From the Editors

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Articles contained within the third issue of the *Journal of Translator Education and Translation Studies* concentrate on a number of problems relating to translator education. The issues discussed include: the implementation of selected strategies for teaching a set of linguistic tools to prospective subtitlers, the use of authentic translator-client correspondence in teaching technical translation, the teaching of machine translation (MT) through experience-based, inductive learning which enables students to perform criteria-based evaluation of the quality of MT services, and finally, the impact of text legibility on the quality assessment of pen-and-paper translations. Here is a closer look at what the afore-mentioned papers deal with.

Andy Stauder examines the potentiality of harnessing linguistic training in translation courses and translation programmes at university level with a view to facilitating the teaching of interlingual subtitling. The paper discusses selected strategies for teaching effective linguistic tools to prospective subtitlers in order to raise their awareness of how knowledge in linguistics can facilitate translation. A bi-directional score metric was used as a means of providing a more thorough evaluation of the teaching approach discussed, as opposed to a uni-directional grading system.

Katarzyna Stachowiak tackles the problem of practice-oriented and learner-driven translator education, where real-life tasks, authentic assignments and team projects empower students to take responsibility for their own learning in order to develop procedural knowledge, while the teacher provides the necessary guidance. The paper is an account of a study on the use of real-life translator-client contacts in teaching technical translation. By getting involved in correspondence with the client, students were given an opportunity to learn about the translation process in a hands-on manner, not through the vicarious experience which they are offered in conventional instruction-based contexts.

Joanna Sycz-Opoń and **Ksenia Gałuskina** in their article explore the possibility of using an MT Evaluation Protocol for the purpose of teaching machine translation. They demonstrate a teaching scenario where the theoretical discussion of machine translation was followed by structured testing of machine translation, which enabled the students in question to independently assess the utility of MT by examining the quality of MT output. On the basis of the data collected and the results obtained the authors provide recommendations for future educational projects involving this kind of student-centred, inductive learning.

Finally, **Piotr Szymczak** observes in his paper that, although research literature on translation quality assessment focuses on the use of substantive criteria for reliable and intersubjective appraisals of translation quality, the assessment of handwritten translations may be affected by the psychological effects of sample legibility. What follows is that the kind of translation assignments which is routinely used in formal testing, certification procedure and in academic translator training – to name but a few – may be biased e.g. by the appearance of the text on the page, which does not bear relevance to translation quality. This article is an attempt to establish whether varying levels of legibility lead to biased translation quality assessments by relating the results of a translation competition produced by a panel of professional translators to perceived penmanship quality and actual translation quality. The findings have significance for the design of appraisal procedures in low- and high-stakes translation quality assessment, including contexts such as translation competitions, translator education programmes and certification examinations.

We hope that you will find the papers featured within the third issue of the *Journal of Translator Education and Translation Studies* both informative and inspiring.

Academic Editor   Editor-in Chief

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