

## Quality Assessment of the Persian Translation of John Steinbeck's *Of Mice and Men* Based on Waddington's Model of Translation: Application of Method A

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### Abstract

Considering the statement that errors can affect the quality of translations, the need to adopt an objective model to analyze these errors has been one of the most debated issues in translation quality assessment. In recent decades, some objective models have emerged with an error analysis nature according to which evaluators can make decisions on the quality of translations. In this study, Method (A) of Waddington's model (2001) was applied on the novel *Of Mice and Men* by John Steinbeck (1937) and translated by Parviz Daryuosh in 1966. To this end, 20 paragraphs were chosen at random, then compared and contrasted thoroughly with their translations to evaluate the quality of translation. By close examination of the data, the kinds of errors were detected and tabulated according to the number of frequency and percentage. The results of the study revealed that almost all extents of Waddington's model (method A) could be applied on the novel. Furthermore, the values of the statistical analysis showed that out of the total of 270 errors, the most frequent errors went to the first category of the model with 232 errors accounted for 85.92%, and affected comprehension in the source text. The most frequent errors related to this category were fauxsens, omission, addition and loss of meaning and the rest of errors were not significant. In contrast, the least dominant errors were related to the second category with 38 errors accounted for 14.07%, and affected the expression of the target text. The most frequently occurred error related to this category was grammar and the other errors were not significant.

**Keywords:** Error analysis; *Of Mice and Men*; Translation errors; Translation quality; Translation quality assessment; Waddington's model

### INTRODUCTION

Considering the fact that the translation plays a crucial role in peoples' lives, it must be done in a way that its readers understand it as the texts in their mother tongues. According to Hatim and

Monday (2004) translation is a phenomenon that has a pervasive impact on everyday life. However it is, as modern technologies grow day by day, used as the source of making money. According House, it is the most significant question to ask why and how a translation is marked as good (1981, cited in Abasian and Yousofi, 2015). In

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her viewpoint, the approach to evaluate translations and make differentiations among them is referred to as "Translation Quality Assessment" (TQA).

Hence, quality is a key concept which has been debated many times in the literature of translation studies. Quality assurance is a program for the systematic monitoring and evaluation of the various aspects of a project, service or facility, to ensure that standards of quality are being met ([www.merriam-webster.com](http://www.merriam-webster.com)).

From its beginning in 1950s, TQA has been one of the most particular research topics in translation studies. In this decade translation quality assessment found its way in the academia for the first time. In this regards William (2009) states that "The relevance of, and justification for, TQA is stronger than ever: professional translators, their clients, translational researchers and trainee translators all rely on TQA for different reasons".

According to William TQA is located at the heart of any theory of translation which is the main issue in translation studies (2009). In fact, people with a motivation in the study of translation are always evaluating — "evaluating sources (their usefulness and authenticity), evaluating authors and their translators (their aesthetic, their influences and how this informs their work), evaluating source texts and evaluating target texts" (William, 2009, p.4).

At first stages, translation evaluation was limited to the simple commentary of literary works and the analysis would be assigned on published texts - literary texts like novels, essays or poetry – lacking any explicit criteria which resulted in a very subjective evaluation done in absence of a proper methodology, and owning a detailed debate on the translation's faithfulness to the original (Secara, 2005).

In this respect, Moeini, Tabrizi, and Chalack, (2014) ascertained that, although there are many national and international translation standards toward TQA, there is no objective criteria which is generally accepted for evaluating the quality of translations (p. 24). In a parallel mind, William

(2009) points out that, national and international translation standards are present, but there are no universally agreed objective criteria for evaluating the quality of translations.

In fact, translation models, due to not being empirical and lacking general and universal criteria were criticized. With the presence of subjective essence of quality and the absence of generally accepted criteria provided by the literature, Lynne Bowker (2006) emphasizes the very need to have models to assess quality of translation and gives meaningful feedback to the various parties involved in the process of translation (183, cited in Vallès, 2014).

However, in recent years, some scholars, with a deep look at the notion of equivalence, entering it in the models and trying to set some criteria toward evaluation of translations. One of these models was Waddington model (2001). Waddington, with the view of the complete absence of empirical studies, tried to explore models of translation quality assessment which were suitable to assess different translated texts in an empirical way. As Waddington (2001) points out, research in the area of translation quality assessment has been basically theoretical and descriptive, and has centered largely on themes like criteria for a good translation, nature of errors, possible translation error category and linguistic analysis.

In this study quality assessment of a literary translation is concentrated and the Persian translation of *Mice and Men*, written by John Steinbeck (1965) and translated by an Iranian translator, Parviz Daryoosh, is to be evaluated based on Waddington's (2001) TQA model. This model was adopted because it was found reliable and comprehensive for the purpose of assessing the quality of the corpus under investigation. It can be applied to all text types to conduct an empirical study due to its objectivity.

### Research questions

Taking into account of the objectives of the present study and its importance, the following questions will be answered:

1. To what extent could method A of Waddington model be applied for assessing the quality of the Persian translation of John Steinbeck's 'Of Mice and Men' novel?
2. Regarding the three categories of errors in Waddington's method (A), which category is more committed by the translator?

## REVIEW OF THE RELATED LITERATURE

### Theoretical Background

Many scholars have conducted researches in the field of translation with a theoretical view. Pym (1992) sought to introduce the relative nature of translation errors as oppose to language errors with a glance at translation competence. He referred to two types of errors in his research and asserted that the translators have to know a lot about grammar, rhetoric, terminology, world knowledge, common sense and strategies for getting paid correctly, but the specifically translational part of their practice is surly neither linguistic, common nor commercial. In his paper, he classified errors as binary and non-binary. He related these two types of errors to language and translation respectively. He concluded that the latter must be corrected in translation class and the former in language class although not all non-binary errors are necessarily translational.

In addition, Séguinot (1989) in his article explained why translators make mistakes. He concluded that there are errors which are linked to the levels of competence which occur because a translator does not understand the source language or does no manipulate the target language well enough. Also, he ascertained that there are errors that are a "normal by-product of the translation process as well as errors that are normal in learning to translate". In his viewpoint these errors can help us understand what happens when the translation goes wrong, and through our understanding of these lapses, the nature of the translation processes is identified".

In another attempt, Williams (1989) explained the criteria of a TQA system and stated

that it must be of reliability and validity. In his words "it is reliable if the evaluator's decisions are consistent and if the evaluation criteria are stable, then verification of reliability will involve a search for defects in the measurement procedures themselves. He also asserted that "TQA validity is the extent to which the evaluated translation samples are representative of the texts normally translated by the service and also the degree to which the evaluator is then able to make judgments about the level of quality, the strong points and the weak points of the service on the basis of those samples" (p.16).

Vibert (2009) based on an analysis of five hundred and forty five translation assignments that were produced by French native speaker students from English into French, tried to create an error tree. He reported that the students' translation errors could be divided into four main categories of comprehension (*nonsense, contresens, omission, not understood*), expression (*faux sens*). The purpose of this tree is both to facilitate assessments by teachers, and get the students to employ a pro-active approach in their work.

All studies above have focused on the criteria of good translation and explain the problems and strongpoints in translations along with a sequence of likely errors committed in translations. Parallel with this view, in an article William (2009) stated that, "TQA cannot and should not be values-free: to be useful, it must be based on criteria of *goodness*. Otherwise, all we do is to describe defects and strong points in translations". Naturally, we try to be as objective as we can in designing and applying TQA models. However, to be successful, we must make sure that our TQA models and procedures pass the test of validity and reliability.

### Empirical Background

Waddington called for the importance of empirical studies in the field of translation and claimed that there has not been empirical research in the field. However, he (2001a, 2001b, and 2003) reported on the results of empirical research in translation assessment while writing his dissertation. He examined the results of students' transla-

tions using four assessment methods. His analysis of errors employed two major approaches, using a checklist of errors and a holistic one that does not have any error list but has unitary scale treating translation competence as a whole. It had descriptions of positive and negative criteria of translation results, written in a clear and simple language (2001a, p.21).

The fourth method adopts both error analysis and his holistic approach. Waddington concluded that all methods seemed to be equally valid or there was no hesitation of the validity of all the methods applied, either based on error analysis or on a holistic approach (2001a, p.23, 2001b, p.311). He also came to a conclusion that error analysis method was more reliable than holistic one (2001a, p.32), because they had shown more accurate result than holistic one, this is while the combination of the two was even more accurate. Many researchers have applied Waddington model (2001) to assess the quality of translations.

Waddington (2003) stressed three factors in his article. He investigated an approach dealing with the correction of students' translation that notices the impacts of mistakes on the overall quality of translation (2003, p.410). The second emphasis was on the results obtained from this method in comparison with the results of other methods. The third factor took a positive approach towards the students' marks, as the mistakes could help assess source text's difficulty and showed the role of the particular mistakes in the process of learning. Based on the results of the research, Waddington concluded that mistakes committed by students should be seen as potential information on translation student development and on the learning process of doing translation (2003, p.424).

Yousefi and Abbasian (2013) investigated the relationship between text rhetorical modes, genre types and translation quality, applying Waddington model of TQA. The model was to assess the quality of four texts with religious, legal, technical, and literary genres with explanation, argumentation, exposition and narration rhetorical modes respectively. The texts were translated by

30 students of English Translation. The analyses showed that text type and translation quality are related, such that among the four texts, they delivered the highest quality translation for religious texts.

In another research, Pordelan (2011) investigated the quality of translation and analyzed errors within translation of thesis abstracts. He sought to spot translation errors that M.A university students had made in the process of translation of thesis abstracts from Persian to English language. The employed model for translation quality assessment for this study was Waddington's "Translation Quality Assessment Model" (2001). The researcher was going to detect the most common errors in translating these abstracts from Persian into English based on the model and also proposes some solutions to these errors. 20,000 words from 35 thesis abstracts were chosen as a material of this study. The data that was obtained from the evaluation of texts were analyzed and percentage of frequency of each error was determined.

Babakordi (2012) conducted another study to assess the quality of Iranian translation students' performances in the translation of correspondences and deeds. It was also to determine whether their translations are correspondent to Waddington's model of translation quality assessment. For the purpose of her study, a translation test was administered among 30 M.A. students of English translation who were studying at Islamic Azad University, Central Tehran branch. After analyzing the obtained data, it was indicated that the students' translations of such texts were acceptable but their knowledge of specialized words and phrases, and special principles and grammar of correspondences and deeds should be improved. In addition, the results showed that Waddington's model of TQA was appropriate to assess the translations of correspondences and deeds.

## METHODS

The rationale behind the present study was to investigate the extent to which Waddington model of translation can be applied as a TQA model

on Farsi translation of the novel 'Of Mice and Men' by John Steinbeck. The study employs a mixed method (qualitative and quantitative) design. It is a content-analysis, descriptive qualitative study since the researcher analyzed and evaluated the contents and the extensive part of data collected and analyzed in a descriptive way. Too, it is quantitative because the researcher made also use of statistical data analysis procedures (frequency and percentage) in the study.

### Theoretical Framework

The theoretical framework used in the study was the method A of Waddington's model of Translation Quality Assessment (2001). This method is based on a systematic analysis of errors and a list of possible error categories according to which the errors in the translated corpus are analyzed. The method was taken from Hurtado (1995) in which possible mistakes are divided into three categories that are drawn up as following:

- (i) Inappropriate renderings which affect the understanding of the source text (ST); these are divided into eight categories: contresens, faux sens, nonsens, addition, omission, unresolved extralinguistic references, loss of meaning, and inappropriate linguistic variation (register, style, dialect, etc.).
- (ii) Inappropriate renderings which affect expression in the target language (TL); these are divided into five categories: spelling, grammar, lexical items, text and style.
- (iii) Inadequate renderings which affect the transmission of either the main function or secondary functions of the ST.

In each of the categories, a distinction is made between serious errors (-2 points) and minor errors (-1 point). There is a fourth category which describes the plus points to be awarded for good (+1 point) or exceptionally good solutions (+2 points) to translation problems. In the case of the translation exam where this method was used, the sum of the negative points was subtracted from a total of 110 and then divided by 11 to reach a

mark from 0 to 10 (which is the normal Spanish system). For example, if a student gets a total of -66 points, his result will be calculated as follows:  $110-66=44/11=4$  (which fails to pass; the lowest pass mark is 5).

### Materials

To meet the goals of the study, a literary work called 'Of Mice and Men' by John Steinbeck, along with its Farsi translation by Parviz Daryush (1966) were selected as the corpus of study. Also, to check out the employed word equivalents, *Oxford Advanced Learner's Dictionary* (8th edition) along with *Moin Persian Dictionary* were used.

### Data Collection Procedures

The data included in this study were the extracts from the literary corpus John Steinbeck's 'Of Mice and Men' published in 1937 and its Farsi translation by Parviz Daryush. Since analysis of the whole novel requires a lot of space only twenty paragraphs of the original text were first chosen by the researcher through a systematic random sampling method and then their Persian translations were presented for purpose of analysis.

Comparatively, both original texts and their translations were analyzed with a great care to find out the possible errors in accordance with the errors included in method A of Waddington model (2001) in order to relate each type of error to its category to find the answer to the research questions of the study. The results were then indicated in some tables and charts in data analysis section. The frequencies of errors related to each category were presented and each error type was separately explained.

### Data Analysis Procedure

In this study the researcher concentrated on the English-Persian translation of the aforementioned literary work, 'Of Mice and Men'. It aimed to deal with specific translation problems in accordance with the Waddington model, method A, in the field of TQA.

To analyze the data, first each part of the original text and its parallel translation was consid-



ered in each paragraph. Then, the three proposed error categories in method A were applied to each paragraph to find out, in each paragraph, which type of errors could be figured out. This was done for each paragraph respectively until the last paragraph. Next, having a list of spotted errors related to each included error category in the method, the identified errors were linked to each of three categories in the method for the matter of classification. After that, the error types were counted or rated in percentage and frequency. Finally, the analyzed extractions' errors were reported in the form of tables, charts and then explained in the result of the study.

This is to note that for the matter of space only more than 20 percent of the paragraphs and their analysis are presented in the study. To clarify the above-noted points the following paragraphs and their translations will be analyzed in order.

### Paragraph No. 1

*Few miles south of Soledad, the Salinas River drops in close to the hillside bank and runs deep and green. The water is warm too, for it has slipped twinkling over the yellow sands in the sunlight before reaching the narrow pool.*

در چند میلی جنوب سوله داد، از کنار تپه ای رودخانه سالیناس، عمیق و سبز رنگ جریان دارد و به دریاچه ای فرو می ریزد. آب آن گرم است، زیرا پیش از آنکه به دریاچه فرو ریزد، از روی شنهای زرد و گرم و از زیر اشعه خورشید، می گذرد.

ST	TT	Error
Hillside bank	کنار تپه ای	Faux sens
In the	از زیر	Faux sens
Narrow	....	Omission
Too	....	Omission
Twinkling	....	Omission
Bank	....	Omission
Few miles	در چند مایلی	Addition
Green	سبز رنگ	Addition
Yellow sand	شن های زرد و گرم	Addition
Runs	فرو میریزد	Addition
Mile	میلی	Spelling
Has slipped	می گذرد	Grammar

### Paragraph No. 2

*On one side of the river the golden foothill slopes curve up to the strong and rocky Gabilan Mountain, but on the valley side the water is lined with trees-willows fresh and green with every spring, carrying in their lower leaf junctures the debris of the winter's flooding; and sycamores with mottled, white, recumbent limbs and branches that arch over the pool.*

یک سوی رودخانه، سرایشیهای زرین تپه های پیچاپیچ رو به کوه سرسخت و سنگی گابیلان کشیده شده است، اما آن سو که دره است، کناره آب را خطی از درخت گرفته \_ درختهای بید که هر سال به هنگام بهار سبز و شادابند و هنوز آثار لطمه های سیلابهای زمستانی را بر پندهای برگهای زرین حفظ کرده اند. و درختهای چنار، که با شاخه ها و جوانه های سفید و رنگارنگ و آرام بر فراز استخر طاق زده اند

ST	TT	Error
Foothill slopes	تپه های پیچاپیچ	Fauxsens
On the valley side	ان سو که دره است	Fauxsens
The water is lined with tree	کناره اب را خطی_ از درخت گرفته	Fauxsens
pool	استخر	Fauxsens
Carrying.. Debris	حفظ کرده اند. لطمه	Fauxsens
Carrying...the debris	هنوز	Addition
Foothill	تپه های پیچاپی	Addition
Ranch	طاق زده اند	Grammar
Curved up to	کشیده شده است	Grammar
Carrying in lower leaf	بر بند های برگهای...حفظ کرده اند	Loss of meaning
With molted white,	با شاخ ها و جوان های سفید	Loss of meaning
Recumbent limbs and branches on one side	ورنگارنگ و آرام	Omission
Molted and recumbent	رنگارنگ و آرام	Contresens

**Paragraph No.3**

*There is a path through the willows and among the sycamores, a path beaten hard by boys coming down from the ranches to swim in the deep pool, and beaten hard by tramps who come wearily down from the highway in the evening to jungle-up near water. In front of the low horizontal limb of a giant sycamore there is an ash pile made by many fires; the limb is worn smooth by men who have sat on it.*

کوره راهی از میان بیدها و به موازات چنارها به کنار استخر می رود که زیر پای پسر بچه هایی که از دهکده ها برای شنا کردن در استخرهای عمیق می آیند و زیر پای آوارگانی که برای استراحت، از شاهراه به کنار استخر می آیند، سخت کوفته شده است. در مقابل یک شاخه افقی یک چنار غول پیگر که در آنجاست، توده ای از خاکستر، که نتیجه چندین بار آتش ساختن است، انباشته شده است. پوست شاخه درخت بر اثر نشستن های بسیار مردم، نرم و کوفته شده است.

ST	TT	Error
Among	به موازات	Fauxsens
pool	استخر	Fauxsens
Fire	آتش ساختن	Fauxsens
Made by	... نتیجه چند بار	Fauxsens
Through willow	به موازات چنارها به کنار استخر میرود	Addition
The low horizontal limb	یک شاخه افقی	Addition
In front of a giant sycamore	در مقابل یک درخت غول پیکر چنار که در آنجاست	Addition
There is an ash pile	انباشته شده است	Addition
The limb	پوست شاخه درخت	Addition
By men who have sat on it	توسط نشستن های بسیار مردم	Addition
Is worn smooth	نرم و کوفته شده است	Contresens
Tramps who come Wearily	آوارگانی که برای استراحت می آیند	Loss of meaning
Wearily	.....	Omission

**Paragraph No.4**

*The day was going fast now. Only the tops of the Gabilan Mountains flamed with the light of the sun that had gone from the valley. A water snake slipped along on the pool, its head held up like a little periscope. The reeds jerked slightly in the current. Far off toward the highway a man shouted something, and another man shouted back. The sycamore limbs rustled under a little wind that died immediately.*

روز به تندی رو به پایان میرفت. فقط قلل کوه گابیلان، از شعاع خورشید که دره را ترک گفته بود، درخشان مانده بود. یک مار آبی، به سطح آب استخر خزید، سرش مانند لوله دوربین زیردریایی بیرون بود. جگن ها اندکی جنبیدند. دوردست، در جاده بزرگ، مردی چیزی فریاد زد، و مردی دیگر در جواب او فریاد کشید. چنارها زیر فشار باد مختصری که فوراً از میان رفت، اندکی لرزیدند

ST	TT	Error
Light of the sun	شعاع خورشید	Fauxsens
Pool	استخر	Fauxsens
Held up	بیرون بود	Fauxsens
Toward the high way	در جاده بزرگ	Fauxsens
Now	.....	Omission
In the current	.....	Omission
Limb	.....	Omission
Mountains	کوه	Grammar
Flamed with	درخشان مانده بود	Grammar

**Paragraph No.5**

*Crooks, the Negro stable buck, had his bunk in the harness room; a little shed that leaned off the wall of the barn. On one side of the little room there was a square four-paned window, and on the other, a narrow plank door leading into the barn. Crooks' bunk was long box filled with straw, on which his blankets were flung.*

کروکس، مهتر سیاه پوست در کنار آخورها به سر می برد. نزدیک دیوار انبار کپری ساخته بودند که در آن می زیست. در یکسوی اتاق پنجره ای چهارگوش بود که چهار جام شیشه داشت و سوی دیگر، دری باریک بود که به انبار باز می شد. تختخواب کروکس قوطی درازی بود که پر از کاه بود و روی کاه پتویی گسترده بود

ST	TT	Error
Leaned off	باز می شد	Fauxsens
Box	قوٹی	Fauxsens
Was a squar Four paned window	پنجره ای چهار گوش بود که چهارجام شیشه داشت	Addition
A narrow plank door..	دری باریک بود	Addition
On which his blanket...	روی کاه پتویی	Addition
A long box filled	قوٹی درازی بود	Addition
with straw	که پر از کاه بود	Addition
Little	...	Omission
Plank	...	Omission
His	...	Omission
Blankets	پتویی	Grammar
Stable buck	مهنر	Unresolved linguistic variations
Had his bunk in	که در ان ... می زیست	Loss of meaning

## RESULTS

### Qualitative Phase

As mentioned earlier the principal aim of this research is to investigate the extent of applicability of the Waddington model (method A) to assess the quality of the novel 'of Mice and Men' by John Steinbeck which translated into Farsi by Parviz Darush. To this aim, all 20 extracts from this novel were collected, and the errors were extracted and categorized based on Waddington model of categories of errors in method A. All detected mismatches are tabulated as following:

Table 1 indicates the count and percentage of each error type in a hierarchy of descending order. Regarding the occurrences of errors, the high frequency of two categories is significant and the total number of errors detected is 270. This frequency indicates that Waddington model has covered a great deal of errors.

As table1 shows, the translator has not made any mistakes, regarding the text, style, nonsense

and lexical items. Too, the errors regarding the third category which affect the transmission of either the main function or secondary functions of the source text were not detected.

**Table1.**  
*The Analysis of Errors*

Error	Percentage%	Frequency
Faux sens	25.92	70
Omission	24	65
Addition	20.37	55
Grammar	12.59	34
Loss of meaning	10.37	28
Contresens	2.59	7
Spelling	1.48	4
Inappropriate linguistic variation	1.11	3
Unresolved linguistic reference	0	0
Nonsense	0	0
Lexical item	0	0
Text	0	0
Style	0	0
Total	100	270

### Quantitative Phase

In order to separate the errors of the two categories of the Waddington model each error category with their related errors have been tabulated separately as shown in table 2 and 3.

**Table2.**  
*Errors Affecting Understanding of ST*

Error	Percentage %	Frequency
Fauxsens	25.92	70
Omission	24.07	65
Addition	20.37	55
Loss of meaning	10.37	28
Contresens	2.59	7
Inappropriate lin- guistic reference	1.48	4
Unresolved linguistic variation	1.11	3
Total	85.92	232



**Table3.**  
**Errors Affecting the Expression of TT**

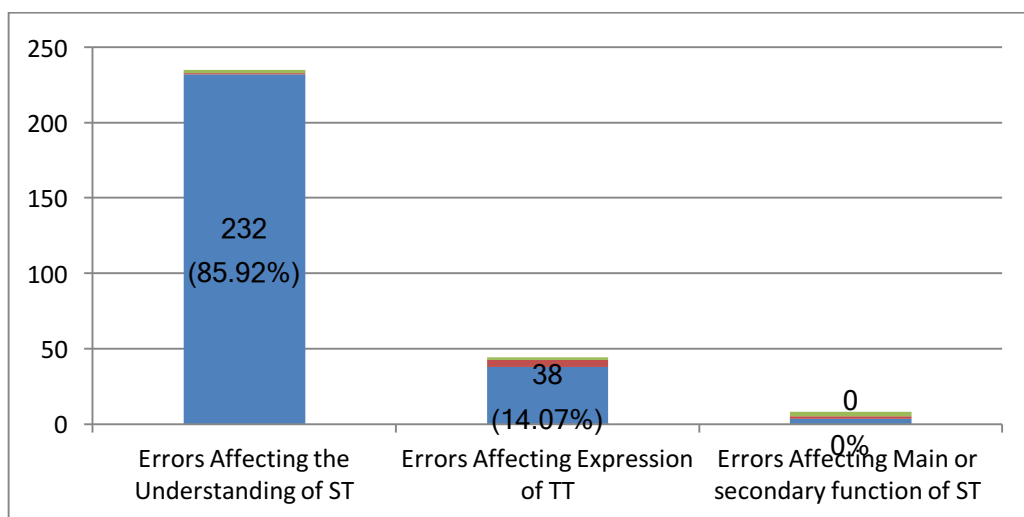
Error	Percentage%	Frequency
Grammar	12.59	34
Spelling	1.48	4
Lexical Item	...	...
Text	...	...
Style	...	...
Total	14.07	38

Table 2 contains the first error category of Waddington model (method A). Out of 232 errors, fauxsens and omission each include 70 and 65, which accounted for 25.92% and 24.7% of errors. Also, addition with 55 errors is another common error made by the translator which formed 20.37% of errors. The other sub-categories are not statistically significant, except

for loss of meaning with 28 that constitute 10.37 percent of errors. Contresens with 7 errors which covers 2.59%, inappropriate linguistic variation with 4 errors which forms 1.48% as well as unresolved linguistic variation includes 3 errors with 1.11% are the least occurred errors made by the translator regarding the first category.

Table 3 indicates the second error category with total number of 38 errors. Grammar with 34, accounts for 12.59% are the only two sub-categories in this category. Lexical item, text and style were not committed by the translator.

In another attempt to clarify which category of errors, among the three ones, was committed more frequently by the translator of the novel, a chart was presented subsequently.



**Chart1. Frequency of Errors in Each Category of Waddington Model (method A)**

As has been shown graphically from chart1 the high frequency of errors is relate to first category which affect the understanding of the source text including 232 errors and constitute about 86.92% of errors. This is while, errors of expression in the target language covers 38 errors which constitute only 14.07 percent of whole errors. Based on the chart errors related to the third category which affects the functions of ST were not also committed.

## DISCUSSION

As it was mentioned before, this study sought to investigate the extent to which Waddington Model of TQA can assess the quality of the Farsi translation of the novel “of Mice and Men” by John Steinbeck. The framework used within the present study was based on Waddington’s model of TQA to detect and classify the areas of errors in terms of the three error categories in method

A. This method is based on error analysis and Waddington (2001) informed the “superiority of methods based on error analysis over those based on a purely holistic appreciation”. It is a reliable method that can be applied to all text types to conduct an empirical study due to its objectivity.

Considering the findings obtained as the result of data analysis after applying the Waddington model, the related outcomes would be discussed in terms of the research questions.

1. To what extent could method A of Waddington model be applied for assessing the quality of the Persian translation of John Steinback’s ‘Of Mice and Men’ novel? To address the first research question of the study the novel and its translation version were analyzed by the researcher carefully and many translation errors or mismatches were detected. The detection of the errors revealed that there were both errors which affect understanding of ST and expression of TT in the texts. According to table 1 the high frequency of mismatches is significant with 270 errors. They are fauxsens, omission, addition, grammar, loss of meaning, contresens, spelling, inappropriate linguistic variation and unresolved linguistic references. It shows that errors of fauxsens, addition and omission are on top list of error frequency, which is significant. Loss of meaning is rather significant but, the two other errors such as inappropriate linguistic reference and inappropriate linguistic variation were of low frequency. Another important point was that the translator has not made any mistakes regarding the text and style mismatches and also related to the third category of the method which contains errors that affect the transmission of primary or secondary functions of the ST.

However one can realize that the translators of this type make mistakes related to linguistic rather than translation. Most of the errors were located in the first category of the method which were caused by lack of linguistic skills in SL and leads to lack of understanding the ST. The number of errors related to the second category was not significant, but grammar errors in comparison with other error types like spelling, lexical items,

which formed 12.59% of all errors as indicated in table1, were rather significant. These error types were caused by inadequate familiarity with linguistic skills in TL and lead to incorrect manipulation of the TT elements. Most of the grammar errors were tense errors such as ignoring plural ‘S’ in ST which was translated as singular in TT.

Therefore, it could be claimed that almost all extents of the Method (A) of Waddington’s Model could be applied for assessing the novel ‘Of Mice and Men’ of John Steinback.

The results of the current study is parallel with the results obtained in Shahraki and Karimnia’s (2011) study in which Waddington’s model (2001) was applied on the Persian translation of George Orwell’s 1984, by Baluch. In this study the top list of the errors were addition, fauxsens and omission. They found that Persian translators make more linguistic mistakes, rather than translational mistakes. In spite of the applicability of this model to assess the quality of translations, they believe that some of high frequency errors detected in the text such as addition and omission are not errors and are necessary in translation because something must be added to TT in order for the message to be expressed completely. The researcher of the present study agrees with them and believes that because the structures of the two languages, ST and TL don’t resemble. If an element is translated as its structure into TL without adding any other part in TT, the reader meets an ambiguity in the intended message. One word in the original might be translated by a complete sentence and vice versa. They also don’t consider omission as an error but as a means of transferring the intended message.

In the case of these two omission and addition errors, Ardeshiri and Zarafshan (2014) states that the cause of these is not a problem but it is a means for transferring meaning which is in contrast with Waddington point of view. Further, Huhtala (1995) cited in Ruokonen (2010) showed the cause of omissions and additions in the translation: a) to make the text more faithful for the readers by interpreting it, b) to simplify its linguistic structure, or c) to ease the translation pro-

cess with change. He does not agree with Waddington as well but somehow stands behind Karimnia and Shahraki's criticism (2011).

2. Regarding the 3 categories of errors in Waddington's method (A), which category is more committed by the translator? In order to answer the second question the quantitative phase of the study began to show the total number and percentage of errors related to each category in Waddington model (method A). Table 2 contains the first error category of with 232 error types. The errors exist in this category affected the understanding of the ST which are more linguistic mismatches. The number of the errors in the first category is significant based on the quantitative analysis indicated in the result section.

Table 3 also represents the type and count of errors in the second category of the method with the total number of 38. They are errors the affected the expression of TT which labeled as translation errors. To clarify which category of errors, among the three ones, were made more by the translator of the novel, chart 1 shows the total number and percentage of the three categories.

Chart1 depicts, the high frequency of errors is related to first category which affect the understanding of the source text, including 232 errors, constituted about 86.92 percent of errors. In contrast, errors of expression in the target language covered 38 errors which constituted only 14 percent of the entire errors. It was shown that the errors included in the first taxonomy, committed about six times more than the second error taxonomy. Based on the chart, the errors related to the third category which affects the functions of ST were not committed at all.

In addition, the results obtained from the quantitative phase have the closest relationship with the study by Shahraki and Karimnia (2011) in which they assessed the Persian translation of George Orwell's 1984, based on Waddington's model (2001). Based on the result of error analysis they found that the high frequency of mismatches were linked to the understanding of the ST, which formed about 77 percent of errors. This is while the errors of expression in the TT

constituted only 13 percent of entire errors. The third category, in line with the present study, was not committed by the translator at all.

## CONCLUSION

The TQA of the novel "of Mice and Men" highlighted a numerous mismatches and errors in a special genre of written text and bore new facts and implications regarding the translation of such expressive and literary texts. This huge number of translation errors makes the translator more aware of the difficulties of translating literary genres and teach them how to overcome them. As Yousofi and Abasian (2015) emphasize, the translation quality depends greatly on the translator's knowledge. So the knowledge is familiarity of the translator with both source and target text.

As the results of the study show, the translators' errors in translating English novels into Persian mostly have problems with understanding of the ST such as fauxsens, omission, addition and inadequate knowledge about linguistic skills in SL. Exploiting from the findings of the study a literary translator, especially novel one, has to be aware of some traits of this type of text such as its especial language, form, expressive function, suggestive power to be successful in dealing with translation accuracy or even editing the published translated works. These all points would not be gained unless the translators, translation students, translation maters adopt different models of analysis for their translations.

However the major limitation of the research was that the researcher chose only one genre of English text so because of its specific trait and level of complexity over other types, the results of the study is more beneficial for the literary translator than the others. Furthermore, the researcher only used one method of the quality assessment, method A, proposed by Waddington (2001) to analyze the novel of 'Mice and Men' with only 20 paragraphs of the literary text so other methods with more extracts from the text would bear the findings suitable for generalization.

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