# Comparison of Performance of Students in Translation Classes: Focusing on Translation from English into Korean

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**ABSTRACT**

This paper is written based on part of the results of a project to develop an error typology to assess translations from English into Korean, which could be practically used at school. The purpose of this paper is to discuss some important aspects in translation class, by comparing the performance of student translators: the percentages of errors from each group were compared while ANOVA analysis was employed to show whether the differences among groups were significant or not. Four groups of students in two translation programs in Korea and Australia participated in the project. The results indicate that among other areas, the competence of Korean, the participants' mother tongue, especially with regards to syntactic competence, should be considered as one of the most important factors for students to improve the quality of translations from English into Korean. The data also shows that since readability (difficulty) of English source texts have influenced the performance of students, the selection of the source text should be carefully done in translation classes.

**KEYWORDS**

translations from English into Korean, error, grammar, translation class

## 1. Introduction

Since the 1940s the number of translation programs has dramatically increased to meet the need for translators, and nowadays students usually acquire the knowledge and skill required to produce good translation during the periods of studying in these programs. The curricula and the teaching methods in translation programs, however, have not been developed on the basis of theories formulated by systematic and empirical research. Professional translators and interpreters used to teach their students by 'trying and practicing' methods and techniques based on their work experiences (Kalina 2000: 8). Although these methods have contributed to fostering translators, many areas including translation assessment have remained to be investigated. Under these circumstances, a project was set up to investigate the nature and the types of errors detected in translations from English into Korean because those errors could show areas that should be improved. This paper is a part of the project, and its main purpose is to identify some aspects that should be considered in translation class, by comparing groups of students studying in different situations.

The data used are translations from English into Korean submitted by student translators as one of their class activities in translation programs in Korea and in Australia: they were from two classes (TRAN 816 and TRAN 820) at Macquarie University (MQ) and two classes (TRAN 816 and TRAN 820) at Korea University (KUMU). TRAN 816 is provided in the first semester, while TRAN 820 is provided in the second semester at both universities, which have run a joint parallel program for several years. The total numbers of translations from which data are extracted are 153. Among them, 22 translations come from KUMU TRAN 816, 24 from KUMU TRAN 820,

40 from MQ TRAN 816, and 67 from MQ TRAN 820.

Since the conditions of the groups are different in terms of the place and the period of studying translation, the comparison might show the impacts of those differences on translations. The standards to compare students' performances are described below:

'Causes of errors' mean the origin of errors. In translation, two languages are involved, and in most cases, one is a translator's first language and the other is the second or the third language. The purpose of this category is to identify which of the two languages leads to errors in the translation, including two sub-categories: miscomprehension of the source text and misuse of the target language (Korean). More specifically, 'miscomprehension of the source text' means the misunderstanding of words, phrases and clauses of the source text. 'Misuse of Korean' is mainly concerned with grammatical errors at lexical level and syntax level. This category involves incorrect choices of words or phrases due to the lack of knowledge of Korean.

'Types of errors' indicate the skills and knowledge that students need to improve, mostly related to the target language. This has three major categories: lexical errors, syntactic errors and hygiene errors. Lexical errors include 'wrong word', 'loan word', 'word to be refined', 'redundant word', 'wrong terminology' and 'collocation'. Wrong word errors are usually caused by the misuse of words in Korean as well as misunderstanding of words, phrases and clauses of the source text. The other five categories, which are 'loan word', 'word to be refined', 'redundant word', 'wrong terminology' and 'collocation', mainly concern grammatical issues in Korean at the lexical level. Syntactic errors consist of 'parts of speech', 'ending', 'voice', 'word order', 'agreement', 'incomplete sentence', 'tautology' and 'omission', which are mostly dealing with grammatical errors in Korean at syntactic

level. Hygiene errors include errors in 'spacing' and 'punctuation'.

'Significance of errors' includes major and minor errors. They play a critical role in deciding whether translations are good or not, which means 'pass or fail'. The concepts of major and minor errors have been discussed for a long time. For instance, error typologies including Waddington's method, SICAL and NAATI have suggested guidelines to decide major and minor errors, but they still seem to depend on the assessors' or readers' personal judgement and preference. Thus, in this project, if errors in the target text can be corrected without analysing the source text again, they are classified as minor errors. In other words, simple language errors would be minor errors. If correcting errors requires assessors to read and analyse the source text again, because the target text cannot transfer the meaning of the source text, they would be categorized as major errors. If the target text is not comprehensible because of grammatical errors or correcting the language errors requires changing the whole structure of a sentence, they would be categorized as major as well.

## 2. Error rate: error rates within each group and error rates per word

Table 1 shows the number of errors of each group that participated in this project. In it, errors are to be categorized into three categories: cause, type and significance as described above. In other words, errors in translation are examined in three different directions.

Table 1 Number of errors and percentages

| | KUMU TRAN 816 | KUMU TRAN 820 | MQ TRAN 816 | MQ TRAN 820 |
|---|---|---|---|---|
| **Cause of Error** | % | % | % | % |
| Miscomprehension of ST | 19.46 | 14.82 | 15.93 | 8.37 |
| Misuse of Korean | 80.54 | 85.18 | 84.07 | 91.63 |
| Total | 100% | 100% | 100% | 100% |
| **Type of Error** | | | | |
| Lexical Errors | 44.65 | 40.83 | 45.14 | 41.69 |
| Lexical errors from ST | 19.46 | 14.82 | 15.93 | 8.37 |
| Lexical errors from TT | 25.19 | 26.01 | 29.21 | 33.32 |
| Syntactic Errors | 40.08 | 38.62 | 37.74 | 42.79 |
| Hygiene | 15.27 | 20.55 | 17.12 | 15.53 |
| Total | 100% | 100% | 100% | 100% |
| **Significance of Error** | | | | |
| Major Error | 38.13 | 24.58 | 26.11 | 16.99 |
| Minor Error | 61.87 | 75.42 | 73.89 | 83.01 |
| Total | 100% | 100% | 100% | 100% |

Since the numbers of translations and participants, as well as word-counts of each source text in the data are not the same, the numbers of errors cannot be directly compared. To compensate for this problem, the percentages in Table 1 show the portions of errors in each group, and some differences can be detected in two areas: (a) the miscomprehension of the source text in the causes of errors; (b) major errors in the significance of errors. However, since the actual numbers of errors of each category are different, it is difficult to compare the performance of the groups. Thus, error rates based on the numbers of participants and word-counts of the source text are needed to compare the performances of the groups. To calculate those error rates, the total numbers of errors from each assignment were

divided by the number of participants. Then the numbers were divided by the word counts of the source texts. Table 2 shows the error rates per assignment of the four groups. As seen in the table 2, the figures do not show progress in the performance of the groups within one semester.

Table 2 Error rate per word of four groups

| | **Assignment** | **Error Rate** | | **Assignment** | **Error Rate** |
|---|---|---|---|---|---|
| MQ TRAN 816 | MQ 816 1 | 11.52 | MQ TRAN 820 | MQ 820 1 | 10.08 |
| | MQ 816 2 | 12.32 | | MQ820 2 | 9.16 |
| | MQ 816 3 | 7.15 | | MQ 820 3 | 8.85 |
| | MQ 816 4 | 12.08 | | MQ 820 4 | 6.45 |
| | MQ 816 5 | 10.21 | | MQ 820 5 | 10.55 |
| | MQ 816 6 | 11.21 | | MQ 820 6 | 5.02 |
| | MQ 816 7 | 8.15 | | MQ 820 7 | 7.17 |
| | MQ 816 8 | 8.40 | | MQ 820 8 | 9.62 |
| | MQ 816 9 | 12.20 | | MQ 820 9 | 10.18 |
| KUMU TRAN 816 | KUMU 816 1 | 8.62 | KUMU TRAN 820 | KUMU 820 1 | 8.16 |
| | KUMU 816 2 | 7.13 | | KUMU 820 2 | 6.52 |
| | KUMU 816 3 | 5.77 | | KUMU 820 3 | 5.29 |
| | KUMU 816 4 | 8.96 | | | |

However, when comparing between the average error rates of each group, some progress was found between two MQ groups and between two KUMU groups. Table 3 shows the average error rate of the four groups. Among them, MQ 816 group shows the highest error rate of 10.36%, while MUKU 820 shows the lowest error rate of 6.66%.

Table 3 Average error rates of the four groups

| Average of Error Rates | | | |
|---|---|---|---|
| KUMU 816 | 7.62% | MQ 816 | 10.36% |
| KUMU 820 | 6.66% | MQ 820 | 8.56% |

## 3. Performance of four groups, based on error rates and ANOVA analysis

Based on the two types of error rates described above, the performances of the four groups would be compared in this section. To do this, the percentages or errors from Table 1 and ANOVA, analysis of variance, are employed: The percentages show the portions of errors within a group (displayed by bar-graph), while ANOVA analysis shows the differences in performance among four groups (displayed by line-graph) based on the error rate per word as displayed in Table 2. One of the reasons to employ the two methods is that comparing the error rates of each group could illustrate the changes in the portions of errors between the groups, but it is difficult to compare their performances. ANOVA analysis might show differences in performances among the groups more accurately as well as showing whether the differences are significant or not.

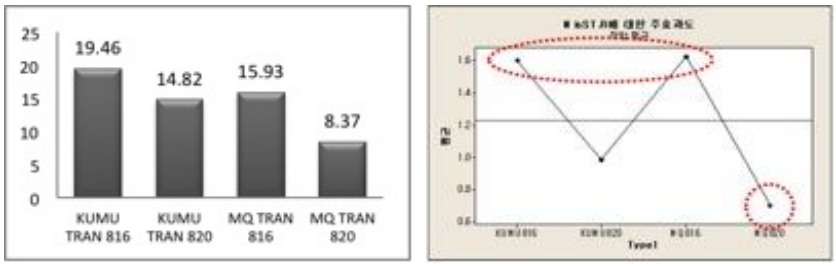
Please note two points: First, is that in ANOVA analysis, if P-value is lower than a 'Significance Level of 5%', this means there is a 'significant difference' in performance among the groups compared. The results of statistical analysis are illustrated in line-graphs in each section in which particular groups have been marked by 'dot-shaped circles', while the others have not. If there are circles, this means that the performance of the groups have the most significant differences. If there are no circles, the differences cannot be said to be very significant. The second point is that only some categories that are considered to be important for students were compared in this paper.

### 3.1. Causes of errors: miscomprehension of the source text and misuse of Korean

The two sub-categories in the cause of errors should be dealt together, because they are linked with each other: if the rate of the category of miscomprehension of the source text is low, the rate of misuse of Korean should be high.

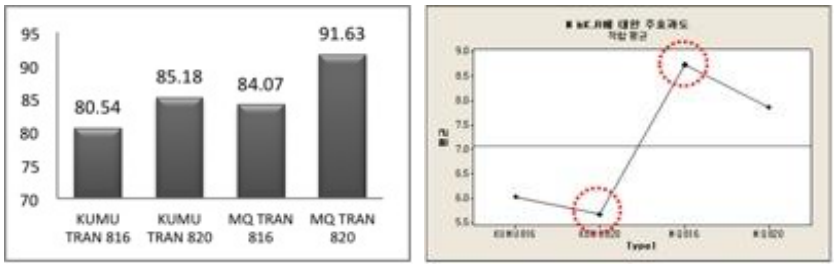
Regarding miscomprehension of the source text, as seen in the bar-graph of Figure 1 below, when comparing error rates from the four groups, the highest rate is 19.46% of KUMU 816 and the lowest one is 8.37% of MQ 820. More specifically the percentages of KUMU 816, KUMU 820 and MQ 816 are around or above 15%, while the percentage of MQ 820 is as low as 8.37%. A similar trend can be seen in ANOVA analysis (line-graph). According to this analysis, P-value is 0.027, which means that the differences in performance among the groups are significant. KUMU 816 and MQ 816 groups have more errors from the miscomprehension of the source text than MQ 820 group. This might be interpreted to mean that students in the groups of KUMU 816 and MQ 816 should put more effort to improve their abilities to comprehend the English source texts than other groups. In the case of KUMU 820, the line-graph says that their performances are not significantly different comparing to other groups. However, since the two 816 groups' error rates in the line graph are higher than the average line (displayed by a line in the middle of the graph) and the two 820 groups' rates are lower, TRAN 816 groups have more problems in the comprehension of the source text than TRAN 820 groups, which was expected as they are first semester groups.

Figure 1 Miscomprehension of the source text




Regarding misuse of Korean, as seen in the bar-graph of Figure 2, when comparing error rates from the four groups, the highest one is 91.63% of MQ 820 and the lowest one is 80.54% of KUMU 816. More specifically the percentages of KUMU 816, KUMU 820 and MQ 816 are around 80%, while the percentage of MQ 820 is more than 90%. In this category, the trends between the two analyses are not similar, especially in the data from KUMU 820 and MQ 816 groups. In the line-graph of ANOVA analysis, P-value is 0.009, which means that there are significant differences among the groups. Among them, the differences between KUMU 820 and MQ 816 are very significant. When considering all the groups, the KUMU groups show better performance than the MQ groups in the use of Korean, because the line-graph indicates that the KUMU groups have lower error rates than the MQ groups.

Figure 2 Misuse of Korean



### 3.2. Types of errors: Lexical errors resulting from miscomprehension of the source text and from misuse of Korean

In this section, lexical errors can be compared in two ways, which shows the area that students should improve in. Regarding lexical errors from miscomprehension, the results are the same as those of miscomprehension of the source text in the cause of errors as seen Figure 3, because the numbers of the errors of the two categories are the same, as seen in Table 1.

Figure 3 Lexical errors resulting from miscomprehension of the source text

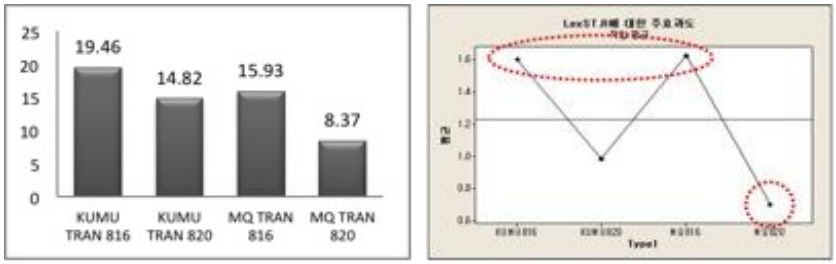
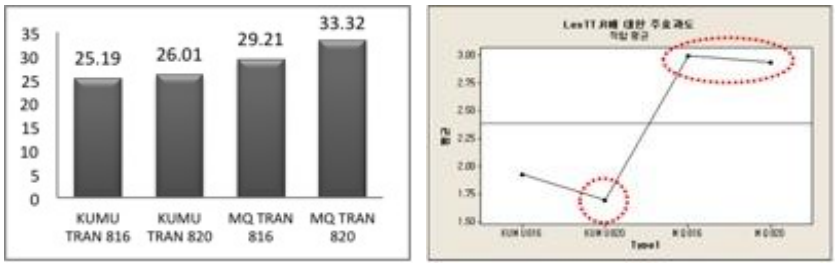



Figure 4 deals with lexical errors caused by the lack of knowledge in Korean. In the percentages of error rates, the highest rate is 33.32% of MQ 820, while the lowest one is 25.19% of KUMU 816. Generally, the rates from the four groups are not very different as seen in the bar-graph of Figure 4. However, according to ANOVA analysis, P-value is 0.014, which means there are significant differences between the groups. The error rate is higher in MQ 816 and MQ 820 groups, while the rate is lower in KUMU 820. In other words, their differences in performances can be said to be very significant. When considering all the groups, the KUMU groups show better performance than the MQ groups, because the line-graph of Figure 4 indicates that the two KUMU groups have lower error rates

than the two MQ groups.

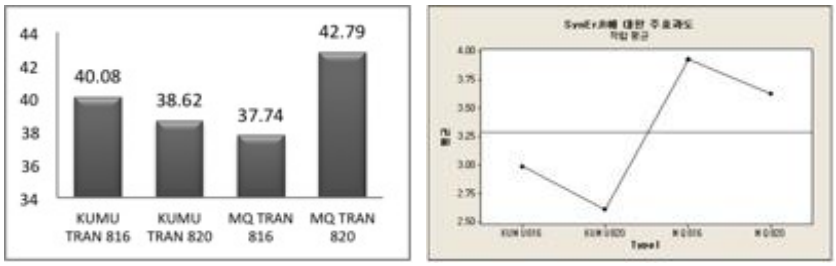
Figure 4 Lexical errors resulting from misuse of Korean




### 3.3. Types of errors: Syntactic errors

This analysis deals with errors related to Korean syntax. Thus, it entirely concerns the knowledge of Korean grammar. In the percentages of error rates, the highest rate is 42.79% of MQ 820, while the lowest one is 37.74% of MQ 816. Generally, the rates from the four groups are not very different as seen in the bar-graph of Figure 5. Similarly, in ANOVA analysis, P-value is 0.185, which can be interpreted that the differences among the groups are not significant. Since both bar and line graphs say there are no significant differences between groups, it might be interpreted that the performance of the four groups is similar in the knowledge of Korean grammar at syntax level. In other words, regardless of the level of translation ability or the length of training in translation programs, the knowledge about Korean in the area of syntax is similar among students from all four groups. According to the line-graph of Figure 5, however, the two KUMU groups show better performance than the two MQ groups.

Figure 5 Syntactic errors

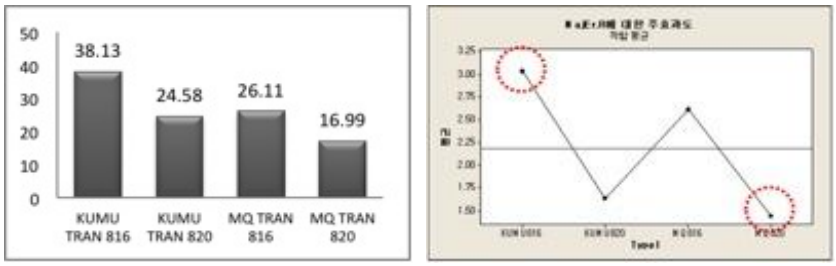



### 3.4. Significance of errors: major errors and minor errors

Like causes of errors, the two sub-categories of the significance of errors are linked to each other: one is 'minor' and the other is 'major'. If more major errors are found, it means 'relatively worse' in performance, while if more minor errors are found it means 'relatively better' performance.

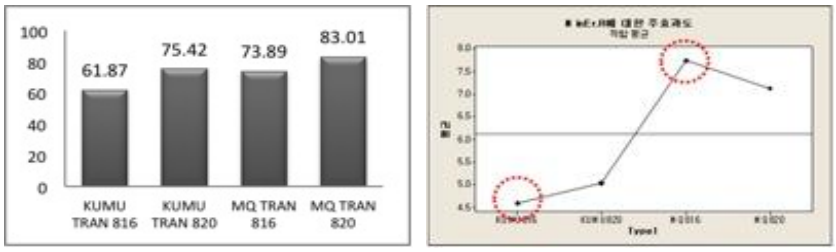
As seen in the bar-graph of Figure 6, regarding major errors, the highest rate is 38.13% of KUMU 816 while the lowest one is 16.99% of MQ 820. The other two groups show 24.58% and 26.11%, which are not very different from each other. ANOVA analysis shows a similar trend in this category. P-value is 0.047, which means that there are significant differences between the groups. Among them the differences in performance between KUMU 816 and MQ 820 are significant. More specifically, more errors were categorized as major errors in translations from KUMU 816, while the translations of MQ 820 group contain fewer major errors than the translations done by all other groups. When considering all the groups, the two TRAN 820 groups show better performance than the two TRAN 816 groups, because they have fewer major errors.

Figure 6 Major errors




Regarding minor errors, as seen in the bar-graph of Figure 7, the highest rate is 83.01% of MQ 820 while the lowest one is 61.87% of KUMU 816. The other two groups show 75.42% and 73.89% which are not very different from each other. However in this category of minor errors, as mentioned above, the interpretation should be different from other categories due to the nature of this category. According to ANOVA analysis, P-value is 0.002, which means that there are significant differences between the groups, especially differences between KUMU 816 and MQ 816 groups are very significant. In other words, more errors were categorized as minor errors in translations from MQ 816, while the translations of KUMU 820 group contain fewer minor errors than all other groups. When comparing all the groups, the MQ groups have more minor errors than the KUMU groups, which might suggest that the two MQ groups' performance is better than that of the two KUMU groups.

Figure 7 Minor errors



According to the data above, some points should be discussed. Firstly, according to ANOVA analysis, differences between the KUMU groups and the MQ groups, which mean the students studying in Korea and in Australia, were detected as seen in Table 3: the MQ groups are prone to make more errors in the categories of the misuse of Korean, namely, lexical and syntactic errors. This suggests that the students studying in Korea show better performance in the use of Korean than the students in Australia even though both groups consist of native speakers of Korean. On the other hand, the MQ groups are prone to make more minor errors. In other words, they have less major errors than the KUMU groups. Thus, if the assessment would be done on 'pass or fail', the students who are studying in Australia may get better scores.

Table 3 Improvements of students at KUMU and MQ

| **KUMU** | **MQ** |
|---|---|
| Misuse of Korean<br>Lexical errors from Korean<br>Syntactic errors | Minor errors |

Secondly, Table 4 shows the categories with fewer errors detected comparing TRAN 816 (first semester) and TRAN 820 (second semester) students. The two 820 groups show fewer errors in the categories of miscomprehension of the source text, lexical errors from the source text and major errors, while the two 816 groups have no areas showing better performance. Thus, the second semester students have better abilities in the comprehension of the source text, and make fewer major errors.

Table 4 Differences between TRAN 816 vs. TRAN 820

| TRAN 816 | TRAN 820 |
|---|---|
| No areas showing better performance | Miscomprehension of the ST<br>Lexical errors from ST<br>Major errors |

Thirdly, unlike other sub-categories, as seen in Figure 5, there is no 'significant' difference among groups in the category of syntactic errors in Korean. This might be interpreted into two opposite ways: the first interpretation could be that students' competences in Korean have already reached the highest level, since they are all native Koreans with higher education. Thus, there would be no need to improve their abilities in Korean; the second interpretation could be that they have studied English, the second language, more than Korean, the first language, during the period of their training. As a result, their English abilities have improved while their Korean abilities have not shown any progress. In this paper, the second interpretation might give a more plausible reason since the actual numbers of errors in the category were high. If students' competence in the use of Korean were good enough, there should not have been many errors. However, more empirical research should be done on this issue to obtain more reliable answers.

Finally, the two graphs - bar-graphs and line-graphs - are similar in some categories and they are not in others. They look similar in the categories of miscomprehension of the source text in the causes of errors, lexical errors from the source text in the types of errors and major errors in the significance of errors. They look different in the categories of misuse of Korean, lexical errors from Korean, syntactic errors and minor errors, as seen in Table 5. That is, the two graphs are similar in the categories related to the source text, while they are

different in the target text for certain reasons, which need more investigation.

Table 5 Comparison of two graphs

| Two graphs- similarities | Two graphs- differences |
|---|---|
| Miscomprehension of the source text<br>Lexical errors from source text<br>Major errors | Misuse of Korean<br>Lexical errors in Korean<br>Syntactic errors<br>Minor errors |

## 4. The issue of texts selection: Readability of source text

While analyzing the data, I found that the source texts were not selected according to certain standards, and suspected that readability (or difficulty) of the source text might have a relation with the error rates of translations.

Readability research was originally designed to grade texts for children when the first graded school opened in Boston in the U.S. in 1847 (Dubay 2004:4). Later, the results of the research have been used for adults as well, in adjusting the text level of newspapers, magazines, and specialized texts. The starting point was research on vocabulary, especially on its frequency and difficulty. Researchers were interested in the frequency of words because "the more frequently a word is used, the more familiar it is and the easier to use" (Dubay 2004:12). In 1921, Thorndike published the first list of vocabulary using frequency. Fry et al.(1984:22) say that "the first 100 most frequent words make up almost half of all written material, and the first 1,000 make up about 90 percent of all written material […] They ranked words in order of frequency of occurrence, because easy

words are also the words we use most frequent." Edgar Dale & Joseph O'Rourke published a book entitled 'The Living World Vocabulary: A National Vocabulary Inventory' in 1981. It contained the grade-level scores of the familiarity of 44,000 words. For the first time, it "gave scores for each of the meanings a word can have and the percentage of readers in the specified grade who are familiar with the word" (Dubay 2004:13). In line with the research on vocabulary, various kinds of readability formulae have been introduced, in which other items such as sentence length are reflected. Harry D. Kitson (1921) showed "how and why readers of different magazines and newspapers differed from one another. In this process sentence length and word length measured in syllables are important measures of readability" (in Dubay 2004:13). Based on Kitson's research, Flesch developed a 'Reading Ease scale' for measuring reading material for children and adults, and compared the reading scores of popular magazines (Flesch 1949:149-150). "The first part, Reading Ease formula, dropped the use of affixes and used only two variables, the number of syllables and the number of sentences for each 100-word sample. It predicts reading ease on a scale from 1 to 100, with 30 being 'very difficult' and 70 being 'easy.' The second part of Flesch's formula predicts human interest by counting the number of personal words and personal sentences" (Flesch 1949:21). The Flesch-Kincaid Grade Level (FKGL) developed in the 1940sis a measure of readability based on the average number of syllables per word and the average number of words per sentence. The score indicates a grade-school level, so that a score of 8.0 means that an eighth grader would understand the text. Standard writing approximately equates to the seventh-to-eighth-grade level (Amir et al. 1998:388). The details can be found in Table 6.

Table 6 Flesch's 1949 analysis of the readability of adult reading materials

| Style | Flesch Reading Ease Score | Average sentence length in Words | Average No. of Syll. Per 100 Words | Type of magazine | Estimated school grade completed |
|---|---|---|---|---|---|
| Very Easy | 90 to 100 | 8 or less | 123 or less | Comics | 4th grade |
| Easy | 80 to 90 | 11 | 131 | Pulp fiction | 5th grade |
| Fairly Easy | 70 to 80 | 14 | 139 | Slick fiction | 6th grade |
| Standard | 60 to 70 | 17 | 147 | Digests | 7th or 8th grades |
| Fairly Difficult | 50 to 60 | 21 | 155 | Quality | Some high school |
| Difficult | 30 to 50 | 25 | 167 | Academic | High school or some college |
| Very Difficult | 0 to 30 | 29 or more | 192 or more | Scientific | College |

Based on the studies about text difficulty, Table 7 shows the readability rates of the source texts and error rates from the data in this project. Although readability measurement methods such as Flesch Reading Ease and Flesch-Kincaid Grade are not a perfect tool to measure the difficulties of texts, the data indicates there is a certain degree of correlation between the readability of the source text and error rates measured from the target text. However, looking at the two kinds of readabilities of the source texts used in this research project reveals that there is no guideline or regularity in selecting source texts during the period of training. Please note that higher figures in Fleasch Reading Ease mean they are easy texts, while higher figures in Flesch-Kincaid Grade mean they are difficult texts.

Table 7 Readabilities of the source text of the data and error rates

| | Text | Flesch Reading Ease | Flesch-Kincaid Grade | Error rate |
|---|---|---|---|---|
| MQ TRAN 816 | 1 | 63.4 | 7.9 | 11.52 |
| | 2 | 27.7 | 15 | 12.32 |
| | 3 | 58.1 | 8.9 | 7.15 |
| | 4 | 47.9 | 10.1 | 12.08 |
| | 5 | 41.8 | 14.9 | 10.21 |
| | 6 | 38.8 | 14.4 | 11.21 |
| | 7 | 55.9 | 9.3 | 8.15 |
| | 8 | 60.7 | 12.3 | 8.4 |
| | 9 | 16.5 | 19.1 | 12.2 |
| KUMU TRAN 816 | 1 | 40.8 | 14 | 8.62 |
| | 2 | 42.4 | 12.2 | 7.13 |
| | 3 | 52.6 | 10.6 | 5.77 |
| | 4 | 34.3 | 13.1 | 8.96 |
| MQ TRAN 820 | 1 | 4.6 | 19.2 | 10.08 |
| | 2 | 42.5 | 12.7 | 9.16 |
| | 3 | 37.5 | 13.7 | 8.85 |
| | 4 | 50.2 | 11.4 | 6.45 |
| | 5 | 31.2 | 15.4 | 10.55 |
| | 6 | 49.9 | 9.6 | 5.02 |
| | 7 | 54.3 | 11 | 7.17 |
| | 8 | 54 | 10.4 | 9.62 |
| | 9 | 22.8 | 16.9 | 10.18 |
| KUMU TRAN 820 | 1 | 54.8 | 11.7 | 8.16 |
| | 2 | 68.8 | 7.3 | 6.52 |
| | 3 | 63.9 | 8.1 | 5.29 |

In line with the table above, Figure 8 shows the comparison between the Flesch-Kincaid Grade of the source text and the error rates of the data, while Figure 9 compares the Flesch Reading Ease and the error rates. Both graphs show a certain degree of correlation between readability and error rate. However, the correlation can be more clearly seen in Figure 8.

Figure 8 Flesch-Kincaid Grade and error rates

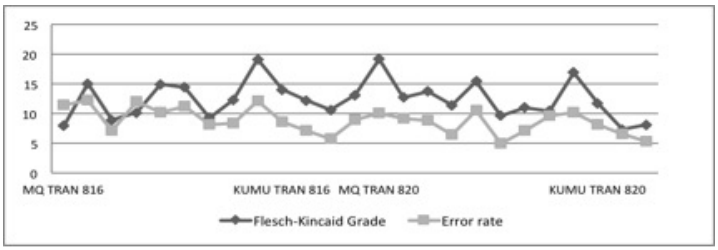
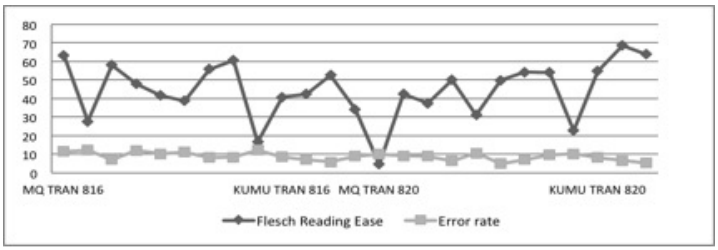



Figure 9 Flesch Reading Ease and error rates




## 5. Conclusion

In this paper, the error rates of four groups of students from two translation programs and their performances were compared. The main reason of the comparison was to find some aspects that would be important in translation class. The error rates calculated using the actual numbers of errors showed the portions of the errors within each group. Thus the comparison of the rates showed the changes in the portions of errors among the groups. In order to compare performances between the groups more accurately, the numbers of errors were divided by variables, the word-counts and the numbers of participants, to calculate error rates per word. Based on the rates, ANOVA analysis was employed. According to the results, the students

in Korea (KUMUs) showed better performance in the use of Korean, while the students in Australia (MQs) made fewer major errors. The students of the second semester (TRAN 820) showed slightly better performance in all the areas than the students of the first semester (TRAN 816). One of unique features from this statistic analysis was that although the students in Korea showed better performance in the use of Korean, the error rates of Korean syntax (as seen in Figure 5) is similar in all the groups that participated. This indicates that abilities in Korean have not been improved in the period of studying in translation programs, while abilities in English have been improved. Thus, the competence in Korean (mother tongue) should be considered as an important factor for students to improve the quality of translations from English into Korean. On the other hand, the data indicates that the readability of English source texts have influenced in the performance of students. This means that the difficulty of the source text should be considered as one of the important factors in selecting the source texts in class. Thus, if there would be a pool of text materials for a class activity, it may help both teachers and students in teaching and learning translation. However, since the data used was quite limited in terms of numbers of participants and translations, and the length of the research, more projects should be done to improve the quality of translation classes.

## NOTES

1. The acronym 'KUMU' refers to the joint Translation and Interpreting program between Macquarie University in Australia and Korea University in Korea (http://langtopia.korea.ac.kr/).
2. The methodology will be published on <the Babel, issue 59 or 60>.

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