SELF-ASSESSMENT IN THE SIGHT TRANSLATION CLASSROOM

YAZILI METİNDEN SÖZLÜ ÇEVİRİ SINIFINDA ÖZDEĞERLENDİRME

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Özet

Bu makale öğrenme sürecinde özdeğerlendirmenin rolünü vurgulamayı amaçlar. Eğitimin ardından öğrencilerin çeviri davranışlarını nasıl değerlendirdiklerini belirlemek için sürece odaklanır. Öğrencilerin farkındalıkları ve mesleki yeteneklerini doğru değerlendirmeleri öğretim elemanı için bir rehber niteliği taşır. Bu çalışmaya rastgele seçilen 17 ikinci sınıf ve 14 son sınıf öğrencileri katılmıştır. İlk olarak öğrencilerden Cambridge Üniversitesi Hastanelerinde kullanılan bir onam formunu sözlü olarak çevirmeleri istenir. Öğrencilerin çevirileri kaydedildikten sonra, onlara doldurmaları için konuşma ve çözümleme ve problem çözme becerilerine ilişkin bir özdeğerlendirme anketi verilir. Öğrencilerin değerlendirmeleriyle dersi veren öğretim üyesinin değerlendirmeleri kıyaslandığında hem benzerlik hem de farklılıklar olduğu gözlemlenmiştir. İkinci sınıflar verdikleri yanıtların aksine seslerini gerektiği şekilde kullanmamaktadır. Ancak, sahne korkusu ve özgüven eksikliği gibi psikolojik bakımdan yetersiz kaldıkları hususların farkında olduklarını vurgulamışlardır. Son sınıflar da benzer zorlukları yaşadıklarını belirtmelerine rağmen konuşma esnasında endişelerinin üstesinden gelebilmişlerdir. Her iki öğrenci grubu da okuma becerilerine ilişkin gerçekçi olmayan olumlu bir değerlendirme yapmışlardır. Bu sonuçlar öğrenme ve performansı iyileştirmek için öğrenciler tarafından ve onlar için kullanılabilir.

Anahtar Sözcükler: Yazılı Metinden Sözlü Çeviri, Çevirmen Eğitimi, Özdeğerlendirme, Çeviri Süreci, Yazılı Metinden Sözlü Çeviri Becerileri

Abstract

This article aims to emphasize the role of self-assessment in learning. It focuses on the process to determine how students assess their translational behavior after training. Students' awareness and proper evaluation of their professional capability serve as a guide for instructors. A group of randomly selected 17 sophomore and 14 senior students have participated the study. First, students are asked to sight-translate a specific consent form used in Cambridge University Hospitals. After recording their translations, they are asked to fill in a self-assessment questionnaire related to their speaking, analyzing and problem-solving skills. When the assessment of the students and that of the instructor are compared, it is observed that they are both similar and different in certain respects. Sophomores in contrast with their responses are unable to use their voices properly. However, they are aware of their psychological weaknesses such as lack of self-confidence and stage fright. Seniors claim to have similar difficulties, but they seem to manage their speech anxiety. Both groups of students have an unrealistically positive judgment of their reading capabilities. These results may be used by and for students to improve learning and performance.

Key Words: Sight Translation, Translator Training, Self-Assessment, Translation Process, Sight Translation Skills

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1. INTRODUCTION

Sight translation is a mode of translation which requires the translator to transform a her written text into a verbal text in another language. The task of the translator involves two basic phases; s/he understands the written source text in front of him/ and simultaneously composes its oral form in the target language. Therefore, the translator not only works out the linguistic and cultural divergences between source and target languages, but also is obliged to move back and forth between two different language forms with specific features. As the output of sight translation is verbal, in undergraduate Translation Studies programs it is considered as an introductory course or initial steps into interpreting. Thus students' approaches to the entire translation process and how they internalize the learning activity might influence their subsequent performances in various types of interpreting. When students are doing sight translation exercises in class whether they are sophomores or seniors, they tend to have similar difficulties as regards speaking, analysis and problem solving, though at differing levels. For instance, some students pause too long or not long enough. Some hesitate out of anxiety which may be perceived as lack of ability or experience in translation. Speaking at a slow pace, sudden changes in the tone of voice, frequent use of fillers or incomplete sentences are also factors that interrupt the flow of speech and undermine the translator's credibility. The ultimate aim of the sight translation course, in addition to the accurate delivery of the message conveyed in the source text, is to help students improve their language and communication skills to reduce the frequency of these disfluencies in their translations. Besides effective feedbacks given by the instructors, a Self-Assessment Questionnaire which probes into how students evaluate their own use of sight translation skills helps notice their own strengths and weaknesses and thus enhance their interpreting performance. It requires a thorough review of the process uncovering issues related to the particular task and serves as a mirror of student's interaction with his/her professional identity.

This article attempts to contribute to the training of sight translators in three ways. Firstly, I will attempt to emphasize the role of self-assessment in teaching translation as an awareness-raising activity. Secondly, I will try to show the collaborative function of self-assessment as an effective and motivating tool that helps both the instructor and students monitor the development of cognitive, communicative and linguistic skills required in the sight translation process. Thirdly, referring to the students' descriptions of the process and my analysis of their recordings, I will try to point out the preliminary skills that need to be improved since these skills serve as a framework for choosing sample texts and preparing for the sight translation classroom.

2. SIGHT TRANSLATION SKILLS

Sight translation differs from other forms of translation because it simultaneously works with the written and the oral text. Readers have more time to give meaning to the message conveyed in the text in contrast to the listeners who are supposed to understand the message not much sooner than it is stated. Sight translator is expected to translate the text orally as s/he reads it just like the simultaneous translator who translates the text orally as s/he hears it. Hence, it will not be wrong to say in this respect that the delivery of translation is much the same in both cases. In simultaneous translation because the text flows continuously, going back to fill in the missing parts is not a possibility. However, since the sight translator's exposure to the source text continues until the task is completed, the translator may use the text in front of him to his/her advantage to avoid making unnecessary additions or leaving out information critical for listener's understanding. If the sight translator lacks the ability to comprehend and translate at a proper pace consistent with the listener's expectations and instead of moving on s/he keeps reading up and down between the

lines in a distracted manner because for instance his/her mind is trapped on the term s/he is unfamiliar with and attempts to improve his/her translations of the utterance that includes this term, then this means the source text has become an obstacle not a cooperative material for the translator. Thus, it is the sight translator's attitude that determines the utility and function of the source text in the process (Agrifoglio, 2004).

Daniel Gile's *Effort Models* originally developed for interpreting, includes a comprehensive approach to the process of sight translation and the main efforts required. This model is based on the notion that interpreters have limited mental energy and in some cases this energy is not capable of meeting the needs of the specific interpreting process which results in performance flaw. By the term *Efforts*, Gile refers to the non-automatic mental operations involved in interpreting. These operations take more time and effort as they do not happen spontaneously. There are four efforts that apply to interpreting: Listening and Analysis Effort, Production Effort, Memory Effort and Coordination Effort. The first one refers to all operations related to understanding the source text such as identifying the functions of speech acts or variability in pronunciation. The second one includes a variety of actions, for instance the interpreter reframes the source message in his/her mind, plans how s/he is supposed to deliver the speech and thinking over his/her performance and momentary decisions s/he makes corrections where s/he believes are necessary. To construct a target text using parallel source language words and structures and having natural fluency and effective speech rate may become at times a complicated task due to the grammatical and syntactic differences between the source and target languages. Besides, everyone has his/her own way of expressing things which may be different from that of the speaker whom the interpreter is in charge of. Thus hesitations, blurred statements and language devoid of idioms and aesthetic sense are inevitable (2009: 158-164). The third one refers to the functioning of the short-term memory, sometimes called

working memory, which with a limited storage capacity holds the coded information in the consciousness only for a few seconds in contrast to the long-term memory, a complex system that has the potential to keep information for long periods of time (Plotnik and Kouyoumdjian 2014: 243-245). It takes time to produce a target speech as it requires not only the selection of words and syntax but also information stored in the memory. This processing time relates to the short-term memory. In addition, it becomes even more complicated and time-consuming when the speaker/writer constructs a text including a load of unfamiliar information or deviations from the standard linguistic structures which makes both understanding and reconstruction more difficult. The Short-term memory functions in a non-automatic way since quantity, quality and duration of storage depend on the specific interpreting context. The fourth effort is the Coordination Effort which refers to the management of these basic three efforts.

Gile's model includes the Reading Effort instead of the Listening and Analysis Effort in sight translation as the source text to be interpreted is in written form. If the sight translator is familiar with the concepts, ideas and information conveyed through the source text and instead of individual words or phrases s/he focuses on the prevailing message, s/he will spend less time on reading and presumably produce a more accurate translation with fewer omissions, additions and distortions/substitutions. It is also important that s/he pays as much attention to the delivery rate and timing of delivery as to the reading speed (Lee 2012: 699-701, 703). According to Gile, sight translation appears to have advantages regarding the short term memory and cognitive load for two reasons, i.e. the text is available until the translator completes the task and s/he decides on the pace of the practice. However, s/he also sees a risk for beginners in the availability of the text due to the potential interference between the two languages. There is also another risk related to the structure of the text. If the text includes long sentences and embedded clauses and prior preparation is not

possible, the sight translator has to devote more effort to segment the text into units for understanding and use his/her short term memory more actively in production (Gile 2009: 165-168; 179-181). As for the Memory Effort, Emilie Sand Pederson and Hellen V. Dam (2014) go a step further suggesting that the short term memory plays a more important role than was conceived by Gile. They conducted an empirical study with seven students at Aarhus University specialized in translation and interpreting with Danish as their native language and Spanish as a foreign language. This study consisted of two parts, translators first performed a sight translation from Spanish into Danish and then they were asked to participate in a semi-structured interview to reveal their perception of the short term memory in the process. The results show that the students are obliged to draw on their short term memory during production even where the sentences are simple and literal translation is possible.

3. SELF-ASSESSMENT IN TEACHING

This study aims to reveal the role of self-assessment in learning by particularly looking into a specific mode of translation that blends written and oral forms. Self-assessment is an essential part of the learning process because if it is carried out as it should be after the completion of the learning task, for instance if the purposes and goals of feedback and criteria for assessment are explained clearly, it helps students improve their skills and give them a chance to guide their way efficiently during the activities in class and in their own studying time. Traditionally instructors assess the performance of students, but to engage students with the learning cycle and encourage their active involvement, self-assessment functions as complementary. It helps students examine in detail how they have completed the task, underline their weaknesses and strengths gradually building up their self-confidence and motivational beliefs since each task along with the self-assessment will bring them closer to the learning goals by

constantly improving the quality of the product. In other words, retrospective analysis of the students' performances in the activities helps increase their awareness about their actual interpreting competence revealing what specific skills they need to work on the most. If a student as sight translator takes responsibility in assessment, s/he will use it as a pushing force in learning, for example seeing his/her frequent correction and restatement of previous utterances s/he will do exercises to improve his/her short term memory or if s/he realizes his/her tone of voice lacks the ability to convey the intended thoughts or emotions, s/he will work on using his/her voice effectively during target text delivery. Self-assessment helps students learn to evaluate their talent and performance in an objective manner, so they will continue to develop their skills outside the learning environment. In addition, self-assessment is also a supplementary tool for instructors as long as students during training develop sufficient knowledge and critical skills necessary to evaluate the translation process in detail. Information and perspectives provided through self-assessment may be used to modify syllabus design and teaching methodology. Hence, in class the instructor assumes the role of a moderator rather than a judging authority. As is seen, integration of self-assessment encourages dynamism and reinforces mutual interactions between students and the instructor (Pinazo, 2008; Spiller, 2014). Although the concept of assessment is an important aspect of translator training programs, there are only few studies concerning this topic.

One of the interesting studies that has been a source of research inspiration is Yun-hyang Lee's (2011) comparison between self-assessment and teacher's assessment in interpreter training which includes qualified teachers with over 10 years of interpreting experience and graduate students of translation/interpreting in Korean and English. The study focuses on what grounds the assessment of students and teachers overlap and differ from each other. First, students translate the given speeches and then both sides fill the same

assessment form to describe possible deficits and difficulties they have encountered during the process. The results of the study reveal that self-assessment has a positive impact on mutual understanding and collaboration to meet the learning goals in courses. Lee emphasizes the importance of self-assessment not only during the student's training period but also throughout his/her professional career because learning is a lifelong experience. Learning will be autonomous especially after graduation since mostly clients will give feedback or merely complain, hence students should learn how to evaluate their own performance in terms of translation, communication and problem-solving skills (2011: 87-88, 90-95).

4. THE STUDY

4.1. Research Questions

This study explores the role of self-assessment in the practice of sight translation. Instructor's assessments are crucial to student's learning and progress in a particular field. However, self-assessments are also a valuable tool in this respect because students also need to be self-critical of/about who is capable of evaluating their knowledge and skills against the sets of criteria and guidelines developed by instructors and take utmost responsibility to be competent. Self-assessment involves a conscious act of judging what one has experienced in the process for improvement purposes. In this frame, this three-phase study, which consists of sight translation, students' assessment of their own performance during the process, and instructors' analyses of translations, poses the following questions: In what ways does self-assessment contribute to learning as an awareness-raising activity? How do the students and instructor mutually benefit from the cooperation brought about by self-assessment? What are the main skills that need to be improved in sight translation in view of students' self-assessments and translations? Is there a significant difference between the responses of sophomores and seniors?

4.2. Design and Methodology

4.2.1. Profile of the Students

This study was applied to a group of randomly selected undergraduate translation and interpreting students studying at Dokuz Eylül University in İzmir. Students have common educational backgrounds; they come from state high schools. 17 sophomores and 14 seniors have participated. Sophomores have recently completed their semester-long course, 14 weekly meetings three hours each. Seniors compared to the sophomores are more experienced because they have worked at different workplaces such as government offices, private companies or translation agencies as trainees; some are freelancers and have translated a variety of written and oral material such as legal, medical and official texts. All students have Turkish as their native language and English and German as their first and second foreign languages respectively. They were asked to sight-translate from their first foreign language (English) into their native language.

4.2.2. Sample Source Text

Before beginning the study, the instructor gives a detailed explanation of its three phases, sight-translation, filling the self-assessment questionnaire and the analysis of students' recordings. In addition, students are informed about the necessity and contribution of self-assessment to their learning in and out of the classroom to make them realize the importance of sincerity in their responses. Students are asked to sight-translate a specific consent form used in Cambridge University Hospitals. Precise and accurate translation of this form is essential as it reveals that the patient agrees to investigation or treatment for neurosurgery, spinal surgery or vitreoretinal surgery and hence the patient should know what s/he is involved in, the

potential risks, benefits and side-effects. Mustapha Taibi and Uldis Ozolins lay emphasis on the scope and content of consent forms:

...The essence of the process, however, is that patients must be informed as to their health condition, the treatment options available, the proposed course of action and the associated risks...the medical informed consent process occupies a position between medicine and the law. A medical informed consent form, therefore, is a hybrid between a legal and medical document: it contains medical information intended as a step in a medical process, but at the same time it constitutes legal evidence that the patient has been duly informed and has authorized the corresponding surgical or other procedure. From a legal and ethical perspective, an essential condition for the process to be valid is that the patient must comprehend the diagnosis, the treatment proposed and the risks involved (2016: 44-45).

The consent form consists of 3 parts which includes the confirmation of consent, statement of health professional about the details of treatment, and consent of patient/person with parental responsibility as regards, for example, the use of tissue or genetic testing. It is essential that this experimental study has relevance to real life situations or reflects the real world as much as possible in terms of settings and materials because then it provides useful data for insight into the translation process. This sample form is selected as a source text (ST) because it is a multi-use text and students may have to sight-translate similar texts in their future professional life if they specialize in legal or medical interpreting for instance, before an operation they may have to translate a consent form to a foreign patient.

Students were not primed, i.e. given time to read and prepare before the sight-translation practice, so that the whole experience was totally unrehearsed.

However, they were informed about the source text type, its function and specific features although they have met similar texts in class. They brainstormed over the linguistic and terminological problems that might arise during the comprehension and production tasks.

4.2.3. Self-Assessment Questionnaire

H. Lee-Jahnke in his article entitled *Aspects pedagogiques de l'evaluation en traduction* (2001) points out the value of self-assessment as a method which encourages the involvement of students in assessment and takes into account both the process and the product of translation. To identify the problems encountered when translating into and from a foreign language is essential because if the student becomes aware of these problems and develops his/her ability to use specific translation strategies to overcome difficulties, then in each exercise student's translations will improve. The more students understand the process, the more it is likely that we have high-quality products (in Lee 2011: 92).

In this study, to use the method of self-assessment, a Self-Assessment Questionnaire was prepared to make a retrospective evaluation of students' performances in the process of translating the sample consent form in the classroom. The instructor's observations and teaching experience have played an essential role in determining the criteria for self-assessment. This questionnaire functions as a reminder of expectations and necessary steps to follow during the sight-translation process, so it urges the students to question themselves about whether they are capable of fulfilling their responsibilities as trainee translators. In other words, it should mirror the needs and potential of students, so that they are consciously motivated to improve themselves through assuming a more active role in their learning and success. It's a two-part questionnaire that consists of 20 items. The first part, Speaking Skills explores whether the students are able to communicate effectively. In the preparation of this part, Aruna Koneru's

section on Vocal Cues, which includes voice quality, volume, pitch, rate of delivery and pronunciation, has been a source of inspiration because these characteristic features and nuances of the translator's voice referring to its resonating mechanism, degree of loudness or softness, degree of highness or lowness and the speaking pace play an essential role in the smooth delivery of the message (2008: 14-17). The second part, Analysis and Problem-Solving Skills focuses on their professional skills. *Exercises for Sight Translation* (2001) prepared by the Judicial Council of California is used to arrange the items in this part. They include linguistic skills such as reading speed, making predictions or inferences, understanding embedded sentences and ambiguities and psychological skills such as attention and self-confidence. After completing the sight-translation task, students are asked to rate each item on a five-point Likert Scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

5. ANALYSIS OF THE RESULTS

Results of the study will be analyzed with respect to data obtained from the assessment of sophomores and seniors. The responses of sophomores will be compared with those of the seniors. The instructor will evaluate the translations of students. According to the responses to the first part of the questionnaire, sophomores are well aware that in addition to the interpretation of the written source text and the target text (TT) production skills, as translators they have to master and benefit from effective speaking skills, particularly proper use of voice in communication. They appear to be confident about how they adapt their voices to different purposes and to listener's demands. 12 out of 17 students have "agreed" that they possess necessary skills concerning volume and modification of voice, pronunciation and pace of speech delivery. 8 of the students answered "disagree", one of them "strongly disagree" and 3 of them "neutral" to the item *I can control my pauses for proper use in speech*. The answers to the item *I feel comfortable when I speak/translate before my classmates or a group of people* show a more or less similar distribution between agreement and disagreement: 2 students strongly agreed, 7 agreed, 6 disagreed and 2 disagreed strongly, so it would not be wrong to say that half of the respondents have been experiencing what is commonly called *stage fright*. Answers to these two items seem to be interrelated because if a student feels anxious each time s/he is asked to speak, most probably s/he will have difficult time controlling his/her pauses. It should be noted that pauses distract the listener's attention and since the translator intends to convey the source message, it is essential for him/her to avoid long and unnecessary pauses.

The most important difference between sophomores and seniors was that answers of the seniors were more clear-cut than those of the sophomores; they showed not much variety for instance, answers to items in the first part were "strongly agree" or "agree" except the last two mentioned above. 5 of the students answered "strongly agree", 4 of them "agree" and 5 of them "neutral" to the item about pauses. 2 of the students answered "strongly agree", 6 of them "agree", 4 of them "disagree" and 2 of them "neutral" to the item about feeling comfortable before an audience. Hence, it may be stated that most students had realized that they needed to pay more attention to the misuse of pauses; however the neutral attitude of others reveal that they had undervalued pauses as an essential element of good speaking and this questionnaire reminded them of what they had been missing at some point during the training period. Although more than half of the students answered "agree" to feeling comfortable before an audience, there is a considerable number of students who answered "disagree" or "neutral", so speech anxiety appears to pose a substantial barrier not only for sophomores, but also for seniors as well.

With regards to the responses to the second part of the questionnaire, it can be concluded that sophomores have the basic skills to read fluently and are flexible in using different strategies for comprehension such as adjusting the

reading speed to the difficulty of the source text and making inferences and predictions. However, it appears that they have to strengthen their psychological skills such as confidence, stress management and concentration in order to better their performance. They should be able to remain calm under pressure and avoid unnecessary repetitions and repairs. It is considerably important that 2 of the students answered "strongly agree", 4 of them "agree", 6 of them "strongly disagree" and 5 of them "disagree" to the item *I keep my attention focused on the task even if I come across an unfamiliar word, phrase or concept*. This reveals that most students are easily distracted and have poor concentration. Besides, 4 of the students answered"strongly agree", 4 of them "agree", 4 of them "strongly disagree" and 5 of them "disagree" to the item *I feel confident in my ability to translate even if I am troubled at some point in the process* indicating that half of the students who cling on to a weak self-image need help to raise their self-esteem and motivation. Finally, 4 of the students answer strongly agree, 10 of them "agree" and 3 of them "disagree" to the item *Even if my translation needs improvement, I proceed without making any changes*. These responses may imply that most students have the tendency to correct previous utterances until they are convinced of their accuracy.

Senior students answered "strongly agree" or "agree" to the items related to reading comprehension skills. 7 of the students answered "agree", 2 of them "strongly agree", 4 of them "disagree" and one of them "strongly disagree" to the item about attention. Although compared to the sophomores, seniors had better attention skills; the number of students who needs to improve them is not negligible. 2 of the students answered "strongly agree", 5 of them "agree", 2 of them "strongly disagree" and 5 of them "disagree" to the item about self-confidence. Similar to the sophomores, seniors need to strive forward to gain self-confidence. Students gave the same answers to the item related to self-correction, so we may infer that half of the students felt the need to make corrections or restatements in order to prevent

misinterpretations and sound neater in the target language.

Ultimately, the instructor's analyses of students' translations are compared with their responses in the self-assessment questionnaire in order to reveal parallelism between results if any. A Consent Form is a legally binding document, so each and every word should be translated clearly to the patient. The analyses indicate that, since the students were not primed, medical terminology was a major problem for both sophomores and seniors. Both groups translated the title *Consent Form* as *Rıza Formu* instead of *Onam Formu* or *Muvafakat Formu*. All three terms are synonyms, but especially *Onam Formu* is the standard used by health professionals. All students left the term *neurosurgery* as it is in the translation, but instead they should use *nöroşirurji* or *beyin-omurilik cerrahisi*. Another term *withdrawal of patient consent* was translated as *Hastanın rızasını geri çekmesi* instead of *Hastanın (verdiği) onamı geri alması*. Although phrasal verbs such as *geri çekmek* and *geri almak* refer essentially to the action of taking back, the consent form in Turkish collocates with *geri almak*. Nearly all students tended to use the denotative meaning of words or phrases, which often was not the most suitable choice. *Consultant* is an expert whose job is to provide help and advice on a particular subject, but when used in this context that particular subject should refer to a branch of medicine which the consent form covers, so its equivalent in Turkish is *Uzman Doktor*, not *Danışman*. Furthermore, Students translated *hospital's consent policy* literally as *hastanenin izin politikası*, but in Turkish it is commonly used as *hasta onam prosedürü*. In English the focus is on the institution whereas in Turkish it is on the individual.

Sophomores experienced feelings of tension and anxiety in the process which resulted in unnecessary repetition of words and phrases, hesitations and long pauses. They used more fillers or filler words such as *uh*, *um* than seniors, which can be quite distracting for the listener. Moreover, when they do not have confidence in their translations, they tend to speak in low tones. This indicates a contrast with their

answers about the proper use of voice. However, seniors showed high self-esteem which was reflected in their ability to adjust tone of voice and speaking pace. What is interesting is that in their responses, they had judged themselves to be less confident and more anxious. Sophomores' answers about their psychological skills almost comply with the instructor's evaluation; if they improve their self-confidence they will show better performance with fewer pauses and self-repairs. Although both groups of students say the reverse is true, it is obvious, especially in their adherence to the source language syntax and translating long sentences with embedded clauses, that they need to develop their reading comprehension skills.

6. CONCLUSION

This study aimed to reveal the importance self-assessment of the students in translator training, particularly in sight translation courses. Self-assessment helps students define their performance based on the instructor's set of criteria specific to the selected course. The instructor's assessment of the students together with the students' own evaluation of themselves play an essential role in identifying the students' weaknesses and strengths and hence act as a critical guide both in teaching and learning. 17 sophomores and 14 seniors have participated in this experimental study in which they first sight-translated the given consent form used in Cambridge University Hospitals and then they completed a self-assessment questionnaire which questioned their speaking skills such as voice quality, volume, pitch, rate of delivery and pronunciation and analyzing and problem solving skills like reading speed, making predictions or inferences, attention and self-confidence.

The first part of the Self-Assessment Questionnaire refers to the use of communication skills whereas the second part covers linguistic and psychological skills. The instructor's classroom observations and teaching experience had a key role in preparing the items included in the questionnaire.

According to the results of the study, although in their assessments both sophomores and seniors state that they master the first phase of sight translation, reading comprehension without any serious difficulties, the instructor's analysis of the recordings show that this evaluation is not a very realistic judgment of their current reading skills. To translate one should first understand the text and grasp the core message and ideas that follow. What most students have attempted is to transfer the literal or primary meaning of words or utterances into Turkish following the English syntax. In the translation of specific terminology and embedded clauses, this problem becomes more apparent. However, as in every other translation course, there are few exceptions especially among the seniors who succeed in target text rendition. Since the sophomores were less confident compared to the seniors, they paused too long mostly using fillers or go back and change their translations many times and hence they sounded less professional to the listener. Sophomores were aware of their weaknesses as regards to psychological skills, but seniors had not realized, in this respect, the advantages on their side, high self-confidence accompanied with a proper tone of voice. Interestingly, sophomores claimed that they had the ability to use their voices properly according to speaking/translating purposes and the listener's expectations, but the instructor's analysis reveal that they had to train their voices. It is quite natural that some differences were observed between the assessments of the instructor and those of the students, but if the results are used collaboratively, they may help students get actively involved in the learning process and develop awareness about their knowledge and potential. This approach contributes to improvement and success both in and after training. Different self-assessment questionnaires may be prepared for different courses depending on the skills that need to be acquired. Students may be given these questionnaires time and again for a close observation of their progress.

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