**Supplementary materials**

**Appendix A: Background questionnaire**

Name: \_\_\_\_\_\_\_ Matric No.: \_\_\_\_\_ Gender: \_\_\_\_\_\_\_ Age: \_\_\_\_\_\_

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| 1. Duration of formal English education received: \_\_\_\_\_\_ years  2. College Entrance Exam (English score): \_\_\_\_\_\_ points  3. Duration of translation course study: \_\_\_\_\_\_ semester(s)  4. Final exam score of translation course in the last semester: \_\_\_\_\_\_ points  5. College English Test (CET) Band 4 score \_\_\_\_\_\_.  6. College English Test (CET) Band 6 score \_\_\_\_\_\_.  7. Test for English Majors (TEM) Band 4 score \_\_\_\_\_.  8. Test for English Majors (TEM) Band 8 score \_\_\_\_\_. |

**Appendix B: Self-assessment rubric for translation**

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| Score | Translation Features |
| 0 | -No understanding of the original text content at all.  -Plagiarism or direct copying of online translations or others’ translations  -Failure to complete the translation task, with 2/3 of the original text not translated. |
| 1 | -Very limited understanding of the original text.  -Major content errors.  -Low completion, missing important original text content.  -Very limited vocabulary, many spelling and punctuation errors, and inappropriate diction in many places.  -Many basic grammatical structure errors.  -Inability to properly use proper nouns or terminology.  -Sentence structures are rigidly copied from the original text. |
| 2 | -Able to understand the original text overall.  -Some content errors.  -Missing part of the original text content.  -Limited vocabulary, occasional basic vocabulary usage mistakes.  -Some basic grammatical errors, but mainly complex grammatical structure errors.  -Some proper nouns or terminology can be translated.  -Traces of literal translation, poor transfer between Chinese and English. |
| 3 | -Adequate understanding of the original text.  -Minor content is missing, but there may be distortion of the original text.  -The vocabulary is sufficient to complete the translation task.  -No basic grammatical errors, there may be problems in the use of complex sentences.  -A few improper translations of proper nouns or terminology.  -Basically, no traces of literal translation.  -Overall good translation expression effect. |
| 4 | -Understand the key and detailed information of the original text.  -No distortion of the original text.  -Although occasionally there is improper word choice, the vocabulary is rich and appropriate.  -Basically, no grammatical errors, and there may be one or two mistakes in complex grammatical structures.  -Translate proper nouns or terminology well.  -Demonstrate the awareness of discourse cohesion. |
| 5 | -Fully understand the key and detailed information of the original text.  -Clearly sort out the logical relationship of the original text.  -Effectively use a variety of advanced vocabulary to express the original text information.  -Grammatically accurate, almost no mistakes, rich and diverse sentence expressions.  -Can translate proper nouns or terminology very well.  -Accurately use a variety of cohesive devices, and the fluency is high. |

**Appendix C: Translation self-assessment questionnaire**

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| **Part I: Self-Rating of the Translation Product**  Please score your translation script based on the self-assessment rubric for translation (Appendix B) and the reference translation: \_\_\_\_\_.  **Part II: Self-Reflection of the Translation Process**  (1) Sentence Completion Questions: Clearly state the strengths in your translation.  Note: Please complete the sentences by referring to this translation task, your own translation, the reference translation, and the scoring criteria. You can cite specific words or sentences from the original text, translation, or reference translation. Please see the examples (if the example fits your actual situation, it can also be filled in as an answer) and complete the following 5 sentences.  Examples:  -I think my strength lies in few grammatical errors and mistakes, which is due to post-translation checking and correction, and the reason prompting me to do so is that post-translation checks help improve the quality of the translation.  -I think my strength lies in appropriate vocabulary selection, which is due to I considered the context when choosing words, and the reason prompting me to do so is that I know whether it fits the context is one of the standards for measuring whether the word selection is appropriate.  1. I think my strength lies in \_\_\_\_\_\_\_\_\_\_, which is due to \_\_\_\_\_\_\_\_\_\_, and the reason prompting me to do so is \_\_\_\_\_\_\_\_\_\_.  2. I think my strength lies in \_\_\_\_\_\_\_\_\_\_, which is due to \_\_\_\_\_\_\_\_\_\_, and the reason prompting me to do so is \_\_\_\_\_\_\_\_\_\_.  3. I think my strength lies in \_\_\_\_\_\_\_\_\_\_, which is due to \_\_\_\_\_\_\_\_\_\_, and the reason prompting me to do so is \_\_\_\_\_\_\_\_\_\_.  4. I think my strength lies in \_\_\_\_\_\_\_\_\_\_, which is due to \_\_\_\_\_\_\_\_\_\_, and the reason prompting me to do so is \_\_\_\_\_\_\_\_\_\_.  5. I think my strength lies in \_\_\_\_\_\_\_\_\_\_, which is due to \_\_\_\_\_\_\_\_\_\_, and the reason prompting me to do so is \_\_\_\_\_\_\_\_\_\_.  (2) Open-Ended Short Answer Questions: Please use the original text, your own translation, the reference translation, and the rubric to carefully recall the translation self-assessment process and answer questions.  1. In the process of completing this translation task, what difficulties did you encounter that you could not resolve? What aspect do you think you should pay more attention to in subsequent translation learning? (Please write at least 3 points).  2. When evaluating your own translation, what is the part that you need to weigh repeatedly before making a decision (or what is the reason that you can’t grade your own translation)? (Please write at least 3 points). |

**Appendix D: C-E translation tasks**

Task 1

由于西藏自然条件恶劣，在全国属于不发达地区。但是，50年的发展已经极大地改变了其昔日贫穷落后的面貌，西藏人民生活质量大大提高。社会经济的发展极大地丰富了人民的物质文化生活。

2000年，西藏全区各族人民已基本摆脱贫困，实现温饱。随着人民生活逐步富裕，冰箱、彩电、洗衣机、摩托车、手表等消费品进入了越来越多寻常百姓家。不少富裕起来的农牧民盖起了新房，有的还购买了汽车。

电视、互联网等现代信息传递手段已深入到人民群众的日常生活。绝大多数地区的百姓能够通过收看电视，了解全国和全世界各地的新闻。由于缺医少药状况得到根本改变，人民群众的健康水平大幅度提高。西藏人均预期寿命由二十世纪五十年代的35.5岁增加到现在的67岁。

Task 2

近年来，中国政府倡导国内旅游，推行“假日经济”政策，给公民每年3次为期一周的长假，让他们将更多储蓄用于旅游、购物和外出就餐。2004年，五一节的总旅游消费达390亿元人民币。目前旅游业收入占国内生产总值的2.3％。预计到2013年，旅游收入将每年增长10％，并创造4000万个就业机会。

旅游的间接效益更大，估计创造了1840亿美元的经济活动，以及5400万个就业岗位。这些经济活动包括政府花在会议上的旅游开支，以及重要的旅游项目投资。

中国在公路、火车站和机场方面投资巨大。新航线和公交公司不断涌现，竞争降低了旅游成本。一些航线开展网上售票服务，方便人们购票。更多私车和汽车租赁中介的出现让数百万人不仅能跟团旅游，还能自己开车出游。

**Appendix E: Reference translations**

Reference translation to Task 1

Tibet is still an underdeveloped area in China because of its harsh natural conditions. However, the development of Tibet in the past 50 years has greatly changed its former poor and backward look, and the Tibetan people’s living standards have greatly improved. Social and economic development has enriched the people’s material and cultural life remarkably.

In 2000, people of various ethnic groups in Tibet basically shook off poverty, and had enough to eat and wear. Along with the improvement in the people’s livelihood, consumer goods such as refrigerators, color TV sets, washing machines, motorcycles and wristwatches have entered more and more ordinary homes. Many well-off farmers and herdsmen have built new houses. Some have even bought automobiles.

Television, the Internet and other modem information transmission means are now part of daily life in Tibet. News about various parts of the country and the world now reach most people in Tibet by TV. The Tibetan people’s health has also improved substantially, because the situation featuring a lack of both doctors and medicine has changed fundamentally. The average life expectancy of the Tibetan people has increased from 35.5 years in the 1950s to 67 years presently.

Reference translation to Task 2

In recent years, the Chinese government has encouraged domestic travel and implemented a policy of “holiday economics”, giving its citizens three annual week-long vacations and the opportunity to spend more savings on travel, shopping and eating out. In 2004, total tourist spending during the May Day holidays was 39 billion yuan. Tourism now contributes 2.3 percent of the nation’s gross domestic product (GDP), and revenues are expected to grow by 10 percent annually through to 2013, creating 40 million jobs.

The indirect effects of tourism are even greater, accounting for an estimated US$184 billion of economic activity and contributing to some 54 million jobs. That activity includes significant investment in tourism projects, as well as government travel expenditures on meetings.

China has spent heavily on building roads, railway stations and airports. New airlines and bus companies have emerged, and competition has cut the cost of travel. Some airlines have begun online ticketing services, making it even easier to take a holiday. More private cars and the emergence of car rental agencies have allowed millions of people to travel on their own, as well as in tour groups.

**Appendix F: Interview guide volunteers in the trial run of instruments**

C-E translation tasks

1. How difficult is this translation task for you?

2. Is this translation task appropriate for your current translation proficiency?

3. Is this translation task relevant to your short-term or long-term translation goals? Could you please explain?

4. How long did it take to complete this translation task?

5. Do you think you have benefited from completing the translation task? Why or why not?

6. Any additional comments?

Translation self-assessment questionnaire

1. Do you think this questionnaire helps assist you in performing self-reflection? Why or why not?

2. How long did it take to complete this questionnaire?

3. Do you have any suggestions on improving the overall design of the questionnaire to make it more user-friendly?

**Appendix G: Codebook for students’ self-reflection (RQ 2)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No.** | **Nature of Code Development** | **Codes** | **Subcodes** | **Definitions** | **Memo** |
| A-1 | Theoretical | Description | Describe Problem Encountered | The student gives a general description about a problem or problems s/he has experienced in translation. |  |
| A-2 | Theoretical | Description | Describe Particular Practice | The student describes what s/he did in the particular exercise. |  |
| A-3 | Data-driven | Description | Describe General Practice | The student describes what s/he always does in daily learning practices. |  |
| A-4 | Data-driven | Description | Describing a learning strategy that they utilized | The student clearly describes a certain translation strategy (e.g. literal translation) used to achieve better translation. |  |
| A-5 | Data-driven | Description | Describing a learning strategy tried | The student attempts to do something about the problem experienced during the practice but does not use it afterwards. |  |
| A-6 | Data-driven | Description | Describing the learning experience | The student is describing his or her past or recent learning experience. |  |
| B-1 | Theoretical | Feelings | Positive feelings | The student expresses that s/he likes learning English or translation or view learning them as a hobby, or feeling like making a progress. |  |
| B-2 | Theoretical | Feelings | Negative feelings | The student expresses that s/he should have done better in the task or under pressure. |  |
| C-1 | Theoretical | Evaluation | What is good about his or her performance. | The student names a specific instance or an example of how s/he performed well through evaluation. |  |
| C-2 | Theoretical | Evaluation | What is bad about his or her performance. | The student is describing a specific instance or an example of how s/he performed badly. |  |
| C-3 | Data-driven | Evaluation | What standard or criteria will s/he use to evaluate or what aspect is important when translation is concerned. | The student is expressing a certain assessment criterion for translation (e. g. Knowing the differences between Chinese and English is important for translation) or translation belief. |  |
| C-4 | Data-driven | Evaluation | Evaluating the quality of exemplar | The student is expressing his or her opinions on the quality of exemplar. |  |
| D-1 | Theoretical | Analysis | Analyzing the reasons behind practices | The student explains why s/he choose to do so in a general way. | To cope with difficulties (usually associated with limited ability) or for some general reasons. |
| D-2 | Data-driven | Analysis | Analyzing the purposes behind practices | The student explains what s/he wants to achieve by doing so. | To produce better translation. |
| D-3 | Data-driven | Analysis | Analyzing the reasons behind weaknesses | The student explains why s/he perform badly in a certain aspect. |  |
| D-4 | Data-driven | Analysis | Analyzing the reasons behind poor self-assessment. | The student analyzes the reasons from his or her point of view why s/he is unable to self-assess well. |  |
| D-5 | Theoretical | Conclusion | Drawing conclusions right after the analysis | The student makes judgements on his or her performance. |  |
| E-1 | Theoretical | Action plan | Summarizing suggestions for future translation learning | The student mentions what should s/he do to improve his or her translation competence. |  |
| E-2 | Theoretical | Action plan | Summarizing general suggestions for future life | The student realizes what should s/he do to gain success in both academic and personal life. |  |
| F-1 | Scaffolding | Exemplar | Vocabulary, sentence structure, comprehension, grammar | The student reflects on his or her performance with the help of the provided exemplar. | Words or sentences in the original text or in the exemplar or his or her script. |
| F-2 | Scaffolding | Self-assessment questionnaire | Less grammar errors, Proper diction, Poor handling of proper nouns, cannot decide when there are discrepancies between one’s script and the exemplar |  |  |
| F-3 | Scaffolding | Assessment criteria | Good comprehension of the source text, Bear cohesion in mind. |  |  |

**Appendix H: Trial results of research instruments**

Table 1. Trial results of two translation tasks

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Volunteers | Translation tasks | Feedback |
| 1 | Third-year undergraduate | Task 2 | *30 minutes are sufficient to complete the task. It is neither difficult nor easy for me, and I can learn something.* |
| 2 | Four-year undergraduate | Task 1 | *I finished the task in 20 minutes. Although the translation task was easy, I still learned a lot.* |
| 3 | Second-year undergraduate | Task 2 | *I find no difficulty finishing the task in 30 minutes, and the task is a little easier than some tasks I encountered. But I still make many mistakes when doing it, so I think the task is proper for me overall.* |
| 4 | First-year undergraduate | Task 1 | *I find the topic of the task familiar and intriguing, and I can complete it in less than twenty minutes.* |

Table 2. Trial results of the Translation Self-Assessment Questionnaire

|  |  |  |
| --- | --- | --- |
| No. | Volunteers | Feedback |
| 1 | Third-year undergraduate | *The overall design helps deepening my reflection; providing reflection examples for each open question will be better.* |
| 2 | Four-year undergraduate | *The questionnaire improves my self-assessment awareness. I prefer a completion-based reflection to open questions.* |
| 3 | Second-year undergraduate | *The reflection examples provided are abstract in expression, which exceeds my cognitive level, thus impeding students from writing their ideas freely.* |
| 4 | First-year undergraduate | *The hints in the questionnaire should be changed from statements to questions for clarity. In contrast to the ease of reflecting on my weaknesses, expressing my strengths is more complicated. With the combined use of reference translation and a self-assessment rubric, I am confident in my self-rating.* |
| 5 | First-year undergraduate | *“Revising future learning goals” should be put after “weaknesses”. Although the examples are helpful, filling out a blank table is still not easy, so I wonder if more hints could be given to make the blank table a cloze-like one.* |