CURRENT ASSESSMENT PRACTICES IN UKRAINIAN TRANSLATION CLASSROOM: TEACHERS' SURVEY RESULTS

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Abstract. *The article is aimed at the studies of the assessment practices currently applied in translation training at Ukrainian universities in the context of cutting-edge trends and dispositions in translator's education observed worldwide. They include the synergism of both evaluative and formative assessment, the extensive use of diverse assessment methods and tools, including alternative ones, the rational involvement of self- and peer-assessment procedures.* ***Method.*** *A mixed research method was designed and employed with that end in view. It involved 41 translation teachers from 16 Ukrainian universities, who were asked to answer an online survey of 30 close and open-ended questions regarding their background, attitude to assessment and its different aspects such as functions, procedures and tools used for different types of tests in translation, assessment objects and agents, grading methods and associated problems. The obtained results were processed with the help of statistical methods and contrasted with the data received by relevant studies conducted abroad within the last twenty years.* ***Findings.*** *The findings of this research allowed us to compile the aggregated profile of Ukrainian translation teachers in terms of assessment practice, define the most common ways to conduct monitoring, borderline and summative assessment in teaching translation to undergraduate students in Ukraine, and claim that the teachers' subjective evaluation of translation assessment efficiency depends on their teaching experience.* ***Implications for research and practice.*** *The obtained results should boost further theoretical and practical development in the field of translation assessment as well as in the area of translation teachers' training.*

Keywords*: assessment practice; translation classroom; online survey; translation teachers; teachers' attitudes towards assessment; Ukraine.*

1. INTRODUCTION

Over the last few decades, translation teaching methodology has experienced sufficient progress in terms of the development of translation competence structure and its acquisition models, selection of relevant approaches to translators' training, design of appropriate methods and tools for teaching different types of translation and interpretation. However, assessment, being one of the key components of any training system, has not gotten the attention it really deserves in the context of translators' training.

According to Yan, Pan & Wang (2018), only 10% of 323 research articles, devoted to the issues of translation training and published by 10 leading specialised journals from 2000 to 2012, concerned some particular aspects of both academic and professional translation assessment. This fact is supported by meta-analysis results of 208 publications in 11 translation-oriented journals in the period of 2006-2015 carried out by Abdel Latif (2018). As stated in this study, translation assessment belongs to one of the six most disputable but still least numerous topics in the area, being mainly focused on the development and validation of translation tests, grading scales, accreditation, and certification in the translation industry.

The detailed review of the current research state of translation assessment in modern education can be found in many sources (Han, 2021; Hurtado Albir, 2019; Korol, 2019), while the main peculiarities and requirements for the efficient assessment practices in translation training caused by contemporary advances in didactics, foreign language and translation teaching methodologies are summarised in Korol (2018). The latter include the concurrent performance of evaluative and formative functions by the assessment (Klimkowski, 2019; Robinson, Olvera Lobo, & Gutiérrez-Artacho, 2013; Wang, 2022), the employment of versatile assessment methods and tools for the measurement of particular assessment objects at its different stages, the evaluation of translation process, product and services as the valuable indicators of the students' actual translation competence level, the arrangement of peer- and self-assessment as intrinsic components of the efficient translation activity in a modern professional environment (Ge & Pi, 2021; Korol, 2020).

Despite the plentitude of both theoretical and practical investigations dedicated to the particular aspects of the abovementioned issues, it is still not always clear in what ways they are reflected and adopted by common practice. According to McAlester (2000), translation assessment procedures vary greatly from country to country, from university to university, from department to department and strongly depend on the teacher's individual experience and preferences. Moreover, they are constantly changing, being flexibly modified and adjusted to the relevant needs and requirements of the language service market. As stated by Huertas Barros & Vine (2018, p. 17), 66.7% out of 27 British universities involved in their studies of the changes in the translation courses for MA training programs in 2015-2016 confirmed significant alterations in their translation assessment practices within the last five years. The main transformations were focused on strengthening of the formative impact of the assessment and the introduction of process-oriented assignments and tasks at different training stages.

The only way to discover and analyse the current state and predict the upcoming trends in the translation assessment practice in a particular country is in the questioning of the parties involved, namely teachers and students, about their personal attitudes and approaches to this process. In particular, the translation teachers may be surveyed from two perspectives: assessment practices in their translation classrooms directed to the studies and improvement of translation pedagogy in general, and assessment of their professional competence outlining personal development needs aimed at the enhancement of translation teachers' education.

The conducted review of available sources on the topic revealed a comparatively limited list of investigations mainly concentrated on specific aspects of assessment practices in the translation training of particular countries. Thus Garant (2009) has carried out a longitude survey on the evaluation practices of Finnish translation teachers in the period of 1997-2008 which indicated the gradual rejection of penalty-based grading and transition to the 'assessment for learning' paradigm. Heidari Tabrizi (2021) has analysed the current state of summative assessment in BA translation training programs at Iranian universities and both students' and teachers' attitudes towards it with the help of a survey. As it turned out, all the interviewed cohorts were not satisfied with the quality of summative assessment procedures in translators' education in Iran. Al-Jarf (2021) has studied the structure and content of a summative translation test typical for Saudi Arabian universities. Finally, Li (2006) has conducted one of the most comprehensive surveys. It comprised 95 translation teachers from Chinese universities who were asked about their background, translation training arrangement at their universities, assessment functions and frequency in the translation classroom, assessment tasks and tools developed and applied, and satisfaction with the current state of the assessment practices.

Some general information on the issue can be also obtained from the research projects concerning the desirable features and essential skills of an effective translation teacher (Pavlović & Antunović, 2019; Huang & Napier, 2015; Orlando, 2019), including some expectations and dispositions related to the assessment procedures.

Since the situation is constantly changing and developing, such investigations should be conducted periodically in different locations. Therefore, there is some need for studies of current translation assessment practices within particular national contexts, including Ukraine. It should be noted here that similar surveys have never been carried out at Ukrainian universities. In order to fill in the gap and get an insight into the current state of the assessment practices in the domestic translation classroom, we decided to arrange and conduct a survey of university translation teachers in light of contemporary trends in translation teaching and assessment.

Aims and hypothesis

The analysis of the current state of the assessment practices in Ukrainian translation classroom can provide crucial information on their strengths and weaknesses, single out

problematic areas and promote the efficiency of the developed and involved assessment procedures. Consequently, the given research aims to accomplish the following:

1) analyse the peculiarities of translation assessment applied at Ukrainian universities in terms of its role and functions in the training process, implementation, the tools and methods developed and involved with the help of a specifically tailored online survey for translation teachers;

2) evaluate the dependence of Ukrainian translation teachers' satisfaction with the assessment efficiency on their teaching experience;

3) collate the received results with the concepts and ideas revealed in relevant investigations abroad;

4) identify the areas of the translation assessment to be improved and transformed in Ukrainian context.

2. METHODS

2.1. Research Design

In this study, we used the mixed research method focused on collecting information about assessment role and functions in the translation classroom, assessment tools, methods and procedures developed and applied by Ukrainian translation teachers. The received results were analysed with the help of descriptive statistics methods, while the correlation of translation teachers' satisfaction with the assessment efficiency and their teaching experience was studied with the help of Multiple Range Tests applicable to non-parametric statistics data.

2.3. Participants

The survey participants were 41 teachers from Ukrainian universities who deliver courses on translation practice to undergraduate students majoring in Philology (specialism 035 "Philology", specialisation "Germanic languages and literatures (including translation)") on a permanent basis. The survey was intended to involve both male and female teachers with different educational levels and translation teaching experiences in the language pair of English–Ukrainian in order to construct a profile of an average translation teacher at Ukrainian universities as well as to get a comprehensive picture of the applied assessment practices. All the participants volunteered to take part in the given survey. It was conducted online in August-September of 2020 with the help of Google Forms.

2.4. Data Collection and Procedure

First, observation techniques were applied to study the colleagues' approaches to the assessment arrangement in the process of teaching translation to undergraduates; in addition, relevant scientific research materials were analysed. This was followed by an anonymous questionnaire that numbered 30 both close and open-ended questions in total, falling into several thematic categories such as Personal Background (questions 1-5), Teaching Context (question 6), Assessment Functions and Frequency (questions 7-10), Assessment Tools for Different Types of Assessment (questions 11-16, 19), Assessment Objects (questions 17-18), Self- and Peer-Assessment Arrangement (questions 20-23),

Grading Methods (questions 24-27) and Assessment-related Problems (questions 28-30). These were formulated in a clear and precise way following the main requirements and suggestions stipulated for this research method (Rowley, 2014). It took respondents from 20 to 30 minutes to answer the survey questions online.

The received data were summarised in pivot tables, grouped and contrasted according to the correlating criteria, visualized with the help of bar and pie charts available in Google Forms, and interpreted and collated with the information previously obtained by the other investigators. The average translation teacher's profile, in terms of the assessment practices, was constructed based on the mean values calculated with the help of descriptive statistics methods. The correlation of teachers' satisfaction with the current assessment practices and their individual experience in teaching translation at university was analysed with the help of Multiple Range Tests applicable used for non-parametric statistics data.

3. RESULTS

The completed survey comprised 41 teachers from 16 Ukrainian universities training undergraduate students in Philology (specialism 035 "Philology", specialisation "Germanic languages and literatures (including translation)"), namely Taras Shevchenko National University, Kyiv National Linguistic University, Kyiv National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", Kyiv National University of Trade and Economics, National University of Life and Environmental Sciences (Kyiv), National Transport University (Kyiv), Zaporizhzhia National University, Ternopil Volodymyr Hnatiuk National Pedagogical University, Yuriy Fedkovych Chernivtsi National University, Vinnitsia State Pedagogical University, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Luhansk Taras Shevchenko National University, National University "Yuri Kondratyuk Poltava Polytechnic", Poltava State Agrarian University, Poltava V. G. Korolenko National Pedagogical University and Higher Educational Establishment of Ukoopspilka "Poltava University of Economics and Trade".

The survey participants represent different age categories, inter alia most translation teachers (16 respondents and 39% of the total) are aged from 41 to 50; a bit fewer – 14 (34.2%) – from 31 to 40; 6 (14.6%) – under 30; 4 (9.8%) – from 51 to 60 and only one person (2.4%) – over 61. Females dominated (36 teachers (87.8%)), while there were only 5 males (12.2%) in the analysed sample. Translation teachers' qualifications were distributed as follows: bachelors – 0, specialists – 4 (9.8%), masters – 7 (17.1%), PhDs – 28 (68.3%), Doctors of Sciences – 2 (4.9%). We did not specify in our survey if the respondents held a degree in Translation or Philology. However, we were interested greatly in their practical experience in teaching translation courses at higher educational establishments. At the time of our study, 11 teachers (26.8%) had from one to five and some more 11 surveyed (26.8%) – from 6 to 10 years of such experience. Seven more respondents (17.1%) have been delivering such courses for 11–15 years and for more than 21 years. Finally, the least number of the surveyed, 5 (12.2%), have been teaching translation for 16–20 years. This fact gives

the ground to claim the sufficient teachers' proficiency and competence in translation teaching. Demographic data received in the carried-out survey are summarised and presented in Table 1.

Table 1. Respondents' Background

Background	No. of Respondents	Percentage
Age category		
Under 30	6	14.6%
31-40	14	34.2%
41-50	16	39.0%
51-60	4	9.8%
Above 61	1	2.4%
Sex		
Male	5	12.2%
Female	36	87.8%
Education		
Bachelor's degree	–	–
Specialist's degree	4	9.8%
Master's degree	7	17.1%
PhD	28	68.3%
Doctor of Sciences	2	4.8%
Translation Teaching Experience		
1-5	11	26.8%
6-10	11	26.8%
11-15	7	17.1%
16-20	5	12.2%
Over 20	7	17.1%

According to the survey results, Ukrainian universities usually do not offer translation practice courses during the first year of studies. However, for some bachelor's programs at four universities involved in our survey (2.5%) it can happen from time to time. This fact can be explained by the permanent changes taking place in flexibly developing Philology curricula. Seven universities (43.75%) out of 16 introduce translation practice courses in the second year of studies. Three more higher educational establishments (18.75%) start teaching translation courses exclusively in the third year of studies. One university (6.25%) provides translation courses to its students either from the second, or third year of studies. In addition, one university (6.25%) offers translation courses only in the fourth year of studies. These differences in curricula structure and content may cause the use of a wide range of assessment practices and inconsistencies in them.

University teachers' attitudes to the importance of the assessment and its functions in translators' training are presented in Table 2.

Table 2. Assessment Importance and Functions in Translation Training

Survey Questions	Received Answers
Rate the importance of assessment in teaching translation to prospective philologists: a. Extremely important b. Important c. Neither important, nor unimportant d. Unimportant e. Unimportant at all	a. 32 teachers (78.0%) b. 7 teachers (17.1%) c. 2 teachers (4.9%) d. 0 e. 0
Choose the leading assessment functions in translation teaching (you may choose several options at a time): a. To define the actual level of the students' translation knowledge, skills, abilities and competence b. To assess students' translation course outcomes c. To promote students' translation competence acquisition d. To evaluate the efficiency of the applied teaching methods and tools	a. 32 teachers (78.0%) b. 18 teachers (43.9%) c. 29 teachers (70.7%) d. 17 teachers (41.5%)
Rate the importance of the assessment formative function in teaching translation to prospective philologists: a. Extremely important b. Important c. Neither important, nor unimportant d. Unimportant e. Unimportant at all	a. 23 teachers (56.1%) b. 15 teachers (36.6%) c. 3 teachers (7.3%) d. 0 e. 0

As we can see from Table 2 the majority of the respondents (95.1% in total) find translation assessment important for the efficiency of the training process, only 2 of them consider it neither important, nor unimportant. The leading objectives of translation assessment are claimed to be the definition of the actual proficiency level in terms of students' acquired translation knowledge, developed skills, abilities and competence in general (78.0% of the respondents) and the assessment of the translation course learning outcomes (43.9% of the surveyed teachers) which correspond to its summative and evaluative functions. The promotion of students' learning and translation competence development with the help of the assessment was also highly rated by almost 71% of the teachers. It correlates with its formative function. In addition, about 42% of the respondents acknowledged the importance of the assessment feedback function directed to the evaluation and further correction of the applied teaching methods and tools. Finally, the last question of this section overlaps with the previous one, being aimed at the rating of the importance of the assessment's formative function. The number of teachers who find it important is much higher than those who have chosen it as one of the leading assessment functions responding to the

previous question (92.7% versus 70.7%). This fact can be explained by some discrepancies between teachers' theoretical beliefs and real practices. They acknowledge the importance of the assessment's formative impact on the translation training process. However, they do not always apply the appropriate assessment techniques and tools in order to provide the desirable formative effect in the training environment.

The next question was devoted to the studies of the assessment frequency in translation training. The teachers were asked about the proper schedule of the students' translation performance monitoring: how often should translation performed by the students be checked up by the teacher? The received results indicated diversified teachers' strategies in terms of this issue. Thus, about a third of the respondents (13 respondents and 31.7%) prefer to assess and correct their students' translation performance on a weekly basis. Two more (4.9%) do it a bit more rarely (about 11-13 times a term). Seven more teachers (29.3%) check up on their students' translations every other week. However, 11 respondents (26.8%) still do it from 4 to 6 times per term which may coincide with the end of a particular unit. Eventually, the other three teachers (7.3%) review their students' translations from 1 to 3 times during the term. In our opinion, translation checkup frequency correlates somehow with the provision of the assessment formative effect. The more often we provide our students with some kind of feedback on their performance, the more productive the training process gets according to the results of the students' survey conducted in 2020 by Korol (Korol, 2021).

The survey results concerning the assessment methods and tools employed by the teachers for the purposes of borderline assessment arrangement in translation training are compiled in Table 3.

According to the obtained data, the majority of teachers (63.4%) use answering theoretical questions in written form as the main tool to assess the acquisition of their students' translation theoretical knowledge. To our mind, this type of task is reminiscent of the conventional examination rather than a borderline test. However, it requires comparatively little prior preparation from the teacher. Multiple choice tests based on answering the questions take the second position in this list with 51.2% of the respondents. Finally, open gap-filling tests are employed by 36.6% of the teachers. The least popular appeared to be oral questioning, explicable by its low practicality in terms of borderline test arrangement. It should be noted here that about 7.0% of the surveyed do not assess their students' translation theoretical knowledge at all within the borderline assessment. As for the assessment of the students' translation practical skills, the most commonly used type of task is still the translation of the whole text or text fragment (61% of the teachers). In addition, the respondents actively applied the tasks to translate separate sentences using the pre-determined translation techniques or transformations (53.7%) and the tasks to translate separate sentences (51.2%). It is worth noting that these types of assessment tasks are rather traditional and do not reflect any innovations or recent advances in translation teaching pedagogy. On the other hand, more complicated and progressive tasks have not got sufficient and regular use within borderline assessment in Ukrainian translation classroom.

Table 3. Methods and tools used for borderline assessment arrangement
in translation training

Survey Questions	Received Answers
Which task types do you use to assess <u>the acquisition of translation theoretical knowledge</u> by your students (you may choose several options at a time):	
a. Do not evaluate this assessment object at all	a. 3 teachers (7.3%)
b. Alternative test tasks (True/False)	b. 12 teachers (29.3%)
c. Multiple choice test tasks based on answering the question	c. 21 teachers (51.2%)
d. Multiple choice test tasks based on gap-filling	d. 9 teachers (22.0%)
e. Open-gap filling test tasks	e. 15 teachers (36.6%)
f. Answering the theoretical questions in written form	f. 26 teachers (63.4%)
g. Oral questioning and discussing	g. 2 teachers (4.9%)
Which task types do you use to assess your students' <u>translation skills level</u> (you may choose several options at a time):	
a. Multiple choice test tasks based on selecting the adequate and equivalent translation for the given sentence/passage	a. 15 teachers (36.6%)
b. Tasks to translate the passage of the source text (ST) lacking in the given target text (TT)	b. 17 teachers (41.5%)
c. Tasks to translate separate sentences	c. 21 teachers (51.2%)
d. Tasks to translate separate sentences using the pre-determined translation technique or transformation	d. 22 teachers (53.7%)
e. Tasks to translate separate sentences defining the used translation techniques or transformations	e. 11 teachers (26.8%)
f. Tasks to translate the whole text / text fragment	f. 25 teachers (61.0%)
g. Tasks to translate the whole text / text fragment in several versions according to the translation brief	g. 8 teachers (19.5%)
h. Tasks to translate the whole text / text fragment defining the used translation techniques or transformations	h. 17 teachers (41.5%)
i. Tasks to translate the whole text / text fragment detecting the main translation problems and suggesting some possible ways to solve them	i. 14 teachers (34.1%)
j. Tasks to translate the whole text / text fragment indicating the simplest and the most difficult passages for rendition	g. 10 teachers (24.4%)
k. Tasks to translate the whole text / text fragment indicating the most and least successfully rendered passages	k. 14 teachers (34.1%)
Which task types do you use to assess your students' <u>editing skills level</u> (you may choose several options at a time):	
a. Do not assess this assessment object at all	a. 7 teachers (17.1%)
b. Tasks to choose and ground the appropriate TT version from the given options	b. 16 teachers (39.0%)
c. Tasks to compare, analyse and evaluate different TT versions for the same ST	c. 23 teachers (56.1%)
d. Tasks to detect and correct the errors and mistakes in the given TT	d. 26 teachers (63.4%)
e. Tasks to evaluate and criticize the given TT	e. 9 teachers (22.0%)

For example, the tasks combining theoretical knowledge control and practical performance, namely tasks to translate separate sentences defining the used translation techniques or transformations and tasks to translate the whole text / text fragment defining the used translation techniques or transformations, were employed by 26.8% and 19.5% of the respondents respectively. Both product- and process-oriented tasks such as to translate the whole text / text fragment detecting the main translation problems and suggesting some possible ways to solve them were applied by 34.1% of the surveyed. The tasks containing the elements of self-assessment, including the tasks to translate the whole text / text fragment indicating the simplest and the most difficult passages for rendition and the tasks to translate the whole text / text fragment indicating the most and least successfully rendered passages were used by 24.4% and 34.1% of the teachers. Quite unexpectedly, multiple choice test tasks based on selecting the adequate and equivalent translation for the given sentence/passage, primarily passive by nature, have the support of about 37% of the surveyed translation teachers. As for the increasing trend in assessing students' editing skills due to its importance in the modern language industry, 17.1% of the surveyed translation teachers do not carry out it at all within the borderline assessment. In case of assessing students' editing skills, the respondents mostly used the tasks to detect and correct the errors and mistakes in the given TT (63.4%). On the contrary, the tasks to compare, analyse and evaluate different TT versions for the same ST (56.1%) and the tasks to choose and ground the appropriate TT version from the given options (39.0%) being quite difficult and time-consuming to develop got a rather high rating. The task to evaluate and criticize the given TT was the least extensively used (22.0%) despite its high value for the development of students' peer-assessment skills.

The received data on the assessment methods and tools applied by the teachers for the purposes of summative assessment arrangement in translation training are presented in Table 4. As we can see from Table 4, quite expectedly the number of teachers who do not check up their students' translation theoretical knowledge acquisition has grown from 7.3%, for borderline assessment, up to 12.2% for summative one. The most productive tasks to assess this construct according to 58.5% of the respondents were multiple choice tests based on answering the questions that can be explained by their high practicality in use. Answering the theoretical questions in written form has kept its leading positions here as well, being preferred by 56.1% of the surveyed translation teachers. In our opinion, this fact proves the lack of progressive assessment tools in the modern practice of translation competence assessment. Some interesting trends were observed: the lower percentage of those who apply open-gap filling test tasks to assess the acquisition of translation theoretical knowledge by their students (22.0%) compared to the relevant borderline assessment data and a slight decrease in the use of alternative test tasks (True/False) (19.5% versus 29.3% for borderline assessment). As for the assessment of practical translation skills, the tasks to translate the whole text or text fragment and to translate separate sentences traditionally take the leading positions being employed by about 53% of the respondents.

Table 4. Methods and tools used for summative assessment arrangement in translation training

Survey Questions	Received Answers
Which task types do you use to assess <u>the acquisition of translation theoretical knowledge</u> by your students (you may choose several options at a time): a. Do not evaluate this assessment object at all b. Alternative test tasks (True/False) c. Multiple choice test tasks based on answering the question d. Multiple choice test tasks based on gap-filling e. Open-gap filling test tasks f. Answering the theoretical questions in written form g. Oral questioning and discussing	 a. 5 teachers (12.2%) b. 8 teachers (19.5%) c. 24 teachers (58.5%) d. 12 teachers (29.3%) e. 9 teachers (22.0%) f. 23 teachers (56.1%) g. 0
Which task types do you use to assess your students' <u>translation skills level</u> (you may choose several options): a. Multiple choice test tasks based on selecting the adequate and equivalent translation for the given sentence/passage b. Tasks to translate the passage of the ST lacking in the given target TT c. Tasks to translate separate sentences d. Tasks to translate separate sentences using the pre-determined translation technique or transformation e. Tasks to translate separate sentences defining the used translation technique or transformation f. Tasks to translate the whole text / text fragment g. Tasks to translate the whole text / text fragment in several versions according to the translation brief h. Tasks to translate the whole text / text fragment defining the used translation techniques or transformations i. Tasks to translate the whole text / text fragment detecting the main translation problems and possible ways to solve them j. Tasks to translate the whole text / text fragment indicating the simplest and the most difficult passages for rendition k. Tasks to translate the whole text / text fragment indicating the most and least successfully rendered passages	 a. 14 teachers (34.1%) b. 4 teachers (9.8%) c. 22 teachers (53.7%) d. 15 teachers (36.6%) e. 11 teachers (26.8%) f. 22 teachers (53.7%) g. 9 teachers (22.0%) h. 15 teachers (36.6%) i. 10 teachers (24.4%) j. 3 teachers (7.3%) k.10 teachers (24.4%)
Which task types do you use to assess your students' <u>editing skills level</u> (you may choose several options): a. Do not assess this assessment object at all b. Tasks to choose and ground the appropriate TT version from the given options c. Tasks to compare, analyse and evaluate different TT versions for the same ST d. Tasks to detect and correct the errors and mistakes in the given TT e. Tasks to evaluate and criticize the given TT	 a. 10 teachers (24.4%) b. 17 teachers (41.5%) c. 19 teachers (46.3%) d. 25 teachers (61.0%) e. 8 teachers (19.5%)

The other most common task types, in this case, are translating the whole text or text fragment with the definition of the used translation techniques or transformations (that can be treated as a great option in the case of refusal of translation theoretical knowledge assessment within the summative test) and the tasks to translate separate sentences using the pre-determined translation techniques or transformations (36.6% both). Some discrepancies in the arrangement of practical translation skills assessment are fixed. For example, multiple-choice test tasks based on selecting the adequate and equivalent translation for the given sentence/passage are still actively applied by 34.1% of the respondents. Ukrainian translation teachers still underestimate innovative and complicated translation tasks, such as translating the whole text / text fragment accompanied with the indication of the simplest and the most difficult passages for rendition, translating the whole text / text fragment combined with the detection of the main translation problems and suggestion of some possible ways to solve them, and translating the whole text / text fragment with the indication of the most and least successfully rendered passages (24.4%, 7.3% and 24.4% respectively). Finally, almost a quarter of the respondents do not assess their students' editing skills with the help of specifically tailored tasks. Those who still do it prefer quite traditional tasks to detect and correct the errors and mistakes in the given TT (61.0%). In general, translation teachers prefer the same assessment methods and tools for both borderline and summative assessment. It can be treated as some lack of flexibility and realignment in the hierarchy of assessment objects, tools, and assessment types. Arranged in such a way, assessment system loses its formative potential, being focused predominantly on the evaluative function performance and the objectivity of the received grading results.

The next survey questions were devoted to the problem of the indicators of the students' translation competence acquisition, namely the translation product (TT quality) and translation process, taken into account by the teachers in their translation assessment practices. The received results are summarised in Table 5. According to the collected data Ukrainian translation teachers are sure that the assessment of the quality of the performed translation serves quite an objective indicator of their students' translation competence level (78.1% of the respondents either strongly agree with or just support this idea). However, 22.0% of the respondents have some doubt as to whether the received target text quality can provide sufficient information on this matter. At the same time, even more of the surveyed (85.4% altogether) believe that translation process monitoring can serve as a source of reliable and valid information on their students' translation competence level. Nevertheless, 12.2% of the respondents are quite hesitant about it and even one teacher disagrees with this idea. The survey results discussed above prove that in spite of the fact that the majority of the teachers are quite aware of the need for translation process monitoring, they do not put these beliefs into their teaching practice, since relevant assessment tasks are not widely used in the training process. The next step of our survey was to find out what kind of alternative assessment tools are utilized by Ukrainian translation teachers. The obtained results are given in Table 6 and discussed below.

Table 5. Translation teachers' attitudes to translation product and process
as the indicators of the students' translation competence

Survey Questions	Received Answers
The assessment of the TTs produced by the students allows you to evaluate their translation competence objectively a. Strongly agree b. Agree c. Neither agree, nor disagree d. Disagree e. Strongly disagree	 a. 10 teachers (24.4%) b. 22 teachers (53.7%) c. 9 teachers (22.0%) d. 0 e. 0
It is necessary to monitor translation performance process in order to get valid and reliable information on the students' translation competence level a. Strongly agree b. Agree c. Neither agree, nor disagree d. Disagree e. Strongly disagree	 a. 22 teachers (53.7%) b. 13 teachers (31.7%) c. 5 teachers (12.2%) d. 1 teacher (2.4%) e. 0

Table 6. Alternative assessment tools in translation training

Survey Questions	Received Answers
Which alternative assessment tools do you use in teaching translation to your students? (You may choose several options at a time) a. Translation diary (process-oriented, containing self-assessment elements*) b. Think-aloud protocols (TAPs) (process-oriented) c. Checklists (process-oriented, containing self-assessment elements) d. Screen video recording (process-oriented) e. Self-report (containing self-assessment elements) f. Translation portfolio (containing self-assessment elements) g. Translation project (process-oriented, containing self-, peer- and group assessment elements) h. Do not use any alternative assessment tools	 a. 9 teachers (22.0%) b. 4 teachers (9.8%) c. 3 teachers (7.3%) d. 9 teachers (22.0%) e. 9 teachers (22.0%) f. 12 teachers (29.3%) g. 20 teachers (48.8%) h. 8 teachers (19.5%)

*the comments given in parenthesis were not present in the online questionnaire and were added here for the sake of a more explicit interpretation of the received data

As we can see from Table 6, about 20% of the respondents do not apply any alternative assessment tools in teaching translation to their students at all. The most popular assessment tool preferred by nearly 50% of the surveyed translation teachers is the translation project, which can be implemented differently in the teaching process. It can be

both process- and product-oriented, provide conditions for the assessment performance by different agents (self-, peer-, hetero- and group assessment) one at a time or in various combinations. Translation portfolio appeared to be the second most common alternative assessment tool used by almost 30% of the survey participants. The other types of alternative assessment tools were scattered among an insignificant number of respondents, although they were quite open to new opportunities for translation process monitoring, self- and peer-assessment arrangement.

That is why the next aspect we were interested in was the translation teachers' attitude to the peer-assessment role in the teaching process. The obtained data are collected in Table 7.

Table 7. Peer-assessment arrangement in translation training

Survey Questions	Received Answers
Rate the importance of peer-assessment in teaching translation to prospective philologists: a. Extremely important b. Important c. Neither important, nor unimportant d. Unimportant e. Unimportant at all	 a. 20 teachers (48.8%) b. 11 teachers (26.8%) c. 9 teachers (22.0%) d. 1 teacher (2.4%) e. 0
Do you create conditions for peer assessment implementation in teaching translation to your students? a. Yes, I regularly provide them with all the necessary tools b. Yes, I provide them with the necessary tools from time to time c. Yes, I always motivate and urge them to peer-assess their translation performance d. Very seldom e. Never	 a. 8 teachers (19.5%) b. 15 teachers (36.6%) c. 6 teachers (39%) d. 2 teachers (4.9%) e. 0

According to the received data, almost 76% of the respondents considered peer-assessment important for translation training. On the contrary, 22% of them were not sure about its positive impact on the training outcomes. At the same time, just about 20% of the surveyed teachers regularly developed and supplied their students with the tools to arrange peer-assessment of their translation performance; the other 37% did it from time to time. The remaining 39% only motivated and urged their students to practise peer assessment. The development of the students' peer assessment skills should serve as the basis for the efficient introduction of self-assessment practices in the translation classroom. Teachers' opinion concerning self-assessment in translators' training is presented in Table 8.

Table 8. Self-assessment arrangement in translation training

Survey Questions	Received Answers
Rate the importance of self-assessment in teaching translation to prospective philologists: a. Extremely important b. Important c. Neither important, nor unimportant d. Unimportant e. Unimportant at all	 a. 28 teachers (68.3%) b. 6 teachers (14.6%) c. 7 teachers (17.1%) d. 0 e. 0
Do you create conditions for self-assessment implementation in teaching translation to your students? a. Yes, I regularly provide them with all the necessary tools b. Yes, I provide them with the necessary tools from time to time c. Yes, I always motivate and urge them to self-assess their translation performance d. Very seldom e. Never	 a. 2 teachers (4.9%) b. 19 teachers (46.3%) c. 18 teachers (43.9%) d. 2 teachers (4.9%) e. 0

According to the received data, almost 83% of the respondents highly rated the importance of self-assessment in translation training, while only 17% of them were hesitant about its positive impact on the training outcomes. However, only 4.9% of the teachers regularly provided their students with relevant tools and 46.3% more did it sporadically. The remaining 43.9% just motivated and urged their students to self-assess their translation performance, which can hardly be treated as an efficient training strategy.

The next issue we inquired about was the assessment methods used by Ukrainian translation teachers to evaluate their students' works. The obtained information is summarized in Table 9.

Table 9. Translation assessment methods

Survey Questions	Received Answers
Which way of assessment of your students' translation performance do you prefer? a. Mark of submission b. Quantitative (grade) c. Qualitative (some kind of feedback /comment) d. Both quantitative and qualitative	 a. 0 b. 5 teachers (12.2%) c. 6 teachers (14.6%) d. 30 teachers (73.2%)
Rate the importance of teacher feedback for translation teaching: a. Extremely important b. Important c. Neither important, nor unimportant d. Unimportant e. Unimportant at all	 a. 33 teachers (80.5%) b. 7 teachers (17.1%) c. 1 teacher (2.4%) d. 0 e. 0

Survey Questions	Received Answers
Which grading methods do you commonly use to assess your students' translation? a. Holistic grading method based on your general impression of the TT b. Holistic grading method based on pre-determined descriptors c. Analytical grading method based on pre-determined criteria d. Penalty-based grading method e. Grading according to the successful translation solutions	a. 11 teachers (26.8%) b. 6 teachers (14.6%) c. 12 teachers (29.3%) d. 5 teachers (12.2%) e. 7 teachers (17.1%)
Rate the objectivity of the grading method you apply in your translation assessment practice a. Highly objective b. Objective c. Neither objective, nor subjective d. Subjective e. Highly subjective	a. 11 teachers (26.8%) b. 25 teachers (61.0%) c. 5 teachers (12.2%) d. 0 e. 0

According to most of the respondents (about 73%), translation assessment results should be delivered to students in the form of a quantitative grade and some kind of qualitative feedback (verbal, graphical or not) at a time. However, almost 12% of the teachers still believed that a conventional grade would be enough. These data somehow correlate with the respondents' opinion about the importance of teacher feedback on students' translation for the development of their practical translation skills (97.6% of the surveyed find it either extremely or just important).

As for the grading methods employed by the teachers for students' translation evaluation about 30% of the translation teachers preferred analytical grading based on pre-determined criteria to assess their students' translation product, which can be rather functional for the delivery of verbal feedback. Almost 27% of them used a holistic grading method based on their general impression of the TT, which seems to be less objective and less productive in terms of verbal feedback. A positive trend is seen in the fact that nearly 17% of the respondents applied grading according to the successful translation solutions. It is the opposite to the least common penalty-based grading method, which requires error and mistake detection in the students' TT and deduction of the relevant points out of 100% according to the severity or weight of the fixed mistakes. Nevertheless, 12.2% of the translation teachers practised it. Being rather informative from the viewpoint of detailed feedback delivery (Amini, 2018), this grading method was condemned for its demotivational and destructive impact on students' translation performance since it neglects productive translation solutions and does not provide any space for improvement and development. Almost 88% of the respondents insisted on the objectivity of the assessment results obtained with the help of the applied grading methods commented on above. Only 12.2% of the teachers expressed hesitation on the objectivity of their assessment practices.

The next issues we wanted to discover were the main problems Ukrainian translation teachers face in terms of assessment arrangement and the factors that cause them. The received responses were processed and compiled into Table 10.

Table 10. Typical problems of translation assessment arrangement in Ukrainian classroom

Survey Questions	Received Answers
Which problems of the assessment arrangement and realization do you deal with most frequently in your practice? (You may choose several options at a time)	
a. Selection of the text materials for translation	a. 13 teachers (31.7%)
b. Selection of the assessment methods and tools	b. 9 teachers (22.0%)
c. Self-assessment arrangement and realization	c. 20 teachers (48.8%)
d. Peer-assessment arrangement and realization	d. 10 teachers (24.4%)
e. Objective grading of students' translations	e. 16 teachers (39.0%)
f. Responding assessment results	f. 11 teachers (26.8%)
Which factors cause difficulties in your practice of assessment arrangement and realization in Ukrainian translation classroom? (You may choose several options at a time)	
a. Insufficient development of assessment and grading methods	a. 23 teachers (56.1%)
b. Lack of assessment tools diversity	b. 4 teachers (9.8%)
c. Lack of time to develop and prepare different assessment tasks	c. 22 teachers (53.7%)
d. Lack of time to check up and grade students' translations	d. 24 teachers (58.5%)

From Table 10 we can conclude that self-assessment arrangement and realization appear to be the most challenging for Ukrainian translation teachers (about half of the surveyed). These data conform to the fact that about 83% of the respondents are quite aware of its importance for the efficiency of translators' training; however, only half of the translation teachers implement some measures to arrange it. Despite the high estimation of the objectivity of the applied grading methods, about 40% of the respondents find this issue quite problematic. The selection of the text materials for translation tasks quite unexpectedly took the third leading position in this list (almost 32% of the survey participants). To our mind, that is one of the primary problems faced by the teachers who take their first steps in translation teaching. On the other hand, this problem may arise again if it takes into account the great number of different text types and domains with their specific peculiarities to be analysed and represented in line with the particular translation training curriculum. It is interesting that feedback assessment function got the lowest response rate among the surveyed teachers and only 26.8% of them accepted some difficulties connected with the response on the assessment results. Despite insufficient level of peer-assessment arrangement in the translation classroom (see Table 7), only a quarter of the respondents were worried about this translation assessment aspect. One

more discrepancy is observed in terms of the diversity and number of the existing assessment tools (less than 10% of the surveyed felt some lack of them and about 22% of them had problems with their selection) and quite a limited list of them were used by the respondents in their assessment practice (see Tables 3, 4 and 6). As for the factors causing the difficulties commented on above, the lack of time to check up and grade students' translations (here we should remember about the importance of verbal or some other kind of qualitative feedback acknowledged by the respondents) and to develop and prepare different assessment tasks took leading positions together with the insufficient development of relevant assessment and grading methods (58.5%, 53.7% and 56.1% of the surveyed teachers respectively). Finally, the last issue we asked our respondents to comment on was aimed at the estimation of their satisfaction with the translation assessment arrangement and its realization in their teaching practice. Only 5 teachers out of 41 (12.2%) were absolutely happy with this aspect of their professional activity. Almost half of the surveyed cohort (51.2%) were just satisfied. However, almost a third of the respondents (31.7%) was not ready to call it satisfactory. One teacher was not satisfied and one more was completely dissatisfied with the current translation assessment practice.

To our mind, translation teachers' satisfaction with the assessment efficiency should be considered the key consolidated feature reflecting the current assessment state in Ukrainian translation classroom. A high level of satisfaction was displayed by 63.4% of the respondents that is still insufficient. According to McAlester (2000), assessment practice depends on a number of factors, where teaching experience takes the leading position. In such a way, the idea of the dependence of teachers' satisfaction with the current assessment practices on their translation teaching experience appeared and needed statistical verification. To carry out the necessary statistical analysis we applied the free software application Statographics 19.0 (Statographics, Inc.). The first step was to get summary statistics on five groups of teachers singled out according to their translation teaching experience (see Table 1) and their subjective evaluation of the satisfaction with the current translation assessment state ranging from 1 to 5. The received results proved that the examined sample does not come from a normal distribution and requires the involvement of statistical methods for the processing of non-parametric data (see Table 11).

Table 11. Summary statistics on 5 teachers' sample groups
according to their translation teaching experience

Sample Groups (SG) according to the teaching experience	Count	Mean
SG 3 (from 11 to 15 years)	7	2.85714
SG 1 (from 1 to 5 years)	11	3.63636
SG 4 (from 16 to 20 years)	5	3.8
SG 5 (more than 20 years)	7	3.85714
SG 2 (from 6 to 10 years)	11	4.09091

The most sensitive statistic tool appropriate to the aim of our research was Multiple Range Test based on Fisher's least significant difference of 95.0%. This method applies a multiple comparison procedure to determine which means are significantly different from the others. The received results are presented in Table 12.

Table 12. Multiple Range Tests for teachers' satisfaction with the translation assessment by their experience

Contrast	Statistical Significance	Difference	+/- Limits
SG 1 – SG 2		-0.454545	0.644069
SG 1 – SG 3	*	0.779221	0.730306
SG 1 – SG 4		-0.163636	0.814691
SG 1 – SG 5		-0.220779	0.730306
SG 2 – SG 3	*	1.23377	0.730306
SG 2 – SG 4		0.290909	0.814691
SG 2 – SG 5		0.233766	0.730306
SG 3 – SG 4	*	-0.942857	0.884445
SG 3 – SG 5	*	-1.0	0.807384
SG 4 – SG 5		-0.0571429	0.884445

* denotes a statistically significant difference

According to the received data 4 pairs (SG 1 – SG 3; SG 2 – SG 3; SG 3 – SG 4; SG 3 – SG 5) show statistically significant differences at the 95.0% confidence level. It means that the teachers' experience influences their perception and evaluation of the translation assessment state. According to the received data, translation teachers with 11–15 years of teaching experience feel the least optimistic about the assessment efficiency compared to their less and more experienced colleagues who have a significantly better attitude to current assessment practices (see Figure 1).

Figure 1. Means of the satisfaction indices of SG 1 – 5 at 95% LSD Intervals
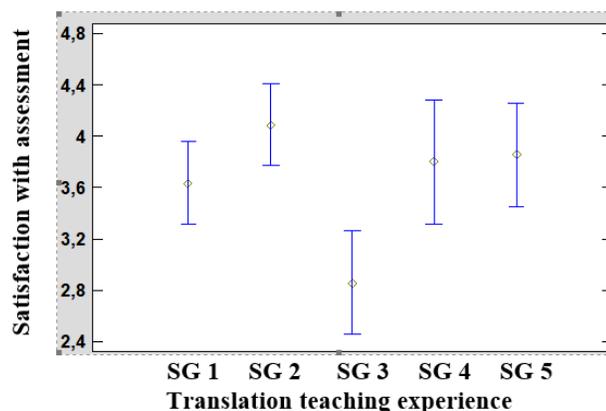
The received results are quite expected and explicable, since with getting more experience translation teachers to develop their ability to notice and analyse the drawbacks of

their assessment practices and still have enough enthusiasm to modify and enhance them. However, this phenomenon still requires further investigation.

4. DISCUSSION

The conducted research was aimed at the studies of the current assessment practices in Ukrainian translation classroom. In this vein, we surveyed 41 translation teachers from 16 Ukrainian universities. The questionnaire dealt with the main aspects of translation assessment arrangement in the context of recent advances in translation pedagogy. A similar survey was carried out in 2006 by Li (2006) in China. It comprised 95 respondents of comparable age and translation teaching experience. However, in contrast to our research, male teachers significantly dominated in that study (80% of the general cohort). The considerable difference was fixed in terms of the surveyed translation teachers' educational level. We did not have any BA holders involved in our research, in contrast to 44% of Chinese translation teachers almost 15 years ago. In this case, we may assume that modern Ukrainian translation teachers have a higher educational level than their Chinese colleagues. Dealing with the place of translation practice courses in the university training program, we may claim that in most Ukrainian universities (almost 44% of those who participated in our study) translation course begins much earlier, in the second year of studies, compared to Chinese ones, where only 10% of higher educational establishments start teaching translation at that time, according to Li (2006). Looking at the assessment role and value in translation training, we should stress that Ukrainian translation teachers are more aware of its extreme importance (78% of the respondents vs. 38%) than the Chinese ones were 15 years ago. The same trend is fixed in contemporary Croatian studies, where the skills to arrange and conduct an assessment, as well as to provide timely feedback on students' performance, take one of the key positions in the structure of the professional competence of a translation teacher (Pavlović & Antunović, 2019). However, only 12% of the respondents in this survey accept some need for the improvement of this aspect of their professional activity (Pavlović & Antunović, 2019), which indicates a high level of satisfaction with the applied assessment practices. Quite the contrary, Australian teachers opted for the improvement of their assessment skills as the primary aspect of professional development according to the survey conducted by Orlando (2019).

The concurrent domination of evaluative and formative functions of translation assessment revealed by our study conforms to the results received by Garant (2009) almost 11 years ago for Finnish universities. On the other hand, our data completely contradict the data obtained by Li (2006), since evaluative assessment function significantly dominated in the survey of Chinese translation teachers, only 3% of them considereding a formative function of translation assessment important. To our mind, these discrepancies can be explained by both national and chronological factors paralleling the gradual development of translation pedagogy. This fact is proved by the differences in the assessment frequency. Most Ukrainian teachers check and grade their students' translations on a weekly basis or at least each other week, while their Chinese colleagues (56%) did it from 1 to 3 times a term.

Only 15% of the translation teachers surveyed by Li checked up their students' translations as often as 7 times a term. According to Heidari Tabrizi (2021), evaluative and summative functions of the assessment are still dominant in the beliefs and practices of Iranian translation teachers, while in Saudi Arabian universities there is a trend to treat assessment as both an evaluative and formative tool (Al-Jarf, 2021). As we have mentioned before, this trend was fixed earlier by Garant (2009) and observed in our research as well.

It should be noted here, that in a similar survey conducted by Li (2006) assessment methods and tools were not differentiated according to the type of assessment they were used for. Therefore, in general, Chinese teachers preferred to assess students' translation theoretical knowledge with the help of open gap-filling tests (32% of Chinese teachers versus 37% of Ukrainian ones), multiple-choice tests based on answering the questions (21% vs. 80%), answering the questions in written form (20% vs. 63%). As reported by Heidari Tabrizi (2021), only one Iranian university out of four involved in his study, included tasks directed to the assessment of theoretical translation knowledge acquisition into their summative tests. In addition, some Saudi Arabian universities developed and used tasks aimed to measure the acquisition of terminological lexical units by their students in the summative tests according to Al-Jarf (2021).

In order to assess their students' practical translation skills, Chinese colleagues actively developed and used multiple choice questions based on selecting the adequate and equivalent translation for the given sentence/passage (30% vs. 35% of the respondents who participated in our survey), tasks to translate separate sentences (59% vs. 52%), tasks to translate separate sentences using the pre-determined translation technique or transformation (36% vs. 45%), tasks to translate the whole text or text fragment (94% vs. 57%). Such differences can be explained by the gradual widening of the range of available assessment tools due to the development of translation pedagogy. Chinese teachers also actively suggested and implemented their own types of translation assessment tools: tasks to translate a separate sentence in different versions (13% of Chinese teachers, while our colleagues did not mention them at all), tasks to translate the given ST in several different ways according to the translation brief (12% vs. 21%), task to translate the lacking text fragment in the given TT (35% vs. 26%), tasks to translate idioms and other set expressions (15% vs. 0%, since our colleagues did not single out this task type at all); tasks to define the list of the translation techniques and transformations applied in the given target sentences (12% vs. 0%, this task type was not represented in our survey again). At this point, we may conclude that albeit slowly Ukrainian translation teachers still start developing and employing more complicated translation tasks, which combine process and product assessment, and involve self- and peer-assessment aspects. As reported by both Heidari Tabrizi (2021) and Al-Jarf (2021), all the translation tasks presented in their university summative tests were poorly formulated in terms of the requirements and assessment criteria from the viewpoint of both teachers and students. Multiple choice tests based on choosing equivalent and adequate translation for a particular passage were quite rare at Iranian universities (see Heidari Tabrizi,

2021) and practically obsolete in the assessment practices of Saudi Arabian ones (see Al-Jarf, 2021), being still rather popular with our Ukrainian respondents (almost 34%).

According to Şahin & Dungan (2014), Turkish translation training programs do not involve any training in machine translation editing at all. As a result, their translation tests do not contain any tasks connected with detecting and correcting mistakes and errors, evaluation and analysis of the received TTs. In the survey carried out by Li (2006) this assessment object was actively measured with the help of the following assessment tasks: 1) to criticize the given TT from the viewpoint of its strengths and weaknesses (43% of respondents vs. 21% of the surveyed teachers in Ukraine); 2) to detect and correct errors and mistakes in the given TT (42% vs. 61% respectively); 3) to compare different versions of translation of the same ST (38% vs. 51%); 4) to select and ground the most appropriate version of translation (30% vs. 40%). Based on these figures we may assume that Ukrainian teachers care more about the assessment of their students' translation editing skills. However, Ukrainian and Chinese translation teachers opt for quite different task types for this aim.

As specified by our survey almost 98% of the translation teachers consider feedback to be an important device to boost students' translation competence development. These indices are even higher than 80% support of constructive and timely feedback delivery in translation training stated by Huang & Napier (2015) fixed by a survey of 21 translation teachers at Australian universities. Talking about the preferred grading method in the modern translation classroom, we may assume that the gradual refusal of penalty-based grading revealed by Garant (2009) is taking place at Ukrainian universities as well. However, some differences should be outlined for this issue. Thus Ukrainian translation teachers more extensively use analytical grading methods based on a particular set of criteria rather than holistic ones. Holistic grading methods also dominate in teaching translation according to the survey carried out earlier by Waddington (2001). Yet the penalty-based grading method takes the second leading position in this list (Waddington, 2001). On the other hand, in Turkish translation classrooms, the penalty-based grading method is still highly credible, as claimed by Şahin & Dungan (2014). Almost 87% of Ukrainian translation teachers believe in the objectivity of the received assessment results that correlates with the attitude to the grading objectivity of 10 Iranian translation teachers questioned by Sharififar, Beh-Afarin, & Younesi (2018).

As for the most challenging issues of assessment, Ukrainian teachers expressed the most concern about self-assessment, objectivity in grading methods, and selection of text materials. On the one hand, their Australian colleagues were also focused on different grading methods and their use as well as self-assessment arrangement and implementation into the training process. However, they also cared about peer-assessment procedures and introducing them at different stages of the training process, the ways to formulate the specific translation task effectively, feedback, and response on translation assessment results (Orlando, 2019). It is also noteworthy here that Ukrainian translation teachers were the least concerned about the ways to respond to their students' assessment results.

Finally, almost 63% of our respondents consider translation assessment procedures applied at Ukrainian universities either excellent or good. In the survey conducted by Li (2006)

77% of the respondents were absolutely dissatisfied with the state of translation assessment practices at Chinese universities (Li, 2006) 15 years ago.

Based on the results of the descriptive statistics we have compiled the aggregated profile of the modern Ukrainian translation teacher in terms of assessment practices. In Ukraine, a typical translation teacher is a female aged from 30 to 50. She is likely a PhD holder with a comparatively short experience in translation teaching (from 1 to 10 years). This fact can be explained by the emergence of new translation training programs at Ukrainian universities and the growing need for translator trainers. In this context, we may assume that many of the surveyed teachers were requalified from foreign language teachers to respond to the need. This specialist is mainly aware of the assessment importance for the efficiency of translation teaching. Evaluative assessment is still highly appreciated by them. However, its formative power is highly rated at the declarative level, gradually being implemented at the practical one. They tend to check up their students' translations quite frequently (up to 10 times per term). In most cases, they stick to the same two or three task types to assess the required translation competence components of their students within both borderline and summative assessment. These task types are predominantly traditional and predictable such as answering theoretical questions in written form, translating separate sentences or whole texts/fragments, and detecting errors and mistakes in the given TTs. Typical Ukrainian translation teachers acknowledge the importance of the translation process assessment theoretically but do not always apply relevant assessment tools in practice. Their range of alternative assessment tools is limited to translation projects, translation portfolios and translator's diaries. They theoretically appreciate the importance of both peer- and self-assessment procedures but do not provide their students with the opportunity to apply them in their translation classroom on a regular basis. They typically tend to use both quantitative and qualitative assessment methods in their practice, prioritizing the last one. Mostly, they employ either an analytical grading method based on the list of predetermined criteria or a holistic one built on their general impression of the submitted translation. Typical Ukrainian translation teachers consider their grading practices objective enough. However, they still believe it to be one of the key problems of their professional activities, together with the arrangement of self-assessment and selection of text materials for translation tasks. They complain about the lack of time for the grading of their students' translations and development of necessary translation tasks as well as about insufficient advance in translation assessment methods and techniques. Mostly, they are happy with their translation assessment practices (63.4% of the respondents). The translation teachers with 11–15 years of experience manifest the lowest level of satisfaction with their current assessment practices that is statistically significant compared to the other groups of teachers.

The obtained data outline a variety of prospective directions in which to further investigate translation assessment practices. Only some of them include: 1) the development, selection, and logical alignment of varied innovative assessment methods and tools for the measurement of different assessment objects at the relevant translation teaching stages from

the viewpoint of both translation product and process; 2) the search for ways to improve and extend current peer- and self-assessment practices in the domestic translation classroom; 3) the design of algorithms to choose and apply relevant grading methods at the particular translation teaching stage for a particular category of students to ensure sufficient objectivity and formative effect; 4) the inspection of the ways to increase translation assessment practicality and productivity for both teachers and students.

Limitations

Our survey was directed to the study of current assessment practices applied in Ukrainian translation classrooms. Definitely, it had certain limitations, which may influence the generalizability of the received data. The first limitation is that the given survey involved a rather small sample of only 41 translation teachers working in English to Ukrainian language pair and representing 16 Ukrainian universities. The second one is caused by the lack of previous data on the assessment practices dominating the Ukrainian context. This means that the research findings may be universalized with some caution. Similar surveys can be conducted over some period among larger respondents' cohorts from other Ukrainian universities offering BA programs in Philology.

5. CONCLUSIONS

The survey revealed the main assessment trends in Ukrainian translation classroom. Even though the majority of the surveyed translation teachers acknowledge the importance of the assessment in the translators' training in general and the synergy of its formative and evaluative effects in particular, they still lack some experience in using appropriate ingenious assessment methods and tools, feel puzzled and confused as for the arrangement of relevant peer- and self-assessment procedures in their classrooms, and seek for ways to improve their personal assessment practices in terms of practicality, objectivity, and positive washback effect. We have also fixed some limited and cautious use of alternative assessment tools by Ukrainian teachers and current insufficient variation in the correlation of assessment types, objects, and tools within the training process. The correlation between translation teachers' experience and their satisfaction with the current assessment state at Ukrainian universities was also fixed and statistically substantiated. Thus, the received results should trigger further investigations in the outlined directions in order to develop an integral system of translation competence assessment to be efficiently implemented in Ukrainian translation classroom.

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Conflict of interest

The authors declare no conflicts of interest