

JALTAI Seminar
Teaching Methodologies for Teaching Japanese
An Overview of Trends in Indian Context
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Shifts in Benchmarking for Japanese Language Teaching - Standards and Criteria

for Accuracy, Readability and Style

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経緯 Background - ①

- ✓ Pre-1970's: Japanese was taught at very few places
 - ✓ (VBU, Embassy/Consulate run courses, SFL ...)
- ✓ *Post 1970's: Major move at University of Delhi, JNU,*
 - ✓ *Pune, Amritsar, Chennai, Kolkata followed ...*
- ✓ Post 1980's: Private Institutes started mushrooming
- ✓ *Post 1990's: Indo-Japan Activities started Booming*
 - ✓ *Language Interest did not keep pace*
 - ✓ *Demand and Supply Gap started Widening*
- ✓ *Post 2000's: Indo-Japan relations took to next jigen*
 - ✓ *Language Learning & Teaching – Gaps widened*
- ✓ *Post 2020's: Needs may not go up exponentially*
 - ✓ *(balanced approach required)*

経緯 Background - ②

- ✓ *Infrastructure: Not a very major issue today*
 - ✓ *(rooms, computers, teaching aids Manageable)*
- ✓ *Teaching Material: Not a major issue,*
 - ✓ *but localization and improvisation required*
- ✓ *Quantity: Numbers have been steadily increasing*
 - ✓ *but still not enough – over the years*
- ✓ *Quality: Major Issue <Benchmarking local; kaizen required>*
 - ✓ *Demand and Supply Gap (N3 Level gets above Indian average remuneration)*
 - ✓ *Quality of Teaching: On the whole, remains debatable*
 - ✓ *Quality of Students: On the whole, low on aptitude and GK*
- ✓ *Boosters*
 - ✓ *Many incentives (visits to Japan, prizes, scholarships, interactions)*
 - ✓ *Teaching at School Level (momentum building)*

前進 Way-forward - ①

- Infrastructure
 - On-going process; Sustainable Gap Acceptable
- Teaching Material Provision
 - Dynamic process; ソーシングは先生次第
- Quantity
 - Market driven (good for a certain period of time)
 - Interest driven (long lasting with balanced market needs)
- Quality
 - Students (2-way approach: making attractive & grooming)
 - Teachers / Methodology (Willingness/Acceptability)
- Boosters / Triggers
 - Raining - Draining Balancing

前進 Way-forward - ② Methodology

- Target-oriented Benchmarking
 - Complacency => Local => National => Global
 - Liaison / Office work: Additional skills
 - English, Object-oriented approach, Value addition [MBA]
 - Translation
 - Accuracy, readability and style [Global benchmarking]
 - Interpretation
 - Accuracy, hearing friendly, fluency, presentability
 - 行間 level communication [Global benchmarking]
 - Teaching
 - Grooming all-rounders
 - Academician, Practitioner, Achiever, Agile, Rich-Knowledge & Broad-minded

Benchmarking Case Study - ①

- On-going Translation Course at NISCAIR
 - Accuracy vs. Readability
 - Accuracy Criteria (to bring in objectivity and transparency)
 - Initial: Good or Bad => Some degree variation
 - Used definition of the translation process by Catford [1965:20]: “The replacement of textual material in one language by equivalent material in another language”.
 - Smallest Units -Morphemes => Equivalence of key words
 - Word-to-word does not help in True Transposition (SL to TL)
 - => Equivalence of relations between key words (syntax)
 - Insufficient Meaning Transposition
 - => Equivalence of meaning at sentence level
 - Cross-check=> Equivalence of reverse translation

Benchmarking Case Study - ②

□ KRMR Accuracy Criteria

- Key concept – Concept Relationship – Sentence Meaning – Reverse Translation

Criteria	Marks allotted
Equivalence of key concepts*	15
Equivalence of relations between key concepts**	15
Equivalence of meaning at sentence level	10
Equivalence of reverse translation	10

Grading of total score A	Score A
High on accuracy on the level of meaning and optimised accuracy on the level of form	40-50
High on accuracy	30-39
Accurate translation with some loss of equivalence	20-29
Low on accuracy	10-19
Inaccurate translation	0-9

* Means words that carry a meaning

** Means syntactic relations between words

Benchmarking Case Study - ③

□ ESWSCC Readability Criteria

- Ease of Reading – Simple, concrete and common words – Simple Syntax – Continuity - Clarity

Criteria	Marks allotted
Ease of reading	20
Use of simple, concrete and frequently used words	10
Simple syntactic structures	10
Continuity	5
Clarity	5

Grading of total score R	Score R
Optimised readability	40-50
High on readability	30-39
Readable translation with some complexity	20-29
Low on readability	10-19
Unreadable translation	0-9

Benchmarking Case Study - ④

- Experiment Findings showed Readability can be improved at the cost of Accuracy
 - Parallel Experiment: Readability vs. Style

- Next Experiment: Accuracy vs. Readability vs. Style (multiple persons)
 - Definition of accuracy: Sentence-by-sentence faithfulness to the source text, both at the level of overall meaning, and at the level of word choice and syntax, including deliberate exclusion of equivalent source text sentences in the target language due to their redundancy of expression in the source text.

Benchmarking Case Study - ⑤

- Definition of readability: An apt and natural rendering in the target text, over and above accuracy, wherein, readability makes the translated text interesting through appropriate use of words and syntax suited to the target language, without compromising the essence of the source text.

Benchmarking Case Study - ⑥

- Definition of Style: Once accuracy and readability in translation have been ensured, the next higher level of rendering a quality output is achieved through the appropriate use of style. The process is the same as that of technical writing, except that the style rendering person would ensure equivalence vis-à-vis the source text without major deviation.
- Style in technical writing refers to a distinctive manner adopted by an author to write clearly and effectively to meet the needs of the target reader and the domain. In literature, it is regarded as ornamentation, but in technical writing, it is characterised by exactness rather than grace and variety of expressions. Its main purpose is to be informative and functional rather than attractive.

Benchmarking Case Study - ⑦

- DTCPCDO Style Criteria (Domain Specific – Target Reader Specific – Clarity & Precision – Objectivity)

Indices	Marks allotted
Domain-specific rendering	20
Target reader specific rendering	10
Clarity and precision	10
Conciseness and directness	5
Objectivity	5

Grading of total score R	Score R
Optimised style	40-50
High on style	30-39
Stylised translation with some inadequacies	20-29
Low on style	10-19
Non-stylised translation	0-9

Benchmarking Case Study – ⑧

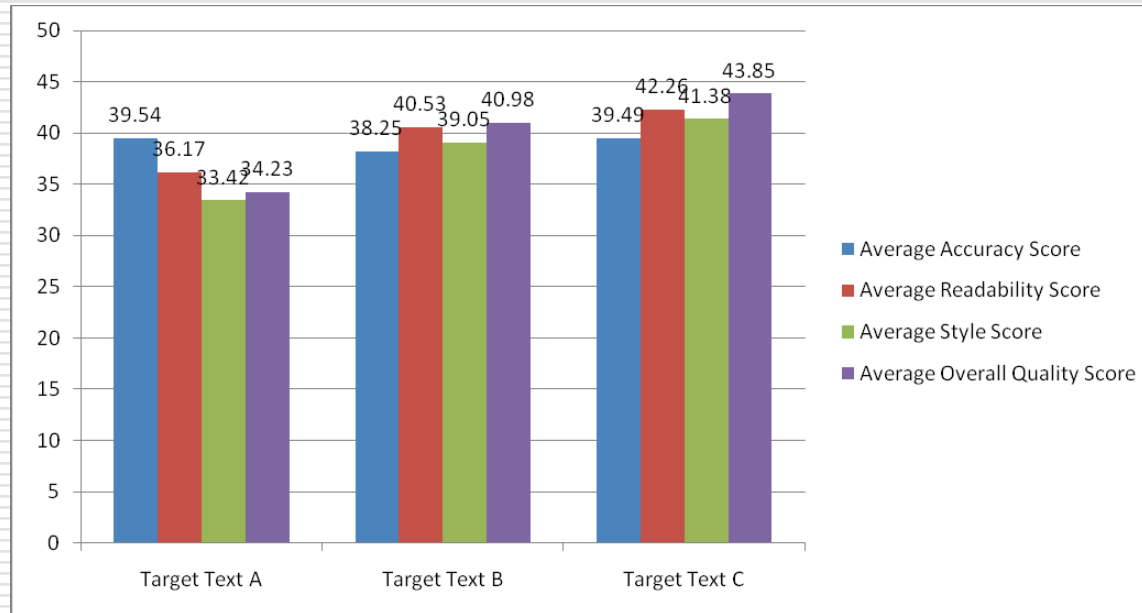
- CRSWESCRS (Comprehension – Rendering – Selection of Words & Expressions – Sense Communication – Readability - Style)

Indices	Marks allotted
Comprehension of source text and its rendering in the target language (Grammar)	20
Selection of words and expressions	10
Sense communication, including reading in-between the lines	10
Readability over and above accurate translation	5
Style	5

Grading of total score Q	Score Q
Free translation	45-50
Sense communication	40-44
Workable translation	30-39
Word-for-word translation	20-29
Beginner/Machine translation	10-19
Translation beyond scope of translation	0-9

Benchmarking Case Study – ⑨

- Findings: Interestingly third check through style checking improved the overall quality as well



- Target text A, B and C are output of Author, Reviewer 1 & 2

Conclusion & other Criteria

- Introduction of objective and target-oriented criteria has made the approach more scientific
- Though there is always a scope of improvement, criteria based study satisfies the student and researcher
- Other criteria
 - Analysis of MT output of free MT applications
 - Word / concept's meaning (core, peripheral, contextual and essence)
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