

The Scoring Scheme of “Cloud Peer Feedback” of Chinese-English (C-E) Translation of College English Teaching

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ABSTRACT

Based on online learning platform, the scoring scheme of “cloud peer feedback” of Chinese-English (C-E) translation of college English teaching is designed to instruct students in peer feedback on C-E translations. The scoring scheme consists of standards of scoring semantic chunks and standards of scoring syntactic forms, which guide students to give respective scores and feedback on each sentence in a translation. This scoring scheme can effectively promote students’ translation skills and self-evaluation abilities, contributing to the reform and development of C-E translation of college English teaching.

Keywords: *Chinese-English (C-E) translation of college English teaching, Cloud peer feedback, Scoring scheme.*

1. INTRODUCTION

With the global development, China has attached increasing importance to “The Belt and Road Initiative”, which is in high demand of professional, technical and administrative talents from different fields. More importantly, it is necessary to prioritize cultural exchange among others to strengthen mutual understanding, ensuring “The Belt and Road Initiative” to forge ahead. The core of cultural exchange relies on communication between languages (Li Yuming, 2015). Therefore, now Chinese high education focuses on cultivating professional talents equipped with foreign languages (He Lianzhen, 2019). As an essential component of foreign language teaching of high education, college English teaching exerts the lasting and profound impact on improving Chinese EFL learners’ abilities to carry forward Chinese culture and enhancing their international consciousness. C-E translation, as one skill of college English learning, featuring integration of English comprehensive abilities with cross-cultural and professional knowledge, is viewed as one of important approaches to foster talents capable of both professional skills and English proficiency. On the other hand, due to larger number of non-English

majors in Chinese universities, college English teachers in China are unable to give continuous feedback on various translations to every student in each class, leading to the dilemma in which college English teaching quality cannot be significantly improved. To address this concern, peer feedback is one avenue to ensure continuous evaluation effectively. Although peer feedback has been supported by theoretical research and government documents, yet it isn’t put into teaching practice to great extent (Liu Jianda). Based on these, the rating scheme of C-E translation of college English teaching is beneficial to make full use of peer feedback on C-E translation for Chinese EFL learners, ensuring reliability and validity during the whole process. Furthermore, as the new approach of peer feedback, “cloud peer feedback” can break the limits to attain instant interaction between teachers and students or between students. Accordingly, this paper is aimed to design the scoring scheme of C-E translation for Chinese EFL learners, contributing to enhancing learning effects of C-E translation and promoting the reform of college English teaching.

2. ANALYTIC SCORING OF “CLOUD PEER FEEDBACK” OF C-E TRANSLATION

Limited by examination schedule, non-English majors' translations cannot exhibit “elegance” to a large extent, therefore, the rating standards of C-E translation in College English Tests Band 4/6 have been set with reference to “faithfulness” and “expressiveness”. Similarly, within the limited time of translation activities in class learning, students cannot make their translations meet the standard of “elegance”. Consequently, the scoring scheme of “cloud peer feedback” of C-E translation employs “faithfulness” and “expressiveness” to guide Chinese EFL learners to give feedback on peer translations on the basis of scoring standards of College English Tests. On the other hand, in view of language levels of non-English majors, it is impracticable for them to complete peer feedback just according to general scoring standards of College English tests because of which, students are unable to accurately locate in wrong points in peer translations, showing doubts about validity of evaluations from their classmates and their own translation abilities. In consequence, to design analytic scoring scheme is the key to “cloud peer feedback” of C-E translation, assisting students in

grasping translation skills precisely and improving self-evaluation competence.

Referring to translations in College English Tests, the research on “cloud peer feedback” of C-E translation selected 100 source texts of about 200 words within 15 minutes, establishing “cloud corpus” of C-E translation of college English teaching. The source texts mainly range from politics, economy, history, social life, geography, modern technology to transportation. In light of the rating scheme proposed by Wang Jinquan and Wen Qiufang (2009), this research on “cloud peer feedback” of C-E translation has employed scoring standards of both semantic chunks and syntactic forms to assist students in giving feedback on “faithfulness” and “expressiveness” of their peer translations. Semantic chunks assess whether translations can express contents accurately. If not, students can deduct points from their peer translation with unidiomatic words or Chinglish. In terms of syntactic forms, based on both grammatical accuracy and inter-sentence logicity, points of students' translations are deducted by the numbers of errors, which can be further divided into minor, frequent and major ones (Wang Jinquan, Wen Qiufang, 2009). The analytic scoring of “cloud peer feedback” of C-E translation is represented by “Figure 1”.

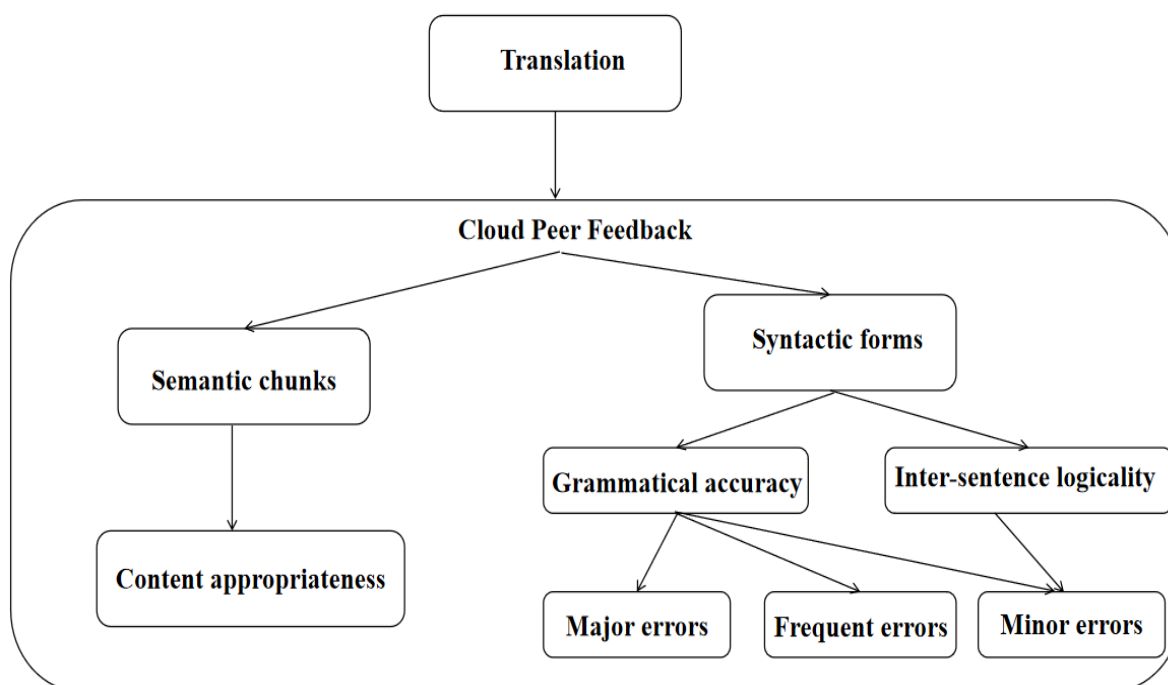


Figure 1 Analytic scoring of “cloud peer feedback” of C-E translation.

3. STANDARDS OF ANALYTIC SCORING OF “CLOUD PEER FEEDBACK” OF C-E TRANSLATION

The scoring scheme of “cloud peer feedback” instructs students in evaluating peer C-E translations in both semantic chunks and syntactic forms where semantic chunks correspond to “faithfulness” and syntactic forms to “expressiveness” (Wang Jinquan, Wen Qiufang, 2009). In this scheme, scores of semantic chunks account for 40 percent of the total score of 100 and those of syntactic forms account for 60 percent. With regard to semantic chunks, the majority of source texts can be divided into 20 semantic chunks each of which is 2 points. Students can deduct points from or add points to peer translations according to this standard. In terms of syntactic forms, peer translations will be assessed in accordance with different errors in each sentence. Combined with two scores from semantic chunks and syntactic forms, the online learning platform will calculate the final score of every students’ translation.

3.1 Analytical Standards of Semantic Chunks

When setting the standards of semantic chunks, this research, considering non-English majors’ linguistic levels, simplifies the rating scheme provided by Wang Jinquan and Wen Qiufang (2009).

3.1.1 Dividing Semantic Chunks

Most of source texts from “cloud corpus” of C-E translations of college English teaching established by this research consist of five sentences, each of which the team of teachers divided into semantic chunks twice. In the first marking task, teachers in this team finished dividing each sentence of source texts into semantic chunks respectively without any interaction. Afterwards, teachers discussed their division results, locating their differences then set unified standards of division. Based on the first marks, teachers in the team went on the second division by selecting semantic chunks capable of distinguishing superior ones among students’ translations with the aim to raise the efficiency of peer feedback. It should be noted that the numbers of semantic chunks in each sentence depend on the quantity of information carried instead of equal division. The paper takes one source text of Chinese as an example to represent division of semantic chunks in each sentence (“Table 1”).

Table 1. Division of semantic chunks in a source text

Division of semantic chunks in a source text
云南是位于(中国西南的一个省份), (平均海拔 1500 米)。 Yunnan is (a province in the southwest of China) (with an average altitude of 1500 meters).
云南(历史悠久), (风景秀丽), (气候宜人)。 (With a long history), Yunnan is endowed with (splendid scenery) and (balmy climate).
云南(生态环境优越), (生态多种多样), (被誉为)(野生动植物的天堂)。 Yunnan (enjoys the reputation of) (“the paradise of wild animals and plants”) for (superior ecological environment) and (diverse living creatures).
云南(含有)(多种矿藏)和(充足的水资源), 为全省(经济的可持续发展)(提供了有利条件)。 Yunnan (is rich in) (various mineral resources) and (adequate water resources), (providing favorable conditions) for (the sustainable development of the economy) of the whole province.
同样, 云南(独特的自然景色)和(丰富的民族文化)使其成为中国最受欢迎的(旅游目的地之一), 每年都吸引着(大批国内外游客)(前往观光旅游)。 With (unique natural scenery) and (bountiful national cultures), Yunnan has become one of the most popular (tourist destinations), which attracts (a large number of tourists at home and abroad) to (go sightseeing) each year.

3.1.2 Setting Scores of Semantic Chunks

Based on divided semantic chunks in each sentence of source texts, the scoring scheme of “cloud peer feedback” set the relevant score as 40, of which each semantic chunk is set as 2 points. If the peer translation expresses the original meanings accurately, the student in charge of this assess can give 2 scores; if the peer translation simply represents the basic meaning of the original sentence with some unidiomatic expressions or Chinglish, the student can deduct 1 point from the total score; if the peer translation fails to express semantic chunk, the score is zero. Considering five

sentences in one source text and semantic chunks in each sentence, the online learning platform assigns translation tasks and relevant tasks of peer feedback to students in the sentence-by-sentence form so that it is easier for students to score semantic chunks in each sentence. Finally, the online platform can combine the score of each sentence to calculate the ultimate score for the peer translation in terms of semantic chunks. During the whole process, students just need to focus on assessing the meanings of the peer translations rather than the errors of syntactic forms. The “Table 2” demonstrates the analytic standards of semantic chunks of “cloud peer feedback” of C-E translation.

Table 2. Analytic standards of semantic chunks of “cloud peer feedback” of C-E translation

Analytic standards	Contents of Peer Feedback	Scores
Semantic chunks	Accurate expression of meanings in this sentence	2
	Basic expression of meanings in this sentence with some unidiomatic words or Chinglish.	1
	Failure to express original meanings in this sentence or just a few words in this sentence.	0

The following is from the fourth sentence of the source text (“Table 1”) translated by one student in the class.

Yunnan (has) (many kinds of mineral resources) and (adequate water resources), it (provides benefits) for (sustainable development of economic) in the province.

Because of the larger amount of information carried, the fourth sentence contains five semantic chunks. On the basis of analytic standards of semantic chunks, this first semantic chunk “has” failed to express original Chinese meanings precisely, then the score is 1 point; the second semantic chunk “many kinds of” just expressed the basic meanings of the original with some inaccurate words, therefore, the score is still 1 point; in terms of the third semantic chunk, “adequate water resources” exactly translated the original meaning, thus this chunk can be given 2 points; “provides good conditions” in the fourth semantic chunk failed to accurately translate “有利的”, that is “advantageous” or “favorable”, so the score of the fourth chunk gets 1 points; in the fifth semantic chunk, there exists one misuse of the parts of speech in “sustainable development of economic” of the translation, that is “economic”, which is misused as a noun. However, this error belongs to syntactic forms which cannot be counted in this analytic part, so the translation of the fifth semantic chunk is regarded as the basic expression of the

original with 1 point. To sum up, this peer translation in the fourth sentence can be given 6 points according to the analytic standards of semantic chunks.

3.2 Analytical Standards of Syntactic Forms

The quality of C-E translations includes semantic contents and syntactic forms, which correspond to “faithfulness” and “expressiveness”. In order to assess “expressiveness”, based on the analytic rating scheme of C-E translation proposed by Wang Jinquan and Wen Qiufang (2009), the scoring scheme of “cloud peer feedback” divides syntactic forms into grammatical accuracy and inter-sentence logicity to guide students to evaluate peer translations according to their cognitive competence.

3.2.1 Dividing Syntactic Forms

The grammatical accuracy is further divided into minor errors, frequent errors and major errors in accordance with different degrees of effect on translation (Wang Jinquan, Wen Qiufang, 2009). Minor errors include wrong spellings and punctuation etc. Frequent errors refer to common grammatical mistakes, including subject-predicate disagreement, tense misuse, wrong word order, wrong collocations, misuse of parts of speech and

run-on sentences. Major errors mean structural problems of sentences, such as sentence fragment, dangling modifier, syntactic deficiency, syntactic redundancy and faulty parallelism (Wang Jinquan, Wen Qiufang 2009). On the other hand, inter-sentence logicity is aimed to assessing whether the peer translation applied correct conjunctions, clauses and non-predicate verbs etc.

Considering the fact that non-English majors didn't learn systematic English grammar, before peer feedback teachers has provided grammar training for students in the class to help them alleviate psychological burdens.

3.2.2 Setting Scores of Syntactic forms

The score of syntactic forms is 60, accounting for 60 percent of the total score. Since most of source texts of Chinese consist of 5 or 6 sentences, the score of syntactic forms of each sentence is 12 or 10 points. First, with regard to grammatical accuracy, one major error is equal to two frequent errors and one frequent error is equal to two minor errors; errors of inter-sentence logicity are counted as minor errors. Therefore, during the peer feedback, students can assess peer translations on the basis of types and numbers of errors. As well, it should be noted that when assessing syntactic forms, students don't need to pay attention to mistakes in semantic chunks. The analytic scoring standards of syntactic forms of "cloud peer feedback" of C-E translation of college English teaching are as follows ("Table 3").

Table 3. Analytic standards of syntactic forms of "cloud peer feedback" of C-E translation

Analytic standards	Contents of Peer Feedback	Scores
Syntactic forms	No information, or just a few words in this sentence	0
	It is really hard to understand the translation of this sentence with 2-3 major errors or 5-6 frequent errors	1-2
	The translation of this sentence fails to express important information with 2 major errors or 4 frequent errors	3-5
	The translation of this sentence is basically coherent with only one major error or 2 frequent errors	6-7
	The translation of this sentence is fluent, clear and coherent with only one frequent error	8-9
	The translation of this sentence accurately expresses the original meaning without any syntactic errors	10-12
Errors of syntactic forms		
Grammatical accuracy	Inter-sentence logicity	
Minor errors include wrong spellings and punctuation etc. Frequent errors refer to common grammatical mistakes, including subject-predicate disagreement, tense misuse, wrong word order, misuse of parts of speech, wrong collocations and run-on sentences. Major errors mean structural problems of sentences, such as sentence fragment, dangling modifier, syntactic deficiency, syntactic redundancy and faulty parallelism.	Inter-sentence logicity is aimed to assessing whether the peer translation applied correct conjunctions, clauses and non-predicate verbs etc.	
One major error= two frequent errors One frequent error = two minor errors Errors of inter-sentence logicity = minor errors		

The example is still from the fourth sentence of the source text ("Table 1") translated by one student in the class.

Yunnan (has) (many kinds of mineral resources) and (adequate water resources), it (provides

benefits) for (sustainable development of economic) in the province.

In the translation of this sentence, there is no conjunctions to connect "Yunnan...resource" of the first sentence with "it (provides benefits)..." of the second sentence, which belongs to the major error,

sentence fragment; in the fifth semantic chunk, the adjective, “economic” is misused as the noun, which is classified as one frequent error, misuse of parts of speech. To sum up, according to analytic standards of syntactic forms, the peer translation is given 6 or 7 points.

4. CONCLUSION

The “cloud peer feedback” of C-E translation of college English teaching employs the analytic scoring standards consisting of semantic chunks and syntactic forms to assist students in peer feedback, with the aim to help students to strengthen correct translation skills, reflect on their weakness of language output and improve the quality of their translations. In the following steps, this research aims to apply the analytic scoring scheme of “cloud peer feedback” to C-E translation teaching, providing statistics of classroom teaching and the relevant peer feedback and promoting the reform of C-E translation of college English teaching.

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