Designing a Classroom Marking Scheme to Assess Translation Quality: An Implementation of House's Translation Quality Assessment Analysis

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Abstract

The goal of this research is to design a marking scheme to aid in the assessment translation quality. The research will start with the analysis on the element of the text which will be the focus of the assessment as determined by House (2001). The elements which will be analyzed are taken from both Source Language (SL) and Target Language (TL). The data gathered will then be compared. The comparison is aimed to determine the most influential factors in the rendering of texts. Afterwards, the factors will be put together in a scheme and graded or marked in accordance to needs of the assessment in the classroom. The expected results will hopefully be able to be used by professionals and amateurs assessors.

Keywords: Marking scheme, assessment

1. Background

A translator work is often considered to be a form of art. As with the other form of art, the assessment or evaluation of which is very subjective. With that in mind, how does one even think about making a standard on the assessment? To answer the question, we need to know the previous approaches on the assessment of translation quality.

In her published article, House (2001) explained three different approaches in translation evaluation, namely the mentalist approach (or view), response-based approach, and text and discourse-based approach. In the mentalist's view, the evaluative judgments have always been too general. Only later on that the assessment has been altered, but even then, it is still based on subjective interpretations.

A more 'scientific' way of evaluation has been adopted by the response-based scholars. Pioneered by Nida (1964), they have come up with the criteria of 'informativeness' and 'intelligibility'. It can be clearly seen from the criteria that this   approach   puts   heavy   emphasis   on   reader's

perception. According to the scholars of this approach, an acceptable translation is one which will get equivalent response as the original source intends to acquire or one which can achieve its purpose.

In contrast to response-based approach, which puts its emphasize on the original, the literature-oriented approach puts the target language as its main focus. However, it is also considered inappropriate since translation is not 'independent'; i.e. it does not depend on only one culture. The linguistic-approach, which is pioneered by Catford (1964), Reiss (1971), Wills (1974), Koller (1979) and the Leipzig School has contributed more to the evaluation of translated work by broadening translation studies which includes concerns in linguistics, pragmatics, sociolinguistics, as we as stylistic and discourse analysis. House's approach in translation quality assessment is included in this approach.

Having explained the approach used in this research, the author also need to describe the methods which will be used in designing the marking scheme. As with any marking scheme, it needs criteria. The criteria which will be used are the aspects which become the main focus in linguistic-approach. This will be elaborated later on. Moreover, the designed-scheme will be an analytical scheme in which every criterion will be given a detailed explanation on what is being evaluated.

This result of this research hopefully will be useful in terms of efficiency and accuracy. It is useful in terms of efficiency because by using the design, professionals and amateurs alike can provide detailed and useful feedback when scoring students translation without having to write the details and the feedback in their works. It is also hoped to be accurate since the design is made based on the criteria as proposed by the linguistics-approach scholars.

1.1. Statement of Problem

The most important aspect of the design is in making sure that the criteria used can be easily understood and applied in evaluating translated works. In order to answer the challenge, then the designer of the application should first find out the most prominent aspects of the evaluation. Based on the description above, the problem of the research can be formulated as follow:

The main research problem:

1. What criteria will be used in the design of the marking scheme to assess translation quality?

1.2. Research Objective and Significance

The objective of the research is to design a marking scheme to aid in the assessment of translation quality. Additional objectives are to hopefully improve the efficiency and accuracy of translation evaluation. The result of the research can be used to enrich the variety of methods in translation evaluation, and also to help amateurs and professionals alike in assessing translated texts.

2. Literature Review

The literature which will be reviewed up in this chapter will concern with the overall criteria introduced by linguistics approach as well as its possible application the scheme. There will also be literature discussing the common methods of evaluation in assessing translation.

2.1. A Functional-Pragmatic Model of Translation Evaluation

The assessment model as proposed by House (1997) is built on the framework which compares the original and its translation. The analysis and comparison is done on three levels; the level of Language or Text, the level of register, and level of genre.

Since it is focused on comparison, one of the most basic concepts in translation which needs to be discussed is 'equivalence'. Equivalence, obviously, is not based solely in its formal and syntactical level, especially when it concerns

with multicultural and multilingual variety. Therefore, functional, pragmatic equivalence, a concept which has been the focus of attention for contrastive linguists for a long time, is the most appropriate type of equivalence in describing relation between the original and its translation.

This functional pragmatic model puts its focus on the preservation in meaning. The three important aspects in meaning are semantics, pragmatic, and textual. So, it can be said that this model seeks to recontextualize the original into something which is semantically and pragmatically equivalent in the target language.

To fulfill with the requirement of this type of equivalent (pragmatics), the translation must have a function which is equivalent to that of the source language. This means that the text application or usage is related to the context situation in where the context is used. This 'context situation' has been broken down into manageable parts, namely the 'field', 'mode, and 'tenor'. Further elaboration of this parts of a context situation will be discussed further in the criteria development.

The fulfillment of the criteria is completed with the use of genre. With genre, a text can be referred to one which has similar purpose. Therefore, it helps determine the decision in approaching the source language.

2.2. Holistic and Analytic Marking Scheme

The most commonly used marking scheme can be classified into two categories, holistic and analytic marking scheme. Holistic schemes assess competencies base of overall performance. In contrast, analytic scheme analyze and assess performance based on detailed competencies component. Both schemes are equally sufficient to be used to assess performance. Furthermore, Moskal (2000) stated that in the development of the marking scheme, one should use language which is easily understood by the assessor or users. Here are some examples of holistic and analytic marking scheme.

Table 2.1.

An Example of Holistic Marking Scheme

Evaluation	Criteria	Score
Excellent	Description	10
Good	Description	8
Poor	Description	6

Adapted from : http://www2.gsu.edu/~mstnrhx/457/rubric.htm

Table 2.2.

An Example of Analytic Marking Scheme

Area of Performance	Criteria	Scale
Accuracy	Description of Performance Area	10
	Description of Performance Area	5
	Description of Performance Area	1
Informativeness	Description of Performance Area	10
	Description of Performance Area	5
	Description of Performance Area	1
Clarity	Description of Performance Area	10
	Description of Performance Area	5
	Description of Performance Area	1

Adapted from : http://www2.gsu.edu/~mstnrhx/457/rubric.htm

In relation to the tables, this research will be aimed to design an analytic marking scheme since it is the one must suitable for the research objectives.

3. Research Methodology

This part consists of the inclusion of the subject of the research and the process of data acquisition.

3.1. Research Subjects and Data Acquisition

The subjects of this research are the lecturers of English Language and Culture Department of Universitas Bunda Mulia. They will be asked to test the marking scheme after the design is completed. The design of the scheme will start with the development of criteria. After that, the criteria will be graded and included into the scheme, which will be analytical. As mentioned earlier, the analytical marking

scheme is chosen because of the possibility of feedback which it can provide. After the design has been completed, there will be a test on its validity and reliability.

3.2. Initial Research

In the initial research, the researcher's assistânt has followed the steps in analyzing texts using House's approach. House clarifies some steps in analyzing the data (qtd. in Munday 93):

3.2.1. After reading the ST and TT and producing ST and TT textual profiles, both profiles are directly compared, and the statements of mismatches and errors are produced.

In this step, the ST and TT profiles are compared, and the differences within the textual profiles are identified. Then, the analysis of mismatches and errors are conducted. According to House, there are basically two kinds of errors (Revisited 45). Those errors are:

3.2.1.1. Overtly erroneous errors: involve non-dimensional mismatch. It can be divided further into two type:

> **3.2.1.1.1.** Mismatch of denotative meaning, which is divided into omission, addition, and substitution, consisting of wrong selections of elements or wrong combinations of elements.

> **3.2.1.1.2.** Breach of target language system, which is divided into ungrammaticality and dubious acceptability.

3.2.1.2. Covertly erroneous errors: involve mismatch in one situational dimensional.

The mismatches found in the process of comparison between both ST and TT textual profile will further be analyzed to see whether any of the text metafunctions are disrupted.

3.2.2. A statement of quality is the made of the translation.

The mismatches and the errors from the comparison between both ST and TT textual profiles will be analyzed to see whether any of the metafunctions are changed. From the analysis of the mismatches, errors, and their effects towards functional components, the statement of quality will later be produced.

3.2.3. The translation then can be categorized into overt or covert translation.

Based on the content and the genre of the texts, the translated works can be classified into overt translation or covert translation. House defines overt translation as a translation that does not directly address the readers, and when the readers read the translation, they become aware that the work is a translation. Covert translation, on the other hand, is a translation which addresses the readers directly, and it has gone through cultural filter. As the result, when the readers read the translation, they feel as if they are reading a work in their own language instead of a translated work (Revisited 66-70).

Afterwards, the writer concluded what kinds of texts which are suitable to be analyzed using House's revisited model of Translation Quality Assessment.

3.3. Initial Findings

After the initial research, it was found that not all types of text can be analyzed with this approach. It was found that only informative, operative and literary texts are suited for the approach.

Moreover, after the analysis of the initial text, it was found that in terms of the **Field**, especially dealing with Subject Matter, choice of words, such as the usage of emotive adjectives, inclusive sentences, figurative expressions, and repetition of key items, as well as the use of rhetorical devices, referencing, cohesiveness, and parallelism become the main factors of analysis and findings. All the factors mentioned above was reported to support the main category that is the Subject Matter.

In the aspect of **Tenor**, it can be further subcategorized into three items; Author's Provenance, Social Role Relationship, and Social Attitude. In the Author's Provenance, the choice of words which reveals the identity of the author, the repetition of key-words which reflects the author's personal point of view, and the usage of contact and comment parentheses in order to show the ST author's subjectivity and personal point of view was found to be the most prominent findings. From this it can be concluded that the Author's Provenance was decided by the correct choice of words, especially those which reflects the identity and author's point of view.

In relation with Social Role Relationship, it was found that it was determined by, again, the words which reveals the audience identity, thus defining the nature of relationship between the author and the audience, the usage of first person plural personal and possessive pronouns in referring the ST author and ST audience together as a group, and the usage of universal pronouns and adverbials in order to create the sense of equality and togetherness (the latter two was determined by the purpose of the text). This shows that the type and function of the text/s decide the choice of words.

Finally, the Social Attitude of the text was declared based on the degree of formality as stated by Martin Joos. Thus, the items within are also determined by said degree of formality. The items mentioned include the existence (or non existence) of interjection, choice of words which shows the degree of formality of said text/s, the completeness (or incompleteness) of said sentence, and the presence (or non presence) of contractions. These

items, though, are just a few of the possible more items relating to the degree of formality.

In regards to **Mode**, it deals with Medium and Degree of Participation. With the Medium, according to House, Medium refers to the channel of the text, both spoken and written which might be 'simple' such as 'written to be read' or 'complex' such as 'written to be spoken as if not written' (Revisited 109).

In order to differentiate between spoken and written Medium, House adapts Biber's parameters (Revisited 109-110). Those parameters are:

    3.3.1. Involved vs. Informational Text Production

    3.3.2. Explicit vs. Situation-Dependent Reference

    3.3.3. Abstract vs. Non-Abstract Presentation of Information

In point (a), written texts are usually informational while spoken ones incline to involved text production. However, there are several exceptions. For personal letters (which are written texts), the text production is more involved rather than informational. For prepared speeches and broadcasts (which are spoken), the text production tends to be considered as informational.

In point (b), the references in spoken texts are usually situation-dependent while the references in written texts are usually more explicit. There are also some exceptions. For example, the references in public speeches and interviews are usually regarded as explicit while in fiction written texts, the references are considered as situation-dependent.

In point (c), written texts tend to contain abstract information while the spoken ones have less or none abstractness. Another exception is the fiction written texts and personal letters which have the same traits as the spoken texts in this dimension.

Text/s can be categorized into one of the previously mentioned points. The consequence of putting a text into one of the categorizations is that the text should be compared to the traits of said categorizations. Failure in matching the translation with the categories will result in a mismatch which could influence the result of the translation. Among the various

items inclusive of the Medium is the presence (or non presence) of fragmentations or contractions.

As with the Degree of Participations, there are two kinds of participation; simple and complex. Simple participation means that the text is a monologue without addressing the audience while complex participation means that the text addresses the audience as a part of the text. This level of Participation is once again decided by the choice of words, such as the proper usage of pronouns in addressing the audience, and the constant switch from different types of sentence which involves audience. To sum up, the Degree of Participation is determined by whether the audience was involved extensively or not.

4. Designing The Scheme

4.1. Area of Performance

As mentioned earlier in chapter 2, the scheme will be an analytical one. The first item to be determined is the 'performance area'. To be included in this area is the three aspects of language which becomes the focus of House's analysis, along with their detailed sub-categorizations. Here is a first look of the scheme.

Table 4.1. Area of Performance

Area of Performance		Criteria	Scale
Field	Subject Matter		
Tenor	Author's Provenance		
	Social Role Relationship		
	Social Attitude		
Mode	Medium		
	Degree of Participation		

Note that there are six items included in the scheme. This is in accordance with Andrade's (1997) description which stated that there should not be more than six items used in a scheme since it will create difficulties for the assessor to evaluate the text.

Moreover, Underhill (1987) suggests that the scaling measurement should not include more than 4 criteria in one area of performance. Therefore, in this scheme, there will be only three choices included. Here is the table after the scale is decided.

Table 4.2. Scaling of the Performance

Area of Performance		Criteria	Scale
Field	Subject Matter		10
			5
			1
Tenor	Author's Provenance		10
			5
			1
	Social Role Relationship		10
			5
			1
	Social Attitude		10
			5
			1
Mode	Medium		10
			5
			1
	Degree of Participation		10
			5
			1

The next step after determining the area of performance is to provide definition for each area of performance. The first definition will be for the first items in the area of performance which is the Subject Matter. As explained in previous chapter, the subject matters revolve around choice of words, referencing, cohesiveness, and parallelism. The factors mentioned however should support the function of the text/s. So, the first description should be concerning the function of the text/s. After that is settled, the description can then move on to the choice of words, referencing, cohesiveness, and parallelism.

The text function will be based on Reiss's Text Typology. In it Reiss divides text types into three types (qtd. in Munday 74). Those text types are:

4.1.1. Informative text, which is used convey information, facts, arguments, and so on.

4.1.2. Expressive text, which is used to express the author's aesthetic and artistic opinions and points of view.

4.1.3 Operative text, which is used to appeal and persuade the audience into thinking and doing something.

After knowing the typology of the text being evaluated, the assessment continues with whether the choice of words is appropriate or supportive of the text function. Then, there should be description on whether the referencing, the cohesiveness and the parallel construction are in accordance with the text typology.

The next description to be determined is the Author's Provenance. From the previous research findings, it is clear that the description should be focused on whether the choice of word reflects the author's position in the text and his/her point of view.

In Social Role Relationship, it is again focused on whether the text function has been reflected in the choice of words, especially those which highlight the relationship between author and the audience. This description should be made to follow up on the Subject Matters.

Next, in Social Attitude, it was decided by the degree of formality as stated by Joos. The degree of formality by Joos is categorized into five distinctions; Intimate, Casual, Consultative, Formal, and Frozen. In 'Intimate' there is almost no distance between the audience and the author. This is again reflected by the choice of words. Such is the same for the 'Frozen'. In this, the author distance him/herself from the audience by using statements or utterance which is very rigid. A success in following the degree of formality means a successful translation according to this description.

In the medium, though there are three different categorizations on it, it is safe to conclude that, in the case of translation evaluation, some text/s are written to be spoken or written to be read. Depending on that distinction, the choice of words, again, is sacramental in following the correct format.

Finally, in the degree of participation, the choice of words once again determines whether the text/s is simple or complex. If they are simple texts, then it should be treated as monologue, and vice versa. Here are the descriptions in the table.

Table 4.3. The Description of Area of Performance

Area of Performance		Criteria	Scale
Field	Subject Matter	The function of the text (to convey information, to express the author's POV or to persuade audience) is in accordance to the original, and it is shown in the choice of words. The text is cohesive; which means it is well structured and parallel. Key words are emphasized.	10
			5
			1

Tenor	Author's Provenance	The author's position is reflected through the choice of words used by the translators.	10
			5
			1
	Social Role Relationship	The relationship between the author and the audience are emphasized through the appropriate choice of words; based on the function of the text.	10
			5
			1
	Social Attitude	The choice of words in the Target Language reflects the degree of formality of the Source Language.	10
			5
			1
Mode	Medium	The translation is appropriate to the function of the text; the text is either written to be spoken or written to be read.	10
			5
			1
	Degree of Participation	The choice of words used in the Target Language inquire the appropriate degree of participation in accordance to the intended function of the text	10
			5
			1

After the design, according to Mertler (2000), the next step is to test the scheme. In the testing of the scheme, there will be some accompanying questions. These questions are included to provide useful feedback/s for the scheme. Here are the proposed questions.

1. In your opinion, will the scheme be practical in the assessment of a text? If not, can you explain why?

2. Which part of the scheme was difficult to understand?

3. Please suggest some improvement for the scheme.

5. Conclusion

5.1. Test Results

This chapter includes the result of testing on the scheme and some feedbacks given by the respondents. The respondents are experienced lecturers with an

experience of at least 2 years teaching in higher education settings. Here is the table showing the comparison between the genders of the respondents.

Illustration 5.1. Gender Division
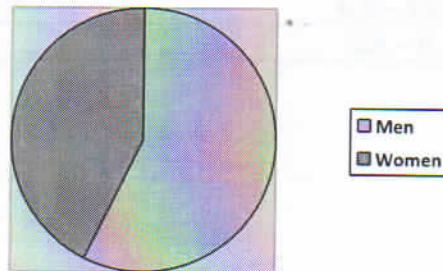
And, here is the result of the testing.

Table 5.1. Result of the Testing (On the scale of 1 – 10)

Criteria	Scale 10 Preferences	Scale 5 Preferences	Scale 1 Preferences
Subject Matters	4	2	1
Author's Provenance	3	2	2
Social Role Relationship	1	4	1
Social Attitude	2	4	1
Medium	2	3	2
Degree of Participation	1	3	3

From the results, it can be seen that there is no significant preferences in scoring using of the scale. Regarding to this, Salkind (2004) has proposed a table explaining the degree of reliability.

Table 5.2. Degree of Reliability (Salkind, 2004)

Value	Statement of Reliability
0.8 – 1.0	Very Strong Reliability
0.6 – 0.8	Strong Reliability
0.4 – 0.6	Weak Reliability
0.2 – 0.4	Very Weak Reliability
0 – 0.2	No Reliability

Based on this, it can be said that the scheme has low reliability, since it has the average of 4 out of 7 per criteria (**0.57**). Therefore, some changes need to be made. The respondents have given some very useful feedbacks and critiques. Here are the list of the feedbacks and critiques, ordered by the appearance of the criteria.

Table 5.3. List of Critiques

Criteria	Critiques
Subject Matters	• The keyword 'choice of word' is repeated in other criteria
Author's Provenance	• Some respondents felt unsure of what is meant by Author's Provenance • It is difficult to understand • The keyword 'choice of word' is repeated in other criteria
Social Role Relationship	• A respondent said that it is difficult to assess this relationship from the TL. • Text audience social role is difficult to define from the TL • One respondent felt that Social Role Relationship and Social Attitude define almost a similar context, and suggest the two criteria to be blended
Social Attitude	• One respondent felt that Social Role Relationship and Social Attitude define almost a similar context, and suggest the two criteria to be blended
Medium	• -
Degree of Participation	• It is difficult to point out the Degree of Participation • What is meant by Degree of Participation is not clear • Degree of Participation need to be made more detailed

Table 5.4. List of Feedbacks

No.	General Feedbacks
R1	• The description of criteria could have been made clearer, perhaps by giving more elaboration or examples
R2	• The language in the criteria should be made simpler
R3	• The criteria need to be simplified • Use keywords to explain criteria • Use 1 sentence to explain each criteria • Give examples to each criteria • Add info about the scale
R4	• -
R5	• Simplify the language of the criteria
R6	• Make the scheme simpler and shorter • Avoid the use of similar phrases (E.g. Choice of Words) • Use larger scale • Add punctuation
R7	• The degree of formality and degree of participation could be blended

5.2. Re-designing the Scheme

After looking at the critiques and feedbacks, the author decided to alter the definition of the criteria. The first thing that the author change is the scale's definition. Each scale now will have its own definition, and they will have similar definition, only the degree of fulfillment in the scale is different.

Moreover, all the wordings will be made simpler and shorter. In addition, each criterion will also have different keyword; this is to distinguish between each criterion and avoid redundancy.

Furthermore, explanation or examples will now be included in the definition. To sum up, here is the finished version of the scheme after the initial testing.

Table 5.5. The Scheme Redesigned

Area of Performance		Criteria	Scale
Field	**Subject Matters**	• The function of the text is similar to the original (to inform, to persuade, or to represent the writer's opinion* • The paragraphs are cohesive (each are related, unlike choppy sentences). • Key words from the source language are translated accurately.	10
		• The function of the text is similar to the original, however the paragraphs are choppy, and the key words are not translated accurately. Moreover, the key words are not translated consistently (For example: the word 'medium' is translated into 'media' in one paragraph, and 'medium' in the other.	5
		• The function of the text is not similar to the original, the paragraphs are choppy, and the key words are not translated accurately and consistently.	1
Tenor	**Author's Provenance**	• The use of pronouns is accurate and consistent with the original.	10
		• The use of pronouns is accurate but they are not consistently translated.	5
		• Inaccurate and inconsistent translation of pronouns.	1
	Social Role Relationship	• The symmetry* and asymmetry* of the original text is replicated accurately and consistently.	10
		• The symmetry* and asymmetry* of the original text is replicated accurately but not consistently	5
		• The symmetry* and asymmetry* of the original text is not replicated accurately and consistently	1
	Social Attitude	• The wording reflects the Degree of Formality (Intimate, Casual, Consultative, Formal, and Frozen)**	10
		• Not all wording reflects the Degree of Formality (Intimate, Casual, Consultative, Formal, and Frozen)**	5
		• The wording does not reflect the Degree of Formality (Intimate, Casual, Consultative, Formal, and Frozen)**	1
Mode	**Medium**	• The translated text reflect the intention of the original (it is either written to be spoken or written to be read)	10
		• The translated text does not reflect the intention of the original (it is either written to be spoken or written to be read)	5
	Degree of Participation	• The simple or complex**** type of participation in the original text is reflected in the target text	10
		• The simple or complex**** type of participation in the original text is not fully reflected in the target text	5

*   For example: Novels are expression of the writer's thought, so it is included in function number three.

| ** | The symmetry (reader and author are in equal position, for example, both the reader and author are citizens) |
| ** | The asymmetry (reader and author are not in equal positions, such as between boss and employee) |

***	Intimate (usually a conversation between close friends, very informal language choice)
***	Casual (usually a conversation between friends, still an informal language choice, but no intimate wordings like the ones in intimate)
***	Consultative (usually a dialogue between two people in formal setting, often use formal language choice)
***	Formal (usually a dialogue between people with social gap, very formal language choice)
***	Frozen (for example, language used in speech or religious book, uses very formal fixed expressions)

| **** | Simple Type Participation: A Monologue |
| **** | Complex Type Participation: It asks the audience to be involved, usually by addressing them formally in the text |

5.3. Conclusion.

After the second test, here is the result.

Table 5.6. Result of the 2nd Testing (On the scale of 1 – 10)

Criteria	Scale 10 Preferences	Scale 5 Preferences	Scale 1 Preferences
Subject Matters	0	5	0
Author's Provenance	3	2	0
Social Role Relationship	3	2	0
Social Attitude	1	4	0
Medium	4	1	0
Degree of Participation	3	2	0

As can be seen from the result, there is a significance increase in the degree of reliability. Now, The Subject Matters has a very strong degree of reliability (100%/1.0). Strong degree of reliability is also shown in the area 'Social Attitude' and 'Medium', in which each scores 0.8 in the scale of 1.0. Unfortunately, weak reliability is still noticeable in the other three areas; 'Author's Provenance, Social Role Relationship, and Degree of participation.

From this result it can be concluded that the areas 'Subject Matters', 'Social Attitude' and 'Medium' has strong degree of reliability because they have clear key words and simple explanation. On the other hand, the other three areas, namely 'Author's Provenance', 'Social Role Relationship', and 'Degree of Participation' have weak reliability because there is no exact benchmark to become the standard of each assessment or evaluation.

5.4. Suggestions

Since there are still three areas of performance which are not reliable enough, it is highly suggested that further testing and interviews should be done. This is so that the desired reliability and feedbacks needed to improve this scheme can be acquired.

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