Research on the Impact of MTI Teachers' Assessment Literacy on Teaching Effectiveness

Fang Fang, Xintong Guo

School of Culture and Education, Shaanxi University of Science & Technology, Xi'an 710021, Shaanxi, China

Abstract: This study aims to explore the influence mechanism and enhancement pathways of Master of Translation and Interpreting (MTI) teachers' assessment literacy on teaching effectiveness. Through theoretical analysis and practical investigation, it is found that assessment literacy, as a crucial component of MTI teachers' professional competence, directly impacts teaching quality, student learning outcomes, and the achievement of talent cultivation objectives. The research indicates that a high level of assessment literacy facilitates the precise alignment of teaching objectives, strengthens the function of feedback and adjustment, implements the student-centered educational philosophy, and promotes the deep integration of digital and intelligent technologies. However, current challenges include weak awareness of assessment literacy among MTI teachers, a lack of specialized training, and a disconnect between theory and practice. To address these issues, this paper proposes systematic enhancement strategies from three levels: individual teachers, institutional systems, and policy support, thereby providing references for improving MTI teaching effectiveness and cultivating high-quality translation professionals.

Keywords: MTI teachers; assessment literacy; translation teaching

1. Introduction

As a key pathway for cultivating high-level, application-oriented, and specialized translation talents, the Master of Translation and Interpreting (MTI) program in China has experienced rapid development since its establishment in 2007. By 2025, the number of universities offering MTI programs nationwide has reached 374, and the Doctor of Translation and Interpreting (DTI) program has also been officially launched. [1] However, behind this expansion lies the challenge of uneven talent cultivation quality, wherein the development of the teaching faculty has become a critical constraint on the advancement of MTI education. Against the backdrop of the digital and intelligent era, characterized by rapid advances in artificial intelligence, the half-life of knowledge has drastically shortened—from a century initially to approximately three years currently, with some estimates suggesting the total body of human knowledge could double every 18 months. This transformation imposes new demands on MTI education, prompting a shift in the teacher's role from a traditional knowledge transmitter to a learning facilitator, evaluator, and curriculum designer.[2]

Teacher assessment literacy refers to the knowledge, skills, and abilities essential for teachers in designing, implementing, interpreting, and utilizing assessment results. For MTI education, teachers' assessment literacy is not only crucial for the accurate evaluation of student academic performance but also serves as a vital link connecting teaching, research, practice, and innovation throughout the educational process. Nevertheless, existing research predominantly focuses on MTI teachers' practical translation competence or theoretical knowledge, paying insufficient attention to their assessment literacy.

Within this context, grounded in the trend of digital transformation in education during the digital and intelligent era and drawing upon teacher professional development theory and educational assessment theory, this study investigates the influence mechanism of MTI teachers' assessment literacy on teaching effectiveness, analyzes existing problems, and proposes systematic pathways for enhancement. The aim is to provide theoretical reference and practical guidance for promoting the quality of MTI education.

2. Theoretical Framework

2.1 Concept and Dimensions of Assessment Literacy

The concept of assessment literacy was first proposed by the American educational assessment expert Stiggins in 1991, referring to the fundamental ability of teachers to master and utilize assessment tools.[3] With the development of educational theory, this concept has been continuously enriched and expanded. Within the context of Master of Translation and Interpreting education, teacher assessment literacy constitutes a multi-dimensional set of comprehensive competencies,

Mainly includes the following aspects:

Assessment Design Ability: This refers to the teacher's ability to design scientifically sound and reasonable assessment plans based on MTI program objectives and course characteristics. It includes selecting appropriate assessment methods, developing assessment criteria, and creating assessment tools, among other tasks. Effective assessment design should accurately reflect the development level of students' translation competence and be closely aligned with teaching objectives.

Assessment Implementation Ability: This denotes the teacher's ability to execute the assessment plan in the actual teaching process. This involves organizing examinations, assigning translation tasks, observing student performance, and collecting evidence of learning. This competency requires teachers to be not only familiar with the operational procedures of various assessment methods but also capable of effectively managing the assessment process to ensure its fairness and validity.

Assessment Interpretation and Utilization Ability: This refers to the teacher's ability to analyze and interpret assessment results and use them for instructional improvement and student guidance. This ability is central to assessment literacy, requiring teachers to extract valuable information from assessment data, diagnose students' learning difficulties, provide targeted feedback, and adjust teaching strategies accordingly.

Digital Technology Application Ability: In the digital intelligence era, teachers also need the ability to utilize modern technology to enhance assessment effectiveness. Examples include using corpus technology for analysing features of financial texts and translation strategies, employing AI tools for automated evaluation and analysis, and leveraging online platforms to implement continuous and formative assessment.

2.2 Research on the Relationship Between Assessment Literacy and Teaching Effectiveness

Teaching effectiveness generally refers to the extent to which teaching objectives are achieved and student development is promoted during the instructional process. In MTI education, teaching effectiveness is primarily reflected in the enhancement of students' translation competence, the cultivation of professional quality, and the strengthening of employability.

Research indicates a close relationship between teacher assessment literacy and teaching effectiveness. Effective assessment practices can accurately diagnose students' learning status, provide timely feedback, guide learning direction, motivate learners, and ultimately enhance learning outcomes. Professor Wu Zunmin has pointed out that "assessment and feedback play a crucial role in promoting student development." In MTI education, case-based teaching, as an important means of promoting the reform of the training model for professional degree postgraduate students, "not only integrates the entire chain of teaching, research, practice, and innovation but also bridges the 'last mile' of career development, effectively narrowing the gap between theoretical learning and practical application."[4]

However, empirical research specifically focusing on the relationship between MTI teacher assessment literacy and teaching effectiveness remains relatively scarce. Further exploration of the mechanisms and pathways through which they influence each other is needed. This constitutes the research gap that this study attempts to address.

3. The Impact Mechanism of Assessment Literacy on Teaching Effectiveness

The assessment literacy of MTI teachers influences teaching effectiveness through various mechanisms, specifically manifested in the following aspects:

3.1 Facilitating Precise Alignment Between Teaching Objectives and Assessment

Teachers with high assessment literacy can closely align assessment activities with teaching objectives, ensuring that the evaluation content comprehensively covers all aspects of translation competence, including linguistic competence, translation skills, specialized knowledge, and professional quality. The "TATT (Theory-Application-Translation-Technology) Training Model" proposed by Professor Li Changbao emphasizes the deep integration of translation theory and practice with technological application, which necessitates a corresponding evaluation system to support and validate the effectiveness of this integration.[5]

For example, in a financial translation course, teachers can design translation projects based on real cases to simulate professional translation scenarios. Through a holistic assessment of the project process, students' practical translation ability, proficiency in using technological tools, and teamwork skills can be evaluated. This type of authentic assessment not only comprehensively evaluates students' comprehensive abilities but also enhances their learning experience and career readiness.

3.2 Strengthening the Feedback and Regulation Function in the Teaching Process

Teachers with high assessment literacy are adept at utilizing assessment results to provide targeted feedback, helping students identify problems and improve their learning. Research shows that effective feedback is one of the most powerful

factors in enhancing learning outcomes. In MTI teaching, feedback can take various forms, such as teacher comments, peer assessment, self-reflection, and automated feedback provided by technological tools.

Professor Lu Jing's case study on teaching practice demonstrates how corpus technology can be used to analyze features of financial texts and translation strategies, providing students with data-driven feedback. This technology-based feedback is not only objective and accurate but also helps students develop a scientific perspective on translation and methodology.

Furthermore, teachers with high assessment literacy also emphasize the timeliness and actionability of feedback, meaning they provide feedback promptly and guide students to translate feedback into concrete learning actions. For instance, some students mentioned that an ideal teacher should "collect our interpreting recordings daily, using such a task to compel us to practice." This kind of routine evaluation and feedback can effectively promote the development of students' skills.

3.3 Implementing the "Student-Centered" Educational Philosophy

Teachers with high assessment literacy can implement the "student-centered" educational philosophy in assessment practices, paying attention to individual differences and developmental needs of students. MTI students come from diverse backgrounds, possessing different knowledge bases, learning styles, and career aspirations, thus requiring individualized assessment methods and feedback strategies.

Learning-Oriented Assessment (LOA) emphasizes that assessment should aim to promote student learning as its core goal, rather than merely serving for screening and grading. Professor Lin Dunlai points out that language teachers need to develop assessment literacy and implement "learning-oriented assessment." In MTI education, this means that assessment design should fully consider students' prior experiences, learning goals, and career aspirations.

For example, teachers can adopt the portfolio assessment method, collecting various learning outcomes and reflective records from students over a period of time to comprehensively evaluate their developmental journey and progress. Professor Luo Shaoqian's detailed introduction to the "Application of Learning Portfolios in Reading and Writing Courses" illustrates how portfolio assessment promotes authentic learning. This method is particularly suitable for MTI education because it can accommodate the multimodal outcomes of translation practice (such as translated texts, translation notes, client feedback, teamwork records, etc.), reflecting the comprehensive development of students' translation competence.

3.4 Promoting the Deep Integration of Digital Intelligence Technologies and Assessment

In the digital intelligence era, an important aspect of assessment literacy is the teacher's ability to use digital technologies and artificial intelligence to enhance assessment effectiveness. Professor Zhao Junfeng points out that "the rapid development of the digital intelligence era, especially AI technology, has brought significant challenges to the cultivation of translation talents," indicating that teachers need to master assessment methods empowered by new technologies.

For example, teachers can utilize AIGC (AI-Generated Content) technology to assist teaching assessment, such as providing instant translation quality evaluation through intelligent assessment systems, tracking student learning progress through learning analytics technology, and understanding group interaction patterns through social network analysis. The "Assessment Methods for Collaborative Interactive Foreign Language Learning in the Intelligent Era" introduced by Associate Professor Su You, which integrates diverse tools like questionnaires and social network analysis, offers new perspectives for digital teaching assessment.

Table 1. Comparison of Traditional Assessment Model and Modern Assessment Model

Features	Traditional Assessment Model	Modern Assessment Model
Evaluation Focus	Learning Outcomes	Equal Emphasis on Learning Process and Outcomes
Evaluation Methods	Standardized Tests, Score-Based Evaluation	Diversified Evaluation, Qualitative Evaluation
Role of Technology	Auxiliary Management	Empowering Innovation
Feedback Mechanism	Delayed Feedback	Real-Time and Continuous Feedback
Role of Students	Passive Recipients of Evaluation	Active Participants in Evaluation

4. Pathways to Enhancing Assessment Literacy among MTI Teachers

To address the aforementioned issues, it is necessary to systematically enhance the assessment literacy of MTI teachers at multiple levels to improve teaching effectiveness and the quality of talent cultivation.

4.1 At the Individual Teacher Level

Firstly, MTI teachers should enhance their awareness of autonomous development in assessment literacy, proactively

recognizing the importance of evaluation for improving teaching effectiveness and fostering student development. Teachers can enhance their assessment literacy through various avenues.

Engage in Professional Training and Academic Exchange: Actively participate in workshops and seminars focused on educational assessment and MTI teaching to learn advanced assessment concepts and methods.

Conduct Reflection and Practice: Reflect on the effectiveness of assessment activities based on teaching practice and experiment with innovative assessment methods.

Utilize Digital Tools to Enhance Assessment Capabilities: Actively learn and apply digital intelligence technologies to empower assessment activities, thereby improving the efficiency and accuracy of evaluation.

Strengthen Industry Connections: Gain insights into the latest industry demands and competency requirements for talents through participation in translation practice, collaboration with enterprises, etc., and translate these needs into assessment criteria and content.

4.2 At the Institutional Level

MTI degree-granting institutions should establish systematic support systems for teacher development, providing institutional guarantees and resource support for enhancing teachers' assessment literacy.

Improve the Teacher Training System: Based on the Ministry of Education's Teacher Digital Literacy standards, construct a closed-loop competency development cycle of "assessment-evaluation-training." Provide teachers with systematic assessment training courses covering assessment theory, method design, and the use of technological tools.

Establish Professional Learning Communities: Form professional learning communities for MTI teachers to promote experience sharing and collaborative learning among faculty.

Reform Teacher Evaluation Mechanisms: Incorporate assessment literacy into the teacher appraisal and incentive system, encouraging teachers to devote more effort to improving assessment methods.

Strengthen Industry-Academia Cooperation: Introduce industry resources to support teaching assessment, such as inviting industry experts to participate in developing assessment standards and evaluating student performance, thereby enhancing the practicality and professionalism of evaluations.

4.3 At the Policy Support Level

At a broader macro level, educational policymakers and professional organizations should provide policy guidance and support for enhancing the assessment literacy of MTI teachers.

Develop Assessment Literacy Standards: The National Committee for the Education of Master of Translation and Interpreting (MTI) could formulate guidelines for MTI teacher assessment literacy, clarifying the principles and standards of effective assessment practices to provide clear direction for teachers.

Promote Exemplary Practice Cases: Share and promote innovative practice cases in assessment through platforms such as the MTI Education Annual Conference and academic journals.

Increase Resource Investment: Support the development and promotion of assessment technology tools, providing teachers with user-friendly and powerful assessment support systems to lower the barrier to technology adoption.

Foster Interdisciplinary Collaboration: Encourage collaboration between experts in fields such as pedagogy and educational technology with MTI teachers to jointly research assessment issues in MTI education and develop assessment models and methods suited to the characteristics of MTI education.

5. Conclusion

This study explores the mechanisms through which MTI teachers' assessment literacy influences teaching effectiveness and proposes pathways for its enhancement. The research indicates that assessment literacy, as a core component of MTI teachers' professional competence, impacts teaching effectiveness through various mechanisms. These include facilitating the precise alignment of teaching objectives and assessment, strengthening the feedback and regulatory function within the teaching process, implementing a student-centered educational philosophy, and promoting the deep integration of digital intelligence technologies and assessment.

At the individual level, teachers should enhance their awareness of autonomous development, participate in professional training, engage in reflective practice, utilize digital tools, and strengthen industry connections. At the institutional level, universities should improve teacher training systems, establish professional learning communities, reform teacher evaluation mechanisms, and enhance industry-academia cooperation. Policymakers and professional organizations should develop assessment literacy standards, promote exemplary practices, increase resource investment, and foster interdisciplinary collaboration.

Through collaborative efforts from all stakeholders, the comprehensive enhancement of MTI teachers' assessment literacy can be achieved. This will, in turn, strengthen the effectiveness of MTI teaching and cultivate more high-quality translation talents with innovative thinking, practical ability, and interdisciplinary perspectives, thereby meeting the strategic needs of the nation for international communication and the construction of its external discourse.

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