

A Brief History of Assessment Approaches in Translation

Haldun VURAL¹

Abstract

The goal of obtaining translation competency in translation education necessitates awareness of the entire process, from the generation of the source text to the assessment of the target text. Since the variety of the translation action necessitates a multidimensional assessment, this awareness is achieved by integrating the flexible and varied nature of translation with the field-based perspective. Within the context of literary texts and non-literary texts, the concretization of these characteristics in translation education is crucial. Different languages and civilizations can be translated into one another. Target texts are therefore assessed in various contexts, either directly or indirectly. The notion of assessment is, however, extremely broad. This can occasionally result in uncertainty and complication. Translation assessment ideas that are relevant to this diversity and inclusivity are also reflected in the act of translation. This study aims to track the translation of assessment and criticism notions. The multi-layered character of criticism and evaluation concepts is highlighted in this study as it examines terms like review, quality evaluation, criticism, and measurement assessment within the framework of theoretical viewpoints based on text type classifications.

Keywords: translation studies, translation related concepts, quality in translation, analysis of translation, assessing translation

Çeviride Değerlendirme Yaklaşımlarının Kısa Bir Tarihi

Öz

Çeviri eğitiminde çeviri yeterliliğinin kazanılması hedefi, kaynak metnin oluşturulmasından hedef metnin değerlendirilmesine kadar tüm sürecin bilinmesini gerektirmektedir. Çeviri eyleminin çeşitliliği çok boyutlu bir değerlendirmeyi gerektirdiğinden bu farkındalık, çevirinin esnek ve çeşitli doğasının alan odaklı bakış açısıyla bütünlleştirilmesiyle sağlanır. Edebi metinler ve edebi olmayan metinler bağlamında bu özelliklerin çeviri eğitiminde somutlaştırılması büyük önem taşımaktadır. Farklı diller ve medeniyetler birbirine tercüme edilebilir. Hedef metinler bu nedenle doğrudan veya dolaylı olarak çeşitli bağlamlarda değerlendirilir. Ancak değerlendirme kavramı son derece geniştir. Bu bazen belirsizliğe ve karmaşıklığa neden olabilir. Bu çeşitlilik ve kapsayıcılıkla ilgili çeviri değerlendirme fikirleri aynı zamanda çeviri eylemine de yansır. Bu çalışma değerlendirme ve eleştiri kavramlarının tercümesini takip etmeyi amaçlamaktadır. Bu çalışmada inceleme, kalite değerlendirmesi, eleştiri ve ölçme değerlendirmesi gibi terimler metin türü sınıflandırmalarına dayalı teorik bakış açıları çerçevesinde incelendiği için eleştiri ve değerlendirme kavramlarının çok katmanlı karakteri ön plana çıkmaktadır.

Anahtar Kelimeler: çeviribilim, çeviriyle ilgili kavramlar, çeviride kalite, çeviri analizi, çeviriyi değerlendirme


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¹ Dr. Öğr. Üyesi - Kapadokya Üniversitesi, Beşeri Bilimler Fakültesi, İngilizce Mütercim ve Tercümanlık Bölümü, haldun.vural@kapadokya.edu.tr,

 ORCID: 0000-0002-4638-4084

Introduction

The principles that define and direct assessment act are numerous and varied because assessment is a human-only behavior that occurs in all spheres of existence. The assessor formulates observations and conclusions using standards based on a person's prior knowledge, the culture to which s/he belongs, or the circumstances of the behavior. These interpretation and assessment valuation standards might not always be made consciously or may not always be apparent. Due to this, ideas like criticism, examination, and interpretation in society are typically restricted to personal opinions. Because of this restriction, it is normal to make an appraisal without needing any background knowledge, and assessments are typically influenced by societal value judgments.

The nature of the assessment notion has a role in this partially. Furthermore, it has an impact on how the concept is treated during translation as a process and discipline. The crossroads of everyday life, popular culture, and science is where assessment concepts reside. Consequently, the range of applications for these notions has grown and is now more ambiguous. Society often assesses and criticizes translators of materials, particularly written and spoken works produced in the media, sports, politics, and literary spheres. It can be difficult to overcome this perspective because issues and misunderstandings that generate in the original material can also be viewed as translation errors. The fact that the assessment has a methodical, knowledge-based, and situation-dependent structure is rendered invisible by this impression, which also has an impact on how the translator is perceived and how the translation process is carried out. The notions that are employed for assessment are shaped by this as well.

The goal of the current study is to trace the development of concepts related to assessment and criticism in the translation field as well as to investigate and clarify the challenges associated with developing translation competency in the context of translation education. For this reason, it is crucial to acknowledge the overall scope of the translation process, from the generation of the source text to the assessment of the target text. Because translations can occur between languages and civilizations, target texts are assessed in a variety of settings, both directly and indirectly. Examining terms like review, quality evaluation, criticism, and measurement assessment, it explores the multifaceted nature of concepts related to criticism and assessment. The research highlights the need for multifaceted assessment because translation dynamism varies widely. Nonetheless, there may occasionally be confusion and complexity due to the assessment concept's wide and comprehensive character. In order to provide a thorough understanding of these concepts within the context of translation education, the study advocates integrating the flexible and varied aspects of translation with a field-based perspective and theoretical viewpoints based on text type classifications.

The assessment's target texts may be from a number of subjects and may have different contexts. Furthermore, this variety of text forms can be viewed as components that make up a whole. Therefore, it would be suitable to explain text type phenomenon.

Literature Review

An overview of translation history

It may be more beneficial to explain text type phenomenon before integrated approach in functional approaches. The phenomenon of text type is the cause of the variation in translation assessments, and this phenomenon is connected to the integrated method in translation studies. The breadth of the translation spectrum is demonstrated by the requirement for knowledge, cultural sensitivity, and communication across a variety of domains of competence including literature, law, economics, medicine, engineering, and technique. It has always been necessary to translate in the historical process of translation since people, institutions, organizations, and nations have wanted to interact with those who are different from themselves. Although the act of translation is extremely inclusive, its relations with and importance for other fields have been recognized recently. Translation may be found in history primarily in literary and religious texts. It also exists in philology and is a common instrument in language instruction. These are also indicators that translation is a scientific area, and it is related to all the above-mentioned fields.

Translating cultural expressions and their assessment

Cultural expressions that can occasionally be challenging to translate can be found in almost all written or oral works. Since cultural expressions typically lack direct translations in any target language, they present a challenge from the perspective of translation, even if they are ingrained in daily life and

language. The fact that each language contains linguistic expressions exclusive to that particular culture is one of the causes of this. Proverbs, slang, colloquial expressions, and cultural terms are difficult to translate since there is no one-to-one correspondence across cultures or languages (Das, 2005). Consequently, there is no one right way to translate culturally specific words and expressions, although it is obvious that their practical meanings should always take precedence over literal translations.

Despite having the same language structures, language utterances might differ due to cultural differences. A culturally specific word such as a proverb should therefore be translated taking into account cultural traditions in addition to its definitions as found in a dictionary (Vural, 2023). The same can be asserted for assessment of culturally specific words or expressions. For instance, after examining the source text of a user manual, it is critical to ensure that the text is appropriate and comprehensible for the intended audience in order for the target culture to be utilized. Dynamics such as the target text's cultural features, the possibility that a particular translator has already translated the author of the source text, the publishing house's policies, the target reader's expectations, and the state of the target culture's literary system all play a role in translation. It could also be necessary to challenge these dynamics when the text is being assessed.

Also, it is important to keep in mind that cultural texts have their own distinct text traditions, therefore when translating texts with a lot of cultural content, the final product may occasionally differ significantly from the source text in terms of form and style. Thus, when assessing cultural text translations, it is critical to determine whether to follow the format, when to provide more context, and when to provide a summary of the content. This inquiry may allow for the assessment of the source text's cultural components within the framework of the target text type and cultural tradition.

The idea of function to approach translation

The role of translation in various sectors has begun as a result of advances in the history of humanity. The pre-paradigm era can be characterized by the conventional concept of translation studies. The idea of equivalency, which emerges during this time under the influence of literature and linguistics, is primarily pursued at the level of words and sentences. Over time, this search falls short of explaining the nature of the act of translation, and the point of view has begun to turn towards the text level. According to their respective duties, Katharina Reiss (2000) classifies the texts generated by the language functions based on the classification of language by the German linguist Karl Bühler. This is where Reiss' use of the idea of function to approach translation might be considered as a turning point. With this classification of informational, expressive, processor, and audio-visual texts, Reiss calls attention to the idea referred to as "text type" (2000: 163–164). Thus, a theoretical framework has been developed to express how translation tactics should be adopted based on the different sorts of texts. Even while Reiss' method still seeks equivalence, this time it is being done at the text level rather than only at the sentence level. The aspect of Reiss' approach that does not align with the sector's and translation's realities may be seen in this scenario. An informational text, for instance, might also have literary characteristics; in this situation, it may not be possible to select a translation technique that works for the full text. In addition, this method will undoubtedly be impacted by the text's purpose and target audience. On the other hand, it is important to consider the time and context in which the information is produced while assessing them. This information is an essential step in terms of functionality throughout the relevant time period. Through her collaboration with Hans Vermeer in the ensuing years, Reiss gives a fresh perspective to the idea of function. She concentrates on the function of the source text (ST); nonetheless, the functions of the source and target texts (TT) are not necessarily the same. Additionally, Reiss (2000) herself mentions circumstances in which ST and TT operation may differ.

Integrative model

On the other side, Mary Snell-Hornby asserts that her model is integrative, and it is based on text types and her perspective on the field. In fact, Snell-Hornby's beginning point is the same kind of material that most translation studies begin with. In conclusion, Snell-Hornby (1988) develops a schema for several text types with hybrid features and proposes that each of these text types is the focus of translation activity with a unique set of characteristics and may be examined on a common platform in translation studies. This method helps to recognize diverse text forms and subgenres as distinct areas of competence. This viewpoint seeks to encompass the field as a "whole" within the context of text types and develops a preliminary model for texts ranging from those that fall under the category of literary translation to those that call for the use of language for special purposes (LSP) in translation (Snell-Hornby, 1988). By

integrating the sociocultural context, Snell-Hornby is able to communicate text type, subgenre, and language uses that are tailored properly. However, one of the criticisms is that Snell-Hornby is unable to put her own theoretical framework into practice. (Cuellar, 2008:114–116; Munday & Blakesley, 2022:120–123).

The aforementioned contribution of this preliminary model is clear; however, it falls short of explaining translation strategies and phenomena from a contemporary perspective since translation is accepted as a sociological phenomenon. To put it another way, a dynamic reality that is anything, but static arises when the process of translating and the texts that are the subject of this action are impacted by global trends and by the developments in the world. This method is utilized by Snell-Hornby in her work, particularly during the early stages of translation studies.

Snell-Hornby's clarification that literary translation and the translation and approaches of other text genres are kept apart from one another in her book *Translation Studies: An Integrated Approach* (1988) is a significant development for that age. She claims that the aforementioned text kinds can be assessed on a common denominator in the schema she designs with various text types showing common attributors. She claims that up until the mid-1980s, translation studies are mostly thought of as a branch of linguistics or literary studies. Her integrated method seeks to bridge this gap and shows translation studies as a separate field of study (Snell-Hornby, 2006).

The parameters of text types and approaches

On the other hand, Christiane Nord goes a step farther with the knowledge inside the parameters of text types and approaches. These details provide a perspective on how the translation market operates in the present. She emphasized that there are more factors that can affect the translation process, such as the type of material, the job description, and the participants in the translation. Additionally, she combines the idea of text subgenre and has tackled it from an inclusive framework with a different variety of texts in the translation field. She emphasizes the fact that each text type and subgenre is examined in light of the unique text traditions that comprise it, and that text analysis and translation methods may vary from one another (Nord, 2005). The Translation Oriented Text Analysis (TOTA) approach opens the door to the integrated analysis of various STs and TTs. For instance, Nord does not suggest a distinct approach for each form of text; instead, her model comprises of adaptable phases. In light of this, the questions used to analyze the in-text context and out-of-text context may vary depending on the text in question as well as its intended audience. In conclusion, Nord's all-encompassing viewpoint gave the translation process a grounded perspective.

Action and the Skopos theories

According to Justa Holz-Mänttär'i's *Translation as Action Theory* (2012), translation can only be accomplished with the help of the players and participants involved. This methodology appears to be centered on non-literary texts because it is formed by terms used in the translation industry, such as job description, partnership, and actor. It can still be used to adapt to various sorts of text, though. In order to be able to cover a variety of subject areas, it is crucial for translators to have the ability to handle both literary and non-literary materials. In other words, this method demonstrates additional factors in the process while also incorporating texts from the industry into the study of translation. Regarding this, it is noteworthy.

The Skopos theory by Hans Vermeer (1996) and Reiss is another method that can be used to analyze texts from many different domains of expertise. The concepts of function, purpose, and TT have become apparent with the consideration of texts from several specific disciplines and job descriptions relating to them. Special field texts and job descriptions are now being examined concurrently. In this approach, it is highlighted that the translation is done within the context of the predetermined objective. The relationship between ST and TT, text type requirements, and the idea of purpose all contribute to a sector-oriented approach in which the application component of translation is more concretely seen. The function in this approach is the actualization of the planned communication. The Skopos theory asserts to be an all-encompassing theory. However, it is primarily intended for sector-specific text types. As a result, it is criticized for not being inclusive. On the other hand, the fact that every translation endeavor, even literary works, has an implicit or explicit purpose that leads the process might be interpreted as confirming the theory's claim to be comprehensive and inclusive.

The translation process extends from the function of the text to the formation of areas of expertise and the functional assessment of each of these areas. On the other hand, this process can demonstrate the transition from the function of language to the function of text and translation, as well as how the phenomenon of text type provides a more comprehensive perspective of the field by diversifying. In this view, the phenomena of text type have been a beginning point. In other words, the inclusivity of functional approaches actually stems from the phenomenon of text type. The function of various text types determines the purpose and expectation of translation. As a result, it is clear that not only the text but also its translation is critical in achieving this goal and expectation. Special texts, which are as essential as literary texts, have also begun to be explored and examined. Thus, a framework for understanding the field of translation has been established. In the field of translation, distinct text types should be assessed within the context of their individual requirements, and translation strategies should be devised and reviewed. This can establish the framework for a more comprehensive perception.

Common themes, strengths, and weaknesses across the different theoretical frameworks

Here it might be appropriate to synthesize common themes, strengths, and weaknesses of various translation theories, including Reiss's function-based approach, Snell-Hornby's integrative model, Nord's inclusive framework, and theories like Translation as Action and Skopos theory.

It is possible to identify three similar themes: functional perspective, holistic approach, and dynamic nature. Here, a functional perspective is shared by Skopos theory, Snell-Hornby's integrative model, and Reiss's function-based approach. They place special emphasis on how the translation will serve the target audience. The integrative model by Snell-Hornby and the inclusive framework by Nord both adopt a holistic approach, considering a range of variables, dimensions and aspects related to the translation process. And finally, Skopos theory and translation as action theory both emphasize adaptation to the purpose and context while acknowledging the dynamic and situational nature of translation.

Functionality, flexibility, and holistic consideration might be described as advantages and strengths shared by these theoretical frameworks. Because Skopos theory and translation as action are adaptable and flexible, different translation procedures can be used depending on the particular communicative purpose. The integrated paradigm by Snell-Hornby and the inclusive framework by Nord are presented as suitable for taking a comprehensive approach to translating linguistic, cultural, and communicative elements. And last, Skopos theory and Reiss's function-based approach are excellent in emphasizing the functional aspects of translation, making sure that the translation accomplishes its intended purpose.

Potential for subjectivity, complexity, and an excessive focus on function are some of the weaknesses and flaws of these theoretical frameworks. It is possible to criticize integrative models such as Nord's and Snell-Hornby's for being too sophisticated, which could make them difficult to use in practice and real-world situations. It is possible to criticize Reiss's function-based approach for occasionally placing too much emphasis on the functional aspects at the expense of other stylistic or linguistic factors and considerations. Establishing standards that are universally applicable can be difficult due to the subjectivity introduced by the dynamic and situational nature of translation as action and Skopos theories.

A number of theories give priority to the functional aspect of translation, emphasizing the extent to which the translation achieves its intended goal. A recurrent central idea in many theories is the holistic consideration of linguistic, cultural, and communicative components. One fundamental criterion is the translation's ability to be adjusted to the target audience, as stressed by Skopos theory and translation as action theory. Target audience needs and expectations are important to take into account. An essential prerequisite is understanding the situational and dynamic nature of translation as well as the particular context and requirements. In summary, while different translation theories may emphasize different topics and philosophies, recurring themes like practicality, functionality, holistic consideration, and purpose-driven adaptation become apparent. Whereas complexity and potential subjectivity are probable weaknesses, flexibility and holistic approaches are strengths.

Critical analysis and evaluation of the merits of different theories

A wide range of translation theories emphasize the functional side heavily, emphasizing how well the translation accomplishes its intended purpose. On the other hand, a critical analysis highlights subtleties in their usefulness. Although translation adaptation to the target audience is appropriately prioritized by Skopos theory and translation as action, there is disagreement about how well both theories satisfy the varying needs of different audiences. Even though it is so important, balancing the various demands of

various readerships can be difficult when emphasizing audience needs and expectations. Unquestionably, one of the recurrent themes is holistic consideration, which includes linguistic, cultural, and communicative components. However, in practical settings where linguistic accuracy and cultural adaptation must be compromised, the implementation of this holistic approach may encounter difficulties. Maintaining equilibrium among these components is an ongoing problem, indicating that the holistic approach, although beneficial, necessitates a careful implementation that acknowledges the complexity of translation practice. According to translation as action theory and Skopos theory, a crucial requirement for translation is its ability to adapt to the target audience. Nonetheless, a critical viewpoint necessitates to think about how these theories resolve the conflict between satisfying the expectations of the audience and maintaining the integrity of the source text. It becomes questionable if these theories can actually be applied in maintaining a fine balance when they go too far in either direction because doing so could jeopardize textual fidelity or cultural nuances.

It is definitely essential to comprehend the situational and dynamic nature of translation in addition to contextual awareness. Application of this understanding in diverse contexts presents a challenge, though. Theories frequently fail to offer specific guidance on how translators can successfully negotiate the complexities of changing situations. This limitation highlights the necessity for a more thorough investigation of the conversion of theoretical ideas into useful procedures. The theories of translation that have been discussed have both advantages and disadvantages. The translation studies are supported by the admirable strengths of practicality, functionality, holistic consideration, and purpose-driven adaptation. However, there are difficulties due to complexity and subjectivity, especially when attempting to balance linguistic and cultural considerations. Holistic approaches and theoretical flexibility are useful, but practical implementation necessitates a sophisticated comprehension of the complex dynamics of translation practice. These critical viewpoints will guide the current investigation into how these ideas withstand the rigorous scrutiny of assessing translated works as the next section moves deeper into the assessment domain.

When moving from the study of translation theories to the crucial area of assessment, it is clear that these theoretical underpinnings establish the framework for assessing the effectiveness of translated materials. Moving on to the "Assessment in translation studies" part, it can be suggested that the functional aspect which is highlighted by a number of theories serves as the cornerstone of assessment. The analysis of assessment principles and methods in the current study will be guided by the recurring themes of holistic consideration, adaptability to the target audience, and awareness of the dynamic character of translation. The practical complexities of assessing translated works are discussed in the next section with the goal of revealing the subtleties that enhance the overall quality and effectiveness of the translation process.

Assessment in translation studies

Assessment approaches vary in translation studies and these approaches should be handled in a theoretical framework. There are theoretical frameworks surrounding the concepts of assessment. Translation is assessed on the basis of discipline, performance, and the ultimate output with an emphasis on integrity. Given that multiple theoretical perspectives represent components of a larger whole within the translation discipline, a holistic perspective may be favored. The field is analyzed as a whole through studies and research conducted at various times. Translation encompasses a wide range of events and phenomena but efforts to incorporate them into a higher idea and model may fail, resulting in a lack of systematic and comprehensive knowledge of the topic. This search can also be considered as part of the translation assessment process. However, embodying this idea and following the theoretical trace of the act of assessment in the field may be necessary. Almost all translation studies make direct or indirect references to translation being a discipline.

Translation is an action as old as humanity's need for communication, hence the emergence of translation as an academic discipline opens up many new research avenues. These brand-new research areas offer starting points and direct researchers. James S. Holmes publishes "The Name and Nature of Translation Studies" in 1972, which introduces one of these approaches to the area of translation studies (Venuti, 2021). Existing disciplines cannot fully explain how translation works. Holmes thus approaches the area of translation studies from three perspectives: theoretical, applied, and descriptive. Additionally, he evaluates partial translation approaches that have been proposed up to that point and deals with translation in the disciplinary dimension with its own dynamics. Holmes provides a very thorough

framework with this approach. Then, Gideon Toury (2012) developed a map, which is known as the Holmes/Toury map. Descriptive Translation Studies, which is goal-oriented, illuminates theoretical research and establishes the foundation for researchers to assess translation. Three categories—product, function, and process—can be used to categorize translation activity. This triangular structure necessitates taking into account all of the components that make up the process of translation as well as how each component fits into the context of its own needs for subject and analytical approach. The theoretical area, referred to as the other main branch of translation studies, links with various scientific disciplines and provides an explanation for the findings of Descriptive Translation Studies (DTS). Therefore, it may be claimed that generic translation theory comprises incomplete theories that are constrained to a particular instrument, field, class, text type, period, and problem (Toury, 2012: 178–181). Different methodologies have been developed and fashioned on the basis of these theoretical frameworks and concurrently with how the act of translation evolves over time.

Translation criticism

Perhaps as a result of such diverse expectations, the idea of assessment has many facets and is challenging to define. Holmes (2012) marks the beginning of translation studies as a discipline in its history. Translation criticism is still a relatively new subject of study, hence there is not much room dedicated to it. According to Holmes, the field's advancements have less of an impact on translation criticism, and the evaluation of translation will continue to be based more on intuition than on objective judgment. But he emphasizes that by establishing a relationship between academics who specialize in translation studies and translation critics, the degree of heuristics can be reduced to a manageable level. However, Holmes' foundation set the stage for changes that both influence and are influenced by the advancements in the historical process. For instance, idea maps are used to represent concepts and keywords found in papers in the Translation Studies Bibliography collection of publications. The terms errors, assessment/evaluation, and quality control are introduced under the heading "translation criticism" during the process of this concept study according to Luc van Doorslaer. That study is significant in this regard since it serves as a physical diagram that also demonstrates the variety of concepts. On the other side, Nicole Martinez Melis and Amparo Hurtado Albir (2001: 272-287) explore three areas of translation review, based on the opinions of Martinez Melis: assessment of printed translations, assessment of professional translators' products, and assessment in translation education. This theory contends that throughout historical development, printed translations have consistently been shaped by literary and sacred materials. Examining specialized texts is a feature of professional assessment, which is more industry focused. It is employed in translation education as a measurement and assessment tool. The addition of sub-sections for the act of translation assessment shows the breadth of the criticism concept meaning. This also proves that the concepts are filled differently. These discrepancies might be understood as the requirement to assess a broad notion under various divisions and sections.

However, the concept's meaning is not adequately explicit. This might have an impact on translation criticism's tendency to be ambiguous and more susceptible to interpretation within a theoretical framework. The method for translation actions might be considered as reflecting how translation is assessed. The pivotal elements in assessment models that emerge within the context of these various approaches are examined in various research (Williams & Chesterman, 2014: 8-9).

Equivalence in translation

According to the degree of equivalence with ST at various levels, TT quality is assessed in equivalence-oriented approaches (Williams & Chesterman, 2014: 151). The beginning point of Eugene Nida's translation assessment, according to House, is reader response. House (2001, 2017), on the other hand, concentrates on Eugene Nida's *Towards a Science of Translating* (1964) work within the scope of equivalence classification. Or, to put it another way, the equivalency depends on how the target audience reacts. House therefore analyses this example in light of a behavioristic view and under response-based approaches that emerge following the era in which subjective assessments predominate. According to her, a more scientific review can be achieved in the assessment phase by viewing individual and motivational approaches from the standpoint of behavior (2001:244).

In equivalence-based techniques, Lauscher describes Reiss's method as a paradigm. According to this paradigm, ST is assessed using the same criteria as TT inside the linguistic and contextual framework of the text. At this moment, Reiss outlines the goal of her book in the prologue to *Translation Criticism - The Potentials & Limitations*, stating that establishing acceptable categories and objective standards for

the assessment of all translation types should be formed. She focuses on how crucial it is to develop impartial standards for assessment based on the specifications of various text kinds. With regard to subjects like ST-TT, theoretical approach, text type, translation procedures, internal context, and external context, Reiss approaches assessment from a broad perspective. According to the type of text, she develops translation techniques. Additionally, she argues that assessments and expectations vary depending on the type of content. Reiss asserts that ST and TT should have similar content and style even if the text types are different. This might mean that the ST is still the primary concern.

The ST and TT functions are described by Reiss as being equivalent in her translation definition. Translations that appeal to many audiences are referred to as transference, and as such, she does not include them in the scope of her model (Reiss, 2000). House is another name Lauscher lists under the heading of equivalency. House claims that translation is a linguistic process that results in the formation of the semantic and pragmatic equivalence of ST in the target language. Equivalence at various levels serves as an assessment criterion for good translation in this context (Reiss, 2000). Last but not least, Lauscher discusses Raymond Van den Broeck, who focuses on the evaluation process within the context of an understanding of equivalence in literary texts and claims that ST functional relations center on the pursuit of their counterpart in TT output.

By using an ST-TT comparison, Raymond Van den Broeck highlights the value of a systematic investigation and shows how the two texts are related. It assesses the text based on where it fits into the system rather than making a value judgment. It is crucial that he refrains from using the "shift of expression concept" to label any difference as a mistake (Van den Broeck, 2014).

Functional paradigms in assessment

In their respective works, Lauscher and House both adopt assessment models based on functional paradigms. This is what House (2001:245) refers to as functionalism, the scopos-dependent approach. The key features of these approaches are that the assessment is done by TT dependent elements rather than the ST and that they are chosen according to the function which changes in agreement with the expectations of the target audience, employer, and job description (Lauscher, 2014: 156–157, House, 2001: 245). Margret Ammann is assessed by Lauscher using this framework, and Lauscher concludes that Ammann restricts her method of assessment to literary texts and that TT and receiver, in line with Skopos Theory, ultimately determine the outcome. The model that D'Hulst attempts to present that serves the same purpose as ST and TT is another model that Lauscher assesses within this framework (2014: 156). House (2001:245), on the other hand, discusses Reiss and Hans Vermeer within the framework of functional methods and claims that the objective of the translation is vital for judging the quality of a translation.

Literature and language-oriented approaches

House (2001:245-246) analyses text-oriented and discourse-oriented techniques under literature-oriented approaches to assess the DTS perspective. She emphasizes that this approach also has gaps in the translation assessment phase, despite her assertion that the translation's role in the target culture and system is crucial. House assesses deconstructivist and postmodernist ideas considering the social and ideological implications of translation approaches. In her argument that there should be a relationship between ST and TT with appropriate terminology, House uses Lawrence Venuti as a model and underlines that translation has the goal of uncovering unequal power relations among these techniques.

Language-oriented strategies are another issue that House addresses. Even though they do not focus specifically on translation assessment, prior research in the subject, according to House, is essential since they broaden the profession's horizons. Language-focused approaches, according to House (2001: 247), study the connection between ST and TT, but they do so through various ways of analysis and assessment. In her explanation of the concept, a functional-operational translation assessment model is founded on these principles. House does not employ sophisticated psychological abstract aspects like buyer intents, sentiments, and beliefs as the foundation for criticism. According to her (2001: 254), the functional operant method, however, begins with the text and establishes its model within the constraints of linguistic description and social assessment. A quality assessment approach developed by House examines ST and TT in both internal and external contexts. Additionally, her attempt to address various textual genres within this model is a crucial step toward a comprehensive viewpoint. House contends that her framework is adaptable to various text kinds and highlights the significance of the sociocultural and

contextual contexts in which the texts are related. This can all be seen as evidence that House's translation action also emphasizes the practice aspect of the field. The traditions, values, ideologies, and historical characteristics of the target language and community, the translation job and task assigned to the translator by the institutions and people in charge of the translation work, the working conditions of the translator, and the knowledge, experience, and ethical stance of the translator and the recipient of the translation are all factors that can be applied to both literary and other special texts in House's model. House (2017: 2-3) contends that these factors have impacts on translation quality. In this regard, it is conceivable to claim that a model produced within an academic framework incorporates assessments of the caliber of the texts in the field.

Descriptive translation methodology and translation criticism

Snell-Hornby concentrates on Toury's description of the translation in her analysis of translation criticism. He criticizes Toury for putting the criticism/assessment stage in the background and claiming that the translation exclusively belongs to the target system. Snell-Hornby believes that in order to fully understand the translation process, including literary translation, the ST author and all other participants must be taken into account. The method used by Snell-Hornby is based on Ammann's model of translation criticism as well as the theory of scenes and frames. Snell-Hornby also uses this approach to analyze non-literary texts (2006: 109–114), whereas Ammann's model focuses on literary texts.

Most translation research employs and interprets Toury's (2012: 53–70) descriptive translation methodology within an all-encompassing framework. This descriptive translation approach can be observed in relation to translation evaluation, particularly in terms of coupled pairs and norms. The inclusion of non-text components in the study and a comprehensive examination of the concept of norm can both be facilitated by this connection. The product is described in light of its context, and these assessments are connected to norms. There are preceding, pre-process, and translational norms that have an impact on the translator, the translation process, and ultimately the translation product. When viewed from this angle, translation is viewed as a procedure, an activity, a result, and a remedy. Since it takes into account several levels of translation studies, this viewpoint can be regarded as inclusive.

All translations accepted by the target culture are reportedly assessed in the description field. When it comes to broadening the parameters of the texts that are reviewed, Toury's this point of view has a crucial place to start. Instead of determining whether there is equivalence, the comparison of translations establishes and specifies the kind and level of equivalency. This assessment shows that, depending on the circumstances, a translation might be appropriate or sufficient. Acceptability indicates a translation that is close to the target pole and competence that is close to the source pole. The position of the translation action within the target system is established, and the translation action is assessed against the backdrop of the target audience. Following that, the ST-TT comparison results are used to determine the differences, and the relationship network between the texts is described. The data gathered from the application are consequently detailed, and these data add to the theoretical framework (Toury, 2012: 7–21).

The aforementioned data demonstrate how translation assessment is primarily addressed in the axis of the quest for equivalence at various levels in theoretical investigations. These approaches, which deal with literary texts or other sorts of texts, take into account an explicit or implicit good value, however the specifics of this criterion may vary from approach to approach. Different expectations, such as loyalty to the ST or the author, may emerge in different approaches based on the job description or goal of the translation act. These models, which comprise this diversity, are underpinned by specific theoretical perspectives.

Theories on translation assessment

Theories have typically included the act of translation throughout the history of translation studies. This inclusion, nevertheless, might not always be evident in actual life. In order to properly assess translation, it must be viewed as a process, an activity, and as a product from an all-inclusive viewpoint. It must also be interpreted in light of social norms and values, taking into account both the source and the target poles. Contrarily, it could be necessary to apply various strategies in order to view translation as a whole and assess the translation field from a variety of perspectives. So even if it concentrates on a particular subject or kind of text, the background information used in the process of assessment should be comprehensive and all-encompassing.

All these point to the goal of addressing the holistic approach's different layers and elements from a theoretical and practical standpoint. This inclusivity may be more difficult by the fact that translation varies depending on the context and job descriptions. This phenomenon needs to be examined separately, as does the viability of such an approach. Nevertheless, even making the effort to view the subject as a whole is significant and this provides a foundation for challenging present theoretical viewpoints.

Text types and translation decisions and expectations

In the focus of text type, the opinions of translation researchers like Reiss, Vermeer, and Holz-Manttari are discussed. These opinions may also be considered when performing an assessment as well. There is a time when translation analysis within the linguistics framework is done from a structuralist viewpoint. After that, functional approaches have become more prevalent. The Skopos hypothesis is one of the significant approaches that can be taken into account in this situation. This theory explores the usefulness of an integrative functional theory of translation and makes the claim to be a general theory. Hans Vermeer presents his theory, which is based on the applied field, in *A Skopos Theory of Translation* (1996), outlining the function of translation. According to Skopos theory, the intention determines whether the translation activity succeeds or fails in reaching its goal. Translation in this case serves as a form of communication, and the text's function is fashioned in accordance with the purpose of the translation work (Vermeer, 1996:7). From this vantage point, it is conceivable that many strategies can be employed within the parameters of the norms established by various process actors, such as the target audience or employer expectations, for the translation activity to be successful. It may be inferred that this approach seeks to take a broad view of the area because there may be numerous layers that have an impact on the goal of the translation process. However, some argue that Skopos theory does not apply to literary writings. For instance, it establishes the essential distinction that various job descriptions require different text types to be approached in particular ways. The themes that are commonly debated in this context include the applicability of the same theoretical approaches to literary and non-literary text types within the scope of assessment and how studies may be conducted for this.

The fact that Toury and Vermeer both regard ST as the source culture and TT as products with actuality in the target culture is crucial. German functional approaches, that Vermeer can be judged on, can be considered as inclusive because they address the field of translation from different perspectives. These approaches, which deal with fields like linguistics, semiotics, hermeneutics, and cultural studies, can be said to interpret translation in a multi-layered and systematic manner and assess the translation action in terms of function, purpose, textual transfer, and mental process dimensions. When seen in terms of the act of assessment, this viewpoint can make it possible to examine the relationship between ST and TT from an inclusive stance, taking into account the demands of translation in various settings.

Understanding the relationship between the translation environment, the translation industry, and translation theories is also made easier by using the functional approaches already described. Regardless of the type of text, target audience expectations and customer demand directly or indirectly influence how the product is generated. In conclusion, translation decisions and expectations are influenced by the objective of the translation. Theoretical perspectives, also known as functional methods, can be observed to be connected to discipline-specific practice when assessing.

Quality assessment and quality control in translation

Numerous research has cast doubt on the dynamics of quality assessment for the sector. These studies all have one thing in common: they aim to improve the quality of the final output. Studies that look at quality assessment as a concept and mechanisms connected to its operation are crucial in this setting. Expressions of purpose, process, product, and actor are commonly encountered in these studies, which are typically handled within the parameters of quality standards (Svoboda & Ľoboda, 2017).

European Commission's Directorate-General for Translation

A quality-control guide for translation is released in 2015 by the European Commission's Directorate-General for Translation. The quality management framework used by this manual defines its objectives as "to be able to take the communicative action intended to meet the identified or deducible needs and expectations of customers or their partners in other EU institutions, end users, or other relevant stakeholders". It is crucial to note that this guide is produced by an institutionalized organization and that it addresses translation in both process and product aspects. The systems, databases, control procedures, and participants in which ST and TT take place are outlined in order to increase transparency

throughout the EU in the translation process. The standards for the production of various text subtypes are, nevertheless, presented in this handbook. When taking into account the control process, the standards, which are indicated in the guide, can be considered as quality assessment criteria. These standards include language, consistency, legal usage, style, and form. On the subject of enhancing DGT quality control, experimental pilot research is carried out in 2016. Additionally, time pressure is established in the quality assessment process from a broad viewpoint, taking into account factors like the translator's role and those of other participants in the translation process, potential repercussions of errors, the context, the content, and cultural competency. On a macro level, the institution has shaped quality control in accordance with the international translation standard ISO 17100, and on a micro level, its own institution and job description criteria.

European Translation Services Standard

It might suggest a connection between the industry's translation procedures, functional approaches, and quality requirements. To control translation processes and generate high-quality output, translation activity can be thought of as a project with its own variables and standards. Standards are being prepared to make it easier for translation companies to attain quality through the execution of these projects by various industry stakeholders. EN 15038 European Translation Services Standard, introduced by the CEN (European Committee for Standardization), is one of these standards and is released in 2006. Then, in 2015, the ISO 17100 Translation Services-Requirements for translation services are released, then in 2017, they are updated.

The quality of the translation services provided by companies that achieve these standards is likely to be improved. In terms of service-focused phrases like translators and inclusion of actors other than translators, customer satisfaction, and the usage of language, key topics related to quality actually come to the fore. The idea of quality assessment applies to technical materials as well because standards are established for translation agencies while literary translation is typically done by publishing houses or independent translators.

Conclusion

In the context of the industry, translation is typically characterized as a service that includes both the translation process and product. Now, it might be assumed that theories and standards both convey the ideal similarly. In conclusion, the best, most appropriate state of a situation under predicted circumstances can be described as its ideal or standard. The standards in this instance are likewise founded on and normed in accordance with ideal circumstances and the requirements established to deliver a high-quality translation service. Criteria like expectation and compliance with the text type, compliance with the ST, suitability for the purpose of the customer, and the use of language appropriate for the situation are seen predominantly and commonly in order to carry out a quality translation process in accordance with the standards and to provide TT. The actors included in the standards provide further evidence of these qualities. In quality assessment procedures, the job descriptions of process actors like reviewers, revisionists, and proofreaders also convey expectations for quality. TT compliance review, final reading, evaluation of project management, revision, ST-TT comparison, and domain expert in target language are all required. These actors should also have translator qualifications and translation experience in the relevant field.

An assumption about quality understanding can be established based on these concepts and job descriptions. While this understanding of quality emphasizes ideas like product-oriented terminology, conformity, consistency, form, and cross-section, it also places an emphasis on ideas like processing customer material throughout the project, customer satisfaction at the end, suitability for purpose, using appropriate terminology, and updating dictionaries (EN 15038 and ISO17100).

The functional view of the goal and standards of the translation act and process that Hans Vermeer and Justa Holz Manttari adopted is rather close to these standards for translation process. The relationship between the notion of integrity, which encompasses various texts and their requirements, and the concept of function, which is the common denominator, may be understood if the concept of integrity is the common denominator. The norm-dependent criteria, such as the uniformity of language in the TT production process, space constraints, and guaranteeing the proper use of the output, will come into focus in the quality assessment if the functions of the special texts are clearer and more precise. Both error and outcome classifications are important throughout the quality assessment process, and if the quality is

deemed insufficient as a consequence, activities like correction and re-translation may be undertaken. On the other hand, literary works present a more challenging set of requirements for assessing quality. These TTs may include several factors because they are more context specific. This scenario is further impacted by the industry's requirement for producing functional texts—texts that cause the occurrence of other documents, events, and situations. Consequently, it can be claimed that the concept of quality has a more technical reference.

A single theoretical viewpoint cannot adequately explain the act of translation since it is too contextual and complex. Depending on the context, setting, and job description, numerous variables can be found throughout the writings. The translation becomes multi-layered as a result. Different expectations can be added to these levels, particularly in literary writings where the innovative aspect of language functions as a defining characteristic. Discussion of assessment principles is necessary on each of these layers.

Given the nature of content and the circumstances surrounding the translation project, there will inevitably be different assessment criteria. However, it is crucial to maintain a grounded viewpoint that recognizes various translation circumstances as constituent elements of a larger whole when viewed from the above perspective. This perspective can be used to justify the variety of theoretical approaches and notions that look at various circumstances with different variables and concepts. However, it is crucial that the theories are developed inside a given consistency and system in order for the concepts to have precise definitions.

Finally, by highlighting the dual character of translation as both a process and a product, this study has illuminated a complex topography of translation within the industry. The goals and standards of translation are tightly aligned, with the standard being the finest possible condition of a situation under anticipated circumstances. These idealized standards function as guidelines for providing outstanding translation services. Key factors, including expectations, text type compliance, source text adherence, suitability for the customer's purpose, and situation-appropriate language use, have been established by the study. Ensuring a professional translation process in compliance with established standards requires these fundamental characteristics. The significance of fulfilling these requirements is further emphasized by the important roles that actors participating in the standards such as reviewers, revisionists, and proofreaders play in quality evaluation processes. The study's interpretation of quality includes forms, customer satisfaction, suitability for purpose, acceptable terminology usage, conformance, consistency, and ongoing dictionary updates. It also includes product-oriented terminology. In order to achieve industrial requirements as defined in EN 15038 and ISO17100, this wide understanding is necessary. The translation process norms are in close alignment with the functional concept of the translation act and process put out by Hans Vermeer and Justa Holz Manttari. The notion of integrity serves as the common denominator in the interaction between the concepts of integrity and function. The study acknowledges that norm-dependent standards are involved in assessing quality and highlights the significance of outcome and error classifications, especially when assessing literary works, which is a more difficult task.

The current study also argues that a single theoretical perspective is insufficient to adequately describe the act of translation, acknowledging the contextual and multifaceted character of translation. Assessment concepts need to be discussed at every level due to the multi-layered nature of translation, which is influenced by various circumstances and expectations. The current study also supports a grounded perspective that justifies different theoretical methods by acknowledging differing translation situations as component parts of a broader whole. Nonetheless, it emphasizes how crucial it is to construct theories inside a coherent framework for accurate concept definitions.

Ethical Declaration

During the writing process of the study “*A Brief History of Assessment Approaches in Translation*” scientific rules, ethical and citation rules were followed. No falsification was made on the collected data and this study was not sent to any other academic publication medium for evaluation.

Declaration of Conflict

There is no potential conflict of interest in the study.

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GENİŞ ÖZET

Değerlendirme, varlığın her alanında gerçekleşen, insana özgü bir eylemdir ve bu yüzden değerlendirme eylemini tanımlayan ve yönlendiren çeşitli ve farklı ilkeler vardır. Değerlendirici, kişinin ön bilgisine, ait olduğu kültüre veya davranışın bağlamına dayalı standartları kullanarak gözlemler ve çıkarımlar yapar. Bu yorumlar ve değerlendirme standartları her zaman açık veya belli olmayabilir. Toplumda eleştiri, inceleme, yorum gibi kavramlar sıklıkla bu eylemlerde bulunan bireylerin bakış açılarıyla sınırlıdır. Bu sınırlamalar nedeniyle, herhangi bir ön bilgi olmadan değerlendirme yapmak gelenekseldir ve yapılan bu değerlendirmeler sıklıkla toplumsal değer yargılarından etkilenir. Bunun bir sebebi değerlendirme kavramının doğasıdır denebilir. Ayrıca bu, çeviri sürecinde konunun ele alınış biçimini de etkiler. Değerlendirme kavramları sıradan yaşamın, popüler kültürün ve bilimin bağlantı noktasında yer alır. Günümüzde bu fikirlerin olası uygulama yelpazesi genişlemiştir. Özellikle medya, spor, siyaset ve edebiyat sektörlerinde üretilen yazılı ve sözlü eserler toplum tarafından sıklıkla değerlendirilmekte ve eleştirilmektedir. Bu bakış açısını değiştirmek zor olabilir, çünkü kaynak metinde ortaya çıkan sorunlar ve kavram yanlışları da çeviri hataları olarak görülebilmektedir. Bu algı aynı zamanda çevirmene nasıl bakıldığını ve çeviri sürecinin nasıl yürütüldüğünü de etkileyerek değerlendirmenin titiz, bilgiye dayalı ve duruma bağlı yapısını görünmez hale getirebilir. Bu, değerlendirme için kullanılan fikirleri de etkileyebilir. Çeviri sektör bağlamında genellikle hem çeviri sürecini hem de ürünü kapsayan bir hizmet olarak anılır. Artık standartların ve teorilerin ideali benzer şekilde iletildiği varsayılabilir. Sonuç olarak, bir durumun ideali veya standardı, öngörülen koşullar altında en uygun durum olarak düşünülebilir. Kaliteli bir çeviri hizmeti sağlamak için geliştirilen talepler, bu durumda standartların temelini ve normunu oluşturmaktadır. Standartlara uygun ve kaliteli bir çeviri süreci yürütmek ve erek metni üretmek için beklenti ve metin

türüne uygunluk, kaynak metne uygunluk, talebin amacına uygunluk, duruma uygun dil kullanımı gibi kriterlerin dikkate alındığı ağırlıklı olarak ve sıklıkla görülmektedir. Bu kriterlerin ek kanıtı, nitelikleri karşılayan çevirmenler tarafından sağlanır. Kalite değerlendirme prosedürlerinde editörler ve tashihçiler gibi süreç aktörlerinin görev tanımları da kaliteye ilişkin beklentilerle ilgilidir. Erek metin uyumluluk incelemesi, son okuma, proje yönetimi değerlendirmesi, revizyon, kaynak metin-erek metin karşılaştırması ve hedef dilde alan uzmanlığı gibi etmenlerin tümü değerlendirme için gereklidir. Ayrıca bu aktörlerin uygun sektör deneyimine sahip, nitelikli çevirmenler olması da gerekir. Hans Vermeer, çeviri eylemi ve standartları konusunda, çeviri süreci için bu gerekliliklere bir nebze benzeyen işlevsel bir bakış açısı benimsemiştir. Bütünlük düşüncesi ortak payda olarak alınırsa, pek çok metni ve bunların gerektirdiği özel etmenleri kapsayan bütünlük kavramı ile işlev kavramı arasındaki ilişki anlaşılabilir. Özel metinlerin rolleri daha net ve kesin olursa, kalite açısından erek metin çeviri sürecinde dilin tekdüzelığı, alan sınırlaması, çevirinin doğru kullanımının sağlanması gibi norma bağlı kriterler değerlendirmede ön plana çıkacaktır. Kalite değerlendirme süreci boyunca hataların ve sonuçların sınıflandırılması çok önemlidir. Sonuç olarak kalitenin yetersiz görülmesi durumunda düzeltme, yeniden çeviri gibi işlemler yapılabilir. Öte yandan edebiyat alanındaki çeviriler, kaliteyi yargılamak için daha zor bir dizi standart sunar. Bu erek metinler daha çok bağlama özgü olduğundan birden fazla unsuru içerebilir. Sektörün ek belgelerin, olayların ve durumların oluşturulmasını tetikleyen metinler gibi işlevsel metinler üretme zorunluluğunun bu senaryo üzerinde daha da büyük etkisi var. Sonuç olarak kalite tanımının daha teknik bir içeriğe sahip olduğu ileri sürülebilir. Çeviri eğitiminde çeviri yeterliliğinin kazanılması süreci, kaynak metnin oluşturulmasından hedef metnin değerlendirilmesine kadar bütün sürecin bilinmesini gerektirmektedir. Çeviri eyleminin çeşitliliği çok boyutlu bir değerlendirmeyi gerektirdiğinden bu farkındalık, çevirinin esnek ve çeşitli doğasının alan odaklı bakış açısıyla bütünleştirilmesiyle sağlanır. Edebi ve edebi olmayan metinler bağlamında bu özelliklerin çeviri eğitiminde somutlaştırılması büyük önem taşımaktadır. Farklı diller ve medeniyetler birbirine tercüme edilebilir. Hedef metinler bu nedenle doğrudan veya dolaylı olarak çeşitli bağlamlarda değerlendirilir. Ancak değerlendirme kavramı son derece geniştir ve bu bazen belirsizliğe ve karmaşıklığa neden olabilir. Bu çeşitlilik ve kapsayıcılıkla ilgili çeviri değerlendirme fikirleri aynı zamanda çeviri eylemine de yansır. Mevcut çalışma değerlendirme ve eleştiri kavramlarının tercümesinin izini sürmeyi amaçlamaktadır. Bu çalışmada inceleme, kalite değerlendirme, eleştiri ve ölçme değerlendirme gibi terimler metin türü sınıflandırmalarına dayalı teorik bakış açıları çerçevesinde incelendiği için eleştiri ve değerlendirme kavramlarının çok katmanlı karakteri ön plana çıkmaktadır.