversial topics in translation studies today. In one aspect, translation quality is a direct result of the translation process, which cannot be separated from the principal actor in the process, namely the translator. Subsequently, translator competence is always called into question whenever the quality of the translation product is questioned. Yet for the main part, translation researchers and educators have treated the quality of the translation product, the translation process, and the translator competence as discrete entities. In fact, it is only recently that the focus has shifted from the translation product to the translation process albeit in a timid and limited fashion and with more obscure views and perspectives on what constitutes a process. To put it bluntly, there seems to be some serious confusion among researchers and analysts at least about process, procedure and methodology (Darwish, 1998).

Furthermore, while the question of who assesses the assessor has been a thorny issue in the translation profession and one of the major initial obstacles encountered by accreditation and professional bodies, the competence of the translator assessor and the translation quality assessor has not been seriously addressed if at all. There seems to be a tacit assumption among translation educators that the translator assessor, especially in education, is somehow irreproachable.

Furthermore, a *nativist* predisposition seems to dominate the minds of English language educators and accreditation bodies. So much so that well-established, respectable universities and educational institutions that have succumbed to the onslaught of accreditation madness, rendering their accreditation-indexed translation certificates and degrees almost meaningless, have also begun to place greater emphasis on the English native speaker, making it almost impossible for “non-natives” to accredit as English translators.

On the ground, there is serious loss of control on the part of the translator — who is supposed to be the developer of the translation, who is supposed to be ultimately responsible for the final product and who is the first to blame for any negative

feedback, justified or otherwise, that the translation commissioner may receive from again supposedly infallible focus groups or translation quality assurors, whose competence is more often than not questionable, yet not called into question.

Without well-defined assessment and evaluation standards and processes, translator assessment and translation quality assurance will always be haphazard and subject to the personal preferences and whims of the individual assessor or the interpretive frameworks, bureaucratic perspectives and draconian measures of educators and evaluators alike.

This paper examines both aspects of the problem of translation quality assurance — that is translator competence and translation product. It provides a basic model for assessing both elements with a degree of objectivity.

### **TRANSLATION ECONOMICS**

Every ten to fifteen years, it seems, the world experiences an upsurge in translation activity. In the last decade or so however, there has been a marked increase in the demand for translation and interpreting services correlating to four major changes and events in the business world – namely, internationalization, ISO certification, Y2K (the millennium bug) and more recently globalization. Add to this four other no less significant events: the unification of Europe under the European Union, America’s global war on terrorism, the Internet and satellite television.

In the early eighties, information technology contributed to the development of Internationalization as a mode of Western companies doing business with the world. In 1986, David Smith, Program, Manager at Digital Equipment, wrote:

“Translation is becoming an increasingly important part of Digital’s methods of doing business worldwide. The need to translate text – on screen and on paper – and the delay this creates in selling products in non-English speaking markets is placing ever-greater pressure on translation as part of the process of building local-language products. Translation must happen more quickly, at lower cost and more efficiently – but without any loss of quality.”

Stressing the importance of cross-language communication, around the same time, Sony’s general director said in a television interview something to the effect “When we buy, we expect to buy in our language. When we sell, we must sell in the customer’s language.”

These new business perspectives introduced changes to information development and translation. Writing with translation in mind became a sellable concept in Europe and in English speaking countries such as the United Kingdom and Australia, where in 1983 the Australian Government launched its Plain English and Simpler Forms Program, with “monolingual” translation and localization experts mushrooming overnight, defining and dictating how translation should be done.

In the late eighties and until the mid nineties, ISO quality certification took hold of the business world, and ISO certification became the preferred guarantee of quality assurance mainly by the public sector. Without doing it injustice, ISO certification is a heavily documentation-based certification system that forced many businesses to

focus on documentation requirements at the expense of quality assurance of substance. Organizations keen to win lucrative business from government departments were all too keen to display an ISO certified logo next to their names, placing so much emphasis on documenting existing processes and procedures even if such were not effective or efficient. After all, ISO certification was predicated on the notion of documentation of products and processes irrespective of whether these were workable. As a result, a checklist, parochial mentality dominated various business sectors and professional domains in the nineties.

As a by-product of the ISO certification craze and internationalization, two ancillary professions gained momentum — technical writing and translation. In the absence of university courses, at least initially, technical writing became an open field for anyone who wanted to make an easy buck. Failed or disenchanting engineers, disillusioned librarians, tired programmers and ex-military members entered the profession in their droves. In translation, the situation was not any better. Anyone with a smattering of another language dabbled in translation. Major international and multinational organizations invested heavily in localization and translation — using internal and external resources. With very few examples, the majority of both technical writing and translation projects were characteristically treated as an afterthought and add-on activities. Attempts to introduce concurrent development methodologies were invariably met with resistance.

In earlier work (Darwish, 1989: 8-9), I observe that translation has not yet gained its well-deserved status as a profession. Translation users still regard translators as a *tap* that can be turned on and off at will and translation as a simple task of reproducing a piece of text in another language. Moreover, the *I want it done by yesterday* attitude of most translation users and their obvious lack of understanding of the translation process places a great deal of pressure on translators. As a result, the quality of the translation is affected and post-translation problems crop up. Furthermore, even some large corporations with large translation departments unfortunately regard their translation departments as nothing more than a production line, demanding at times unrealistic productivity rates from their translators, thus ignoring the human factor and the basic elements of project management. To some extent, this attitude is fostered and exacerbated by the translators themselves and by the mercenary nature of their work. As newcomers to the professional world, graduate translators try to put their learning to practice in terms of theory and models. Because they generally lack project management and business skills, they tend to be reactive in their handling of translation jobs. The situation is also made worse by an unregulated industry where anyone can set up shop and offer translation services.

### **TECHNIFIED INDUSTRY AND PROFESSIONAL ACCREDITATION**

As the hub of western cultural interaction, Europe has had a long tradition of translation, with universities and educational institutions providing degree courses in translation and interpreting, and well-established professional bodies, such as the Institute of Linguists, The Translators Association and Institute of Translation and Interpreting. Translators in Europe usually deal with large and complex translation projects. The nature of translation work, especially in large organizations, has necessitated a more organized and structured approach to translation management in line with other ancillary activities such as technical writing.

In contrast, in Australia, where most translation and interpreting work has been largely carried out initially by disadvantaged, poorly educated immigrants, whose command of their native languages has been largely confined to the low variety of language and whose grasp of English is weak, translation has focused more on community work. At the beginning, these practitioners generally had no formal qualifications or training in translation or interpreting, and their appalling low standards forced the Commonwealth Government in 1977 to intervene and set up an accreditation authority to regulate the profession, after the horse had bolted, so to speak. The National Accreditation Authority for Translators and Interpreters (NAATI), which is now a public proprietary limited company, remains external to the profession, with the Australian Institute of Interpreters and Translators (AUSIT) tagging along, seemingly unable or unwilling to offer its own members certification or accreditation.

NAATI accreditation is a one-off test designed to establish the competence of the candidate in translation and or interpreting, although there are moves to police the profession through controversial periodic re-accreditation. Even in NAATI-franchised or licensed educational institutions, accreditation remains a one-off final examination. Strangely, these institutions have not been able to negotiate graduated accreditation or certification that takes into account the student's performance over the study period.

Globalization, which in many respects is an extension to the Internationalization movement that hit the early eighties, began in the early nineties and took hold at the turn of the twenty first century. With the advent of the Internet and other telecommunication technologies, globalization has meant more global connectivity where international communication has become commonplace. As far as languages and translation are concerned, globalization has meant the predominance of English as an international language and more translation work from English into other languages.

### **TRANSLATION TODAY**

In today's economic climate, where mediocre approaches and just-in-time solutions seem to dominate the professional world, most translation work is carried out through translation agencies by freelance translators, whose only claim to fame in most situations, especially in a crazed accreditation-driven translator-suspicious market such as Australia, is a licence from an accreditation body. Not only that, the task of quality assurance, when required by policy in certain instances, is assigned by the same translation agencies to other translators, who are often untrained, under-skilled and unqualified to judge and evaluate translations. Subsequently, in the absence of well-defined standards and evaluation methodologies, quality assurance is essentially subject to the whims of the individual assessor, whose abilities and skills are more often in doubt.

### **WHAT IS TRANSLATION QUALITY?**

Like in other knowledge domains, quality in translation means different things to different people because researchers and translation users alike have different viewpoints of quality based on the translation model, perspectives or set of heuristics they adopt in evaluating quality. Several definitions of quality in translation have been advanced. However, none of the definitions seems to be adequate for quality assurance purposes.

Astonishingly, a survey of the translation literature from Baker (1992) to Zlateva (1993) quickly reveals a striking absence of any serious discussion of quality in translation. No index entries for quality appear in these publications, which can only be indicative of the space translation quality occupies in the debate. Of course, quality is the underlying concept or principle of all discussion of translation. Yet it is nowhere explicitly articulated in the literature at hand, except in Julian House's Translation Quality Assessment (1997) and Schäffner (1998). Translation writers have invariably spoken about components, aspects and factors of quality, such as accuracy, precision, correctness, faithfulness, etc, but quality as a topic has not been discussed. So what is translation quality?

There is a growing trend in translation studies that there is no right or wrong in translation. Pym (1998) for example, correctly maintains that there are "many ways of translating, many things that can be said through translation". However, qualifying this, Pym asserts that a mistake can become a translation error only when the difference between equivalence and mistranslation assumes a non-trivial meaning of its own. So how can one evaluate translation quality and assess translator competence in this kind of situation?

In earlier work (Darwish, 1995) I argue that barring mistranslations, errors of meaning, syntax, lexis and so on, no translation strategy or approach should be deemed better than another except in terms of how effective it is in meeting the requirements of the translation product. In this sense, translation quality is relative to purpose. Therefore, irrespective of approach — be it literal, communicative, semantic, reader-centered, text-oriented and so forth — the main criterion in assessing the quality of a translation is to ascertain whether the translator has succeeded in applying the chosen approach to the translation product to meet the information needs and requirements set out in a translation specification.

Translation quality is predicated on the notion that translation is not a haphazard activity. It is rather a rational, objective-driven, result-focused process that yields a product meeting a set of specifications, implicit or explicit. If translation is a haphazard activity, it falls outside the scope of quality assurance principles that are based on rationality of process and consciousness of decision-making. A product that has resulted from a chaotic activity may have certain features conforming to quality standards, but it is unreasonable to subject such a product to the rigors of quality assurance.

### **WHAT IS ASSESSED?**

Assessment is a tripartite process that comprises (1) the source text, (2) the translation product and (3) the translator's performance.

As noted in previous work, one of the major problems, if not the main problem, in assessing translation candidates is the mismatch between the test designer's assumptions about the test, the candidate's analysis of the test requirements, strategies and intentions, and the test marker's expectations of the test (Darwish, 1995). This lack of transparency also extends to translation quality evaluation and validation. Here again we find a huge discrepancy between the translator's approach and the reviewer's approach. The translator may choose a target reader focused approach. In

contrast, the reviewer may adopt a source text focused approach. If these requirements are not defined and explicitly stated, the task of quality assurance becomes somewhat pointless or contentious.

### **SOURCE TEXT AND SUPERFICIALITY OF ASSESSMENT**

Submitting a text to the translation process assumes that the text is translatable. But what aspects and elements of the text are deemed translatable? Without determining the degree of translatability, it is doubtful whether the assessment of translator performance and translation quality can be achieved with a measure of objectivity and fairness.

While text difficulty has been a primary concern in education research for decades and matching text difficulty to the reading abilities of readers has been the focus of text developers (Chall et al, 1996), there is little attention given to translatability of text. Most work on improving translatability of text focuses on elements of text that aid computer-assisted translations and do not necessarily address those aspects of text that affect human translation.

Again, while text difficulty relating to reading abilities is a major factor in translatability, it is by far not the primary consideration. In fact, in certain texts, translatability has little to do with this kind of text difficulty. There is no direct correlation between text difficulty and untranslatability and the presence of one does not necessarily mean the presence of the other. Yet in selecting text for translator competence assessment, text difficulty seems to be the only criterion at least in educational settings. Not only that, in English speaking countries, where the majority of those in charge of translator assessment do not know the languages they are assessing, pre-translation is employed to judge the level of text difficulty.

This method of judging the translatability of a text through its translation, while expected in a nativist environment increasingly suspicious of translators, is simply naïve and shortsighted. It completely ignores the fact that a translated text has already worked out the translation problems that are usually encountered in an original text destined for translation. Apart from specialized terminology and subject matter, there is no way to determine potential problems and constraints, such as idiomatic expressions, sentence structure, rhetorical techniques, logical patterns and cultural idiosyncrasies through pre-translation and the translation techniques required to solve these problems.

Pre-translation is a “model” translation of a source text selected for translation tests into the target language, usually provided by the person (teacher) setting the test. The main pitfall of pre-translation is the bipolarity of approach. On the one hand, the “model” translation is supposed to be just that: a model translation. On the other, it is supposed to reflect the level of difficulty of the source text from a translatability viewpoint. Here lies the dilemma. If the translation is target reader focused, it might be assessed in terms of semantic and syntactic complexity as well as subject matter. If it is source-centered, especially if it is designed to show other complex features such as rhetorical techniques; it is no longer a “model” translation. A model translation is subject to a meta-decision as to whether the translation product should be source or target oriented.

Moreover, in a monolingual situation, text difficulty has traditionally been determined based on semantic and syntactic complexity. In other words, the high frequency words, number of words in a sentence and length of sentence determine the level of difficulty of text. While these variables may play an essential role in determining the degree of translatability, they are not the principal factors to be considered. Vocabulary for example has been cited as a major factor in text readability. In translation, certain everyday words in one language become specialized, technical or problematic terms in another. So even if the source text is readable, containing high frequency words for instance (as seen through pre-translation), it may cause translatability problems at the word and sentence levels.

A model of translatability needs to determine the constraints that render a text untranslatable and when and why certain translation techniques are necessary to remove the constraint imposed by the scope of untranslatability. These constraints are not necessarily confined to semantic and syntactic complexity. As asserted earlier the main criterion in assessing the quality of a translation is to ascertain whether the translator has succeeded in applying the chosen approach to the translation product to meet the information needs and requirements of the intended audience.

### **THE NATURE OF THE TRANSLATION PRODUCT**

In light of the preceding discussion, translation products may be classified from a utility perspective into the following major types:

- Source language text focused
- Source language author centered
- Source language reader centered
- Target language text-focused
- Target language reader centered
- Target language translator centered

These types, which characterize the overall approach to the translation product, can also operate at the lower levels of text (that is word and sentence). Different translation applications require different approaches and types. An experienced translator selects the translation type that fulfils the translation requirements. This does not however mean that the translator is at liberty to change the information content of the original text or to alter the communicative and or informative intentions of the original text. Essentially, these types aim to communicate the original message in the best manner possible for a specific purpose and one cannot overstress the important fact that none of these types gives the translator licence to invent information that does not exist in the source — except to recover intersubjectivity and to make explicit in the translation that which is implicit in the source, so long as what is implicit in the source is readily accessible to the reader of the source.

Similarly, translation quality assurance and translation student assessment should define the standards of assessment including the purpose and type of translation chosen to achieve the purpose. Translator performance assessment must take the notion of translation requirements and specifications as its point of departure. One cannot assess a translation product or translation test with a degree of objectivity without first defining the translation requirements and specifications against which assessment is performed.

## THE TRANSLATION PROCESS

The translation product is obviously the direct result of the translation process. This poses the question: what is a translation process?

It is now well established and widely accepted that translation is a process. Several researchers and theorists have directly and indirectly discussed the translation process since the early eighties. However, although some important work has been done to define translation as a process, a delineation of the translation process is not found. This can be explained in terms of the confusion and disagreement among translation researchers as to what constitutes a translation process.

As previously observed (Darwish, 1999), it seems no study to date has really tackled the issue of process in a more pragmatic fashion or has benefited from an adjacent discipline known as Process Innovation or Process Engineering. The literature we have about the translation process very rarely goes beyond stating that translation is a process, with very few serious attempts at explaining and defining what a translation process is or mapping it out. Confusion and overlap between aspects or dimensions of the translation process still exist among both researchers and practitioners alike.

It is argued that the ultimate goal of any translation strategy is to manage and remove the translatability constraints. Understanding how these constraints work and how they can be managed and ideally removed within a model or a framework of constraint management certainly benefits both the translator and the translation assessor (Darwish, 1999).

## TRANSMETRICS

Translation quality is predicated on the notion of fitness for purpose. Once the purpose of translation has been defined, as discussed in the preceding sections, translation quality assessment can proceed to examine the overall translation strategy and specific translation techniques employed to fulfill that purpose. The next step is to assess whether the translation product conforms to specifications.

Translation quality characteristics are those properties that are evaluated against specifications. So what are we measuring against when we assess translation quality?

Measurements can be classified into two categories: attributes and variables. Attributes are characteristics of quality that are either present or absent in the translation product or process and can therefore be classified into *conformance* and *non-conformance*. Here, we can identify the following translation attributes:

- Information integrity
- Linguistic integrity
- Translation integrity

Variables are characteristics of quality that are appraised in terms of measurable values on a continuous scale (Evans and Lindsay, 1996: 296). Variables that meet defined standards or specifications will contribute to the conformance or non-conformance of the attributes. The following are translation quality variables that can be measured on a scale from 0 to 5 (or 0 to 100).



1. Accuracy
2. Precision
3. Correctness
4. Completeness
5. Consistency
6. Clarity

These variables are labelled in translation metrics as minor, major and critical defects within the three-tier model of translation described later. Minor defects are localized self-contained errors. Major defects are generalized errors causing major distortions, and critical defects are serious errors and discrepancies causing serious communication breakdown.

### **TRANSLATION QUALITY ATTRIBUTES**

Information integrity refers to the state of being whole. In translation, information integrity refers to the ability to retain the same information in terms of accuracy, correctness, completeness and original intentions (both informative and communicative).

Linguistic integrity refers to the ability to render the text in a sound language in terms of grammar, structure (both micro and macro levels) and coherence and cohesion by conforming to the lexical and syntactic norms and conventions of the target languages. Linguistic errors that compromise the meaning of the source text are of serious nature.

Translation integrity refers to the degree of matching, correspondence, approximation and alignment within the parameters of the original text and the dimensions and boundaries of meaning. A translation that is operating outside the boundaries of meaning is a translation that has failed to ensure the integrity of approximation.

### **TRANSLATION VARIABLES**

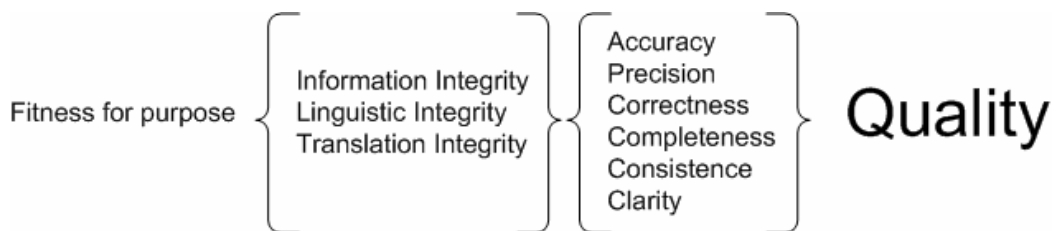
Accuracy here refers to conformity to the information content of the original, keeping within the parameters of the source text. An effective translation is true to the original. Accuracy is closeness to the true value of the original.

Precision refers to the quality of being exact and definite. Precision is the closest approximation to the core meaning.

Correctness refers to the translation being free from errors of meaning, spelling and grammar and from translation-induced or introduced errors of fact.

Completeness refers to the preservation of the integrity of information in terms of content and intentions. A complete translation is free from unwarranted or unjustifiable omissions.

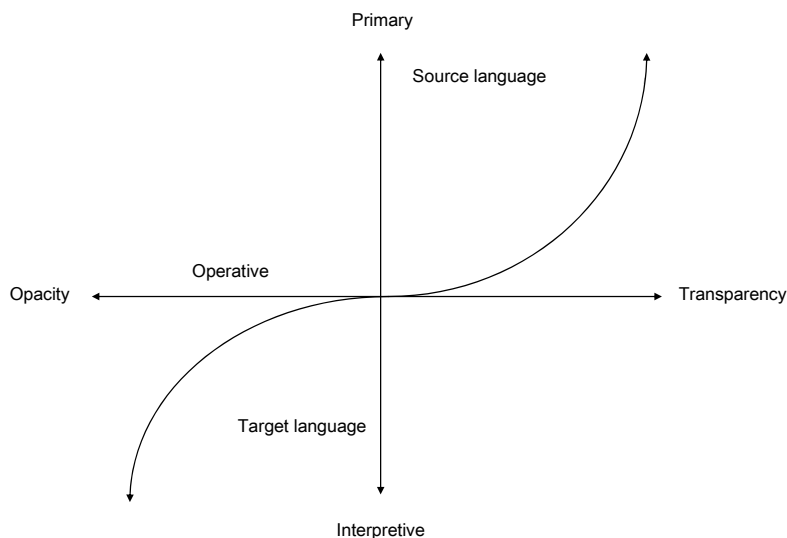
Consistency refers to the uniformity of terminology, presentation, transliteration and transcription presentation and conventions. It also refers to the logical coherence of sentences and paragraphs and other textual components.



## THE ASSESSMENT MODEL

If we look at text from a translatability perspective, we can immediately see that certain parts of text lend themselves readily to translation and other parts do not. Certain components in the source text can be legitimately translated verbatim into the target language and certain other components cannot be expressed in such a manner.

Since the distance between any two languages varies on a continuum from close convergence to wide divergence, any given text that is submitted to the process of translation is bound to vary in terms of transparency to target language. Therefore, the translator is also bound to vary his or her approach within the same piece of text and to operate at different levels of rendition. This syntagmatic-paradigmatic relationship between transparency-opacity on the one hand and translation levels on the other determines the predominant translation approach. This relationship, which governs the translation strategy, can be illustrated as follows.



Translation levels relate to the level at which the translator operates at any one part in the text and applies specific translation techniques. Here, we distinguish three major levels of translation:

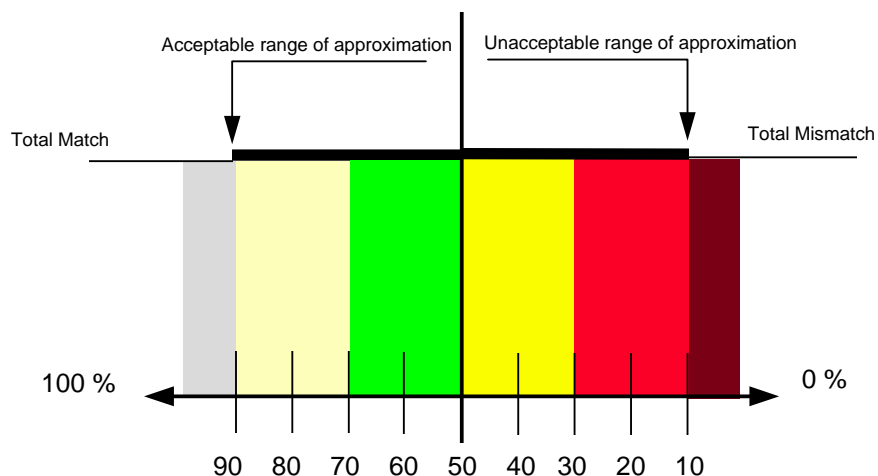
- Primary
- Operative
- Interpretive

These levels vary in intensity and salience within the same text and across translations. The primary level relies heavily on literal and lexical meanings derived from dictionary-based data at three structural levels: word, sentence and paragraph. The operative level is concerned with functional meanings derived from the communicative intention of the text. The interpretive level is concerned with the informative intention of the source text and the function of the translation in the target language. It is therefore target language reader-oriented.

These levels are not watertight divisions and may overlap or coexist within the same translation. The operative and interpretive levels will always require translatorial intervention that takes the form of supplemental, reductional or substitutional data. Such intervention is necessary and sometimes obligatory to place the translation in the context of the situation for the target language readers who do not have access to the same extra-linguistic information that enables them to make assumptions about the informative and communicative intentions of the text and make inferences to understand the text.

### TRANSLATION HIGH RELIABILITY

According to Watson (1993), every text has a certain perspective on reality. Reality is external to the text, but the reader seeks it as presented in the text through its semantic context. Communicating such perspective on reality through the medium of translation involves a process of reconstructing and re-imaging reality in the target language. The imaged reality, no matter how close it is to the original, is bound to be an approximation only. How exact the image depends only on the degree of matchability between source and target textual realities and the distance between them and on the translator's ability to understand, interpret and match. On a hypothetical percentage scale from zero to 100, there must be two ranges of approximation: an acceptable range and an unacceptable range as shown in the following illustration. In this sense, matchability must not be construed as a full 100 percent equivalent, nor should it be regarded as adherence to form.



Here, we could stipulate that the range of acceptable approximation is 50 to 90 percent with the last 10 percent for complete match (which is only possible at all levels of text). The same applies to the range of unacceptable approximation however in reverse, that is 50 to 10 percent, with the last 10 percent for full mismatch or zero meaning in the target language. The mismatch at more than one level creates uncertainty that leads to conflictual decision making. Such uncertainty is bound to dictate the translation type, approach and strategy. Here we can see certain correlation between the degree of approximation (in terms of text type and product), the level of uncertainty (in terms of information encapsulated in the text), and the translation approach (in terms of types, levels of meaning, and structure).

The acceptable percentage within the range of approximation will ultimately depend on the purpose and function of the translation itself, which in turn will determine which levels of the multidimensional communication event (that is linguistic, cultural, psychological and so on) are more important. Once determined, these levels can be weighted to enable a more realistic and pragmatic assessment of the translation, which can be mapped out putatively as shown in the following diagram. This method can also be used by the translator himself or herself during the translation process to evaluate alternatives before making a final decision.

In terms of quality assessment, variables that fall outside the acceptable range of approximation will be give lower rating and categorized as “non-conformance”. Variables that fall within the acceptable range of approximation will be given higher rating from 50 to 100 percent and will be categorized as “conformance” and classified into Low, Medium or High in terms of reliability.

### **THE TRANSLATION OBJECTIVE**

In most situations, the translation objective is predetermined and there is almost one-to-one correspondence between the intended objectives of the source text and the translation. For instance, a car Owner's Manual or a microwave oven's instructions book will have the same intended objectives across languages. In these cases, the precise objective of the translation is known. In some situations however, the translation objective is not as clear and the translator will have to determine the translation objective before he or she begins the translation to avoid ineffective and sometimes erroneous translations. For example, in multicultural societies such as Australia, where the bulk of translation work is focused on community issues such as health, immigration, unemployment and so on, translators have to contend with major differences and gaps that exist between the language of the host country, in this instance English, and other community languages that have not developed appropriate terminologies for concepts channelled from the mainstream into these language communities.

### **INFORMATION CONTENT AND TEXT PARAMETERS**

The information content of a given text is the expressed thought and meaning that is contained within the parameters of the text. Once ideas and thought have been verbalized and captured in text form, the verbal expression defines the boundaries of text. In translating the information content, one must remain with the parameters of text, or the “four corners of the document” in terms of information content, information organization, sequence of events, logical order (such as cause and effect),

and so on. In assessing the quality of a translation, it is vital to ensure that the translation has not departed outside the parameters of the original text.

### **TRANSLATION AND THE CONTROL OF MEANING**

One of the fundamentals of translation is to preserve the original meaning when it is conveyed or converted into the target language's verbal expression. Since in translation there is always transformation and in transformation there is loss of information, the tendency to lose control of the original meaning is a real one. Loss of control can occur through shifting focus, introducing ambiguity and vagueness, embedding connotations and associations, adding extraneous information, suggestiveness, undertones, overtones and so on. In pursuit of quality, a true translator strives to keep control of the original meaning to ensure the integrity of information in translation.

### **CONCLUDING REMARKS**

Translation quality continues to create problems in the translation industry. In this paper, I have shed the light on some aspects of quality assurance and have presented a formative model of translation quality assurance that takes the notion of optimal approximation as its central objective. The model defines translation quality attributes and variables within a three-tier model of translation. These translation quality characteristics can be developed into metrics against which translations can be assessed vis-à-vis a predefined purpose of translation. See Appendix.

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## APPENDIX

The following table illustrates how metrics may be used in translation quality assessment.

Weight	Attribute/Variable	Conformance		Rate	Reliability		
		Yes	No		L	M	H
	<b>INFORMATION INTEGRITY</b>						
	Omission unjustifiable by translation technique or strategy	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Logical order of original argument	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Addition unjustifiable by translation technique or strategy	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Factual errors	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Intra-textual referential integrity	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	<b>LINGUISTIC INTEGRITY</b>						
	Grammatical errors affecting meaning	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Syntactical errors	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Inappropriate register or style	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Punctuation errors affecting meaning	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Inconsistent use of terms	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Miscollocations	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Incorrect modality	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Faulty sentence structure	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Unidiomatic usage	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Misplaced modifiers	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Incorrect acronyms, abbreviations, capitalization	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Faulty/ambiguous/no parallelism	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Shift of subject	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Shift of tense	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Incorrect tense sequence	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Inconsistent tense usage	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Shift of number	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Shift of voice	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Nonfunctional interruption	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Awkward inversion	Y <input type="checkbox"/>	N <input type="checkbox"/>				

Weight	Attribute/Variable	Conformance		Rate	Reliability		
		Yes	No				
	Awkward coordination	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Improper subordination	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	<b>TRANSLATION INTEGRITY</b>						
	Accuracy	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Precision	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Completeness	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Consistency	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	Clarity	Y <input type="checkbox"/>	N <input type="checkbox"/>				
	<b>FITNESS FOR PUPOSE</b>						
	Fit for purpose	Y <input type="checkbox"/>	N <input type="checkbox"/>				

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