

A Critical Study of (C-E/E-C) Text-based Translation Testing for Translation Teaching: Towards Constructing a Fuzzy Synthetic Marking Model

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ABSTRACT

This study examines the marking methodology of text-based translation tests used in translation teaching. The first chapter describes the background from which the present research emerges, outlines its scope and purpose, and presents its hypotheses, methodology and significance. The second chapter attempts a definition for translation testing, which is followed by an examination of its relationship with the criteria for criticism and assessment or evaluation of translation. It also reviews the major available translation testing methods and scales used in text-based translation testing and considers their inadequacies such as considerable subjectivity in impression marking, inflexibility in error-counting grading, lack of theoretical underpinning, and complications in large scale testing especially when more than two markers are involved. To try to rectify this problem, this research proposes a more comprehensive marking scheme based on fuzzy synthetic evaluation. The third chapter reviews some theories of translation criteria, translation assessment and other related theories of translation, and serves as the background for further exploration into such a scheme. The fourth and fifth chapters present a fuzzy synthetic marking model and a marking system to be used in translation teaching. The fuzzy sets developed in 1965 by the American scientist L.A. Zadeh are used as the basic principles and main methodology adopted in this scheme. The sixth chapter discusses the merits of this research and the possible further extensions such as further experiments in applying this basic model of fuzzy synthetic evaluation to other text-types, to improve the computer procedure, and to develop further this marking model.

KEYWORDS: fuzzy synthetic evaluation, text-based translation, translation teaching, translation testing.

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