

Assessing translation and interpreting: A research framework, systematic review and empirical findings

Centre for Language and Literacy Education (CLLE), Faculty of Education

Date: 4 November 2025 (Tuesday)

Time: 12:00-13:30

Venue: Tin Ka Ping Lecture Hall, Faculty of Education (E33-G021)

Language: English

Registration: <https://go.um.edu.mo/04dfk9cy> or



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Speaker:

Prof. Chao HAN is an Associate Professor (Dean's Chair) and Assistant Dean (Research) at the Faculty of Arts and Social Sciences, National University of Singapore. His research focuses on the assessment, evaluation, and reception of translation and interpreting, as well as meta-research and research methodology. His recent work has been published in leading peer-reviewed journals including *Language Testing*, *Language Assessment Quarterly*, *Assessment & Evaluation in Higher Education*, *Computer Assisted Language Learning*, *Interpreting*, and *Target*.

Abstract:

Quality assessment (QA) lies at the heart of translation and interpreting (T&I), which have become increasingly multilingual, multimodal, and multiagent in today's digitalized world. This presentation introduces a unifying framework for conceptualizing QA in T&I, consisting of a) a QA matrix that maps assessment objects to evaluation paradigms (human, machine, hybrid), and b) a socio-cognitive/computational-psychometric model integrating key facets such as objects, agency, instrumentation, process, product, reception, and context. Based on the framework, a systematic review of 306 QA-related studies (2015-2024) reveals three major trends: a) dominance of English-centric language pairs, b) concentration on three evaluation scenarios: machine evaluation of machine T&I, human evaluation of machine T&I, and human evaluation of human T&I, and c) emphasis on assessment objects, agents, and instruments, with limited attention to process, reception, and context. In line with the framework, the presentation reports empirical studies conducted by our research team, examining human versus automatic scoring, rater cognition, scoring reliability, and test preparation. Finally, it outlines current practices and future directions in T&I assessment.