From the Editors

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Articles featured in the latest volume of the *Journal of Translation Studies and Translator Education* deal with a range of issues in translation and translation pedagogy, including quality assurance in the post-editing of machine-translated technical texts, culture-bound expectations towards the quality of conference interpreting and the manner in which students handle True/False questions while taking a final written examination in translation oriented research methodology at university level.

Özlem Temizöz reports the results of a study which aimed to compare the speed and end-product quality of the post-editing of a machine-translated technical text, performed by professional translators and domain experts in two different modes. In the first mode, the post-editing of the machine translation output was initially carried out by domain experts and the output was subsequently revised by professional translators. Within the second mode, both operations were performed in reversed order, i.e. the MT output was first the post-edited by professional translators and the output was subsequently revised by domain experts.

As the findings indicate, the quality of the end-product is not only the result of the reviser's abilities and domain expertise but it is also affected by the quality of the post-editing performed prior to revision. They also revealed that in the case of technical text translation the modes of work applied do not seem to affect the speed of post-MT work. In addition, the paper demonstrates how the penalizing of recurrent errors affects the impact of expert-revision on the quality of the end product.

Mansour Amini, Mavoud Amini, Seyed Saber Alavi and Mohammad Reza Esfandiari report the findings of a questionnaire-based survey on nearly 260 respondents who expressed their expectations towards the quality of conference interpreting. The results were obtained by means of quantitative and qualitative data analysis modes; however, the additional value of the study lies in the fact that the research data was collected from both Malaysian and non-Malaysian respondents, which permitted the researchers to investigate the problem in question from the cultural perspective. As the authors report, the non-Malaysian respondents displayed slightly higher expectations than their Malaysian colleagues. The Malaysian respondents reported "too slow" or "too fast" speech as well as "long speech" more irritating than the non-Malaysian respondents, while both groups reacted negatively to "incompleteness" and "inappropriate style". More details of the findings are provided within the paper.

On a pedagogical note, **Zakia A. Deeb** investigates the manner in which MA students handle True/False questions in a translation oriented research methodology final examination in a university level course with regard to managing tricky segments, cue checking cues, the retention of information and mark scoring. The study constitutes a challenge to the commonly held belief that True/False questions, compared to other types of questions, are relatively easy to handle and help students secure examination marks. The data obtained in the study was largely subject to quantitative data, with a minor element of qualitative analysis, which was supposed to demonstrate that the type of questions at hand does not necessarily guarantee high examination/test scores. The findings may inform test or examination design with regard to selection of question types and the impact it might have on the scores and grades achieved by the examinees/testees.

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