

# 專業英語翻譯語內語言之評量標準描述性分析研究

## Descriptive Approach to Intra-linguistic Criteria for

## Translation Assessment of ESP

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### 摘要

當教師評閱學生翻譯作品時，常會自問自己所設定的評閱標準是什麼？信度與效度足夠嗎？然而現今相關研究報告不多，有關專業英語翻譯的部分更是鳳毛麟角。此為燃起執行本研究之重要動機。本研究欲藉由描述分析方法，觀察教師評量專業英語翻譯作品時，語內語言之文法特徵及評量標準所呈現之相關現象，譬如可否從參與教師之建議譯文(suggestive translation)中歸類出所謂的『共同標準』及語言現象。本研究之翻譯作品是 2008 年五月份新加坡舉辦之『2008 年亞洲創意料理比賽』中，兩位國立高雄餐旅學院學生參加比賽得獎之兩篇中、英文食譜，此中英食譜共有十五個段落。研究對象為十五位(四位英、美籍，及十一位中籍)服務於國內兩所大專校院具有十年以上英語教學經驗之教師。研究樣本是由這十五位教師針對這十五個段落依個人評閱標準給予建議譯文。最後共計蒐集二百二十一個譯文作為本研究之樣本。本研究發現教師建議譯文中的語言現象；諸如，詞的搭配(collocation)、定冠詞、同義字(synonym)及翻譯策略使用情形的差異性。並且也發現同一譯文之語內語言文法特徵出現頻率愈高時，該譯文之評量標準就愈接近。亦即是教師所持的評閱標準愈趨一致。因此，從教師之建議譯文中制定所謂的「共同標準」是有可能的。但此需要大量樣本數較能達到信度與效度，而這也是本研究的限制之一。因此，期許未來除可增加外籍教師人數及將其中文能力差異性納入研究外，可將樣本數增加二至三倍，並加入深度訪談，爾後再利用質性分析軟體，將可提升相關研究之信度與效度。

關鍵詞：評量、翻譯、語內語言標準、文法特徵、專業英語

### ABSTRACT

As the students' translation works are submitted to me, I usually ask myself what the criteria for assessment are. Are they valid and reliable? Admittedly, few of researches into this subject are pursued. Accordingly, this elicits a positive response from the researcher's observation in her classrooms, and conducts this study by a descriptive approach. I attempt to find the possibility to have the collective criteria established by participants (PTs) as they assess the translation performance given by two English language learners. Moreover, this study is not only to observe the linguistic phenomenon from the suggestive translations (STs) presented by PTs, but also to focus on grammar features based on the intra-linguistic criteria. In the survey design, fifteen translation texts are termed as original texts (OTs) are provided by two medal winners coming from National Kaohsiung Hospitality College (NKHC) and they attended '2008 Asian Creative Cuisine Contest in Singapore' in May. This study recruits fifteen teachers as PTs from two universities who have been teaching English over ten years in Taiwan. Four PTs are native English speakers. The other eleven PTs are Chinese. Each PT can decide to comment on each OT freely. Hence, two hundred and twenty-one STs collected from 15 PTs. By undergoing a descriptive analysis, while the higher frequency percentage of grammar features was presented in the same ST,

the more similarity of intra-linguistic criteria was showed. Under this view, a similar criterion could be established from the PTs' suggestive translations. Presumably, it is highly possible to establish the 'collective criterion' from teachers' STs. However, this is necessary to have more samplings to get a reliable result. Admittedly, this was one of limitations in this study. In addition, the variation of linguistic phenomena occurred among PTs' suggestive translations. Such as the various application of collocation, article of 'the', synonyms and translation strategies. Notwithstanding the researcher's efforts, there are some weaknesses, the data collected from the native English PTs are essential to considering their different Chinese language competence. Confessedly, this study is similar with the other qualitative researches; the most challengeable part of this study was to unpack the sentence patterns to categorize them into the proper types of grammar features from STs. Additionally, reliability and validity are other issues should be addressed in other research. Furthermore, future researches can comprise deep interviews which enable the research to be more reliable and valid.

Key words: assessment, translation, intra-linguistic criteria, grammar features, ESP.

## **I. INTRODUCTION**

This study aims to continue exploring the salient features from the intra-linguistic criteria for translation assessment of ESP (Wu, 2008) in the teaching English as a foreign language. ESP materials design is tied closely to the specific subject areas of language use (Nababan, 1993) and need to meet learners' needs (Huang, 1990, Hung, 1994, Huang, 1997). While an English language learner majors in culinary, s/he needs to design and translate a cuisine from SL into TL. Then the learner submits his/her translation to the teacher, I need to establish the criteria on evaluating the translation performance subsequently. However, two issues of the criteria on evaluating the translation performance are raised to be explored. One is what the objective criteria are. The other is how these criteria are established. Furthermore, it is necessary to ask these criteria are reliable and valid. Truthfully, these issues are confronting among researchers, and are waiting for more studies on this area. Accordingly, this study attempts to adopt the constituent analysis to explore the criteria on assessing translation performance and to see the

variation of translation assessment given by PTs. With respect to the literature review, the discussions of general notions of translation and the intra-linguistic & extra-linguistic criteria are presented. In addition, the definition of descriptive grammar is made to know the structural analysis and immediate constituent analysis. Rather, a technique of constituent analysis can be employed to show how small constituents (or components) in sentences put together to form larger constituents. This enables the researcher to analyze the grammar features. Besides, the comparative grammar is to compare the forms of languages depending on a combination of theoretical and descriptive methods. Following the theoretical background, the section of material and method is classified to indicate the survey design consisting of number of PTs, data collection procedures, and data analytical procedures. Findings and analysis are displayed in sequence in the third section of this study. Lastly, the significance, limitations of this study and directions for the future research are included in the discussion and conclusions.

## **II. THEORETICAL BACKGROUND**

Language translation is not only simply to transfer one language to another, but also a series of process of *decoding*, *bilingual transformation*, and *recoding* (Nida & Taber, 1982). *Decoding* is the preliminary process to understand the meaning of a word, phrase or sentence. As the name suggests, *bilingual transformation* refers to change a basic syntactic structure into a sentence-like structure within two languages (Richards, et.al. 1985:297). *Recoding* is the final procedure to arrange the inferential data collected from the previous processes to make these data comprehensible. Besides the procedures of translation, the strategies of translation comprise *direct translation* and *oblique translation* are formulated to make interpretation of the source language (SL) spontaneously; then, while translating, the translators demand to comply with the specific words and forms of the target language (TL) to convey the meaning; and finally they write out or speak out the appropriate sentence in the TL (Newmark, 1998b). General speaking, the *direct translation* consists of three subcategories: *borrowing*, *calque* and *literal translation*. *Borrowing* is the SL word transferred directly to the TL. For instance, the Chinese words of ‘烤至有香味’ are translated into ‘broiled until having savory’ directly from SL. *Calque* is a type of borrowing, in which each morpheme or word is translated into the equivalent morpheme or word in another language (Richards, et.al. 1985:33). For example, a Chinese morpheme of ‘茶葉’ is translated into ‘tea leaves’ in English. *Literal translation* performs on ‘the SL grammatical constructions are converted to their nearest target language equivalents but the lexical words are again translate out of context’ (Newmark 1988a: 46) and mainly focuses on the word orders. Such as, the SL are ‘蝦泥拌入蔬菜丁’ translated into ‘Mix the shrimp paste with

vegetable dices’ in the TL.

Following that direct translation is discussed, *Oblique translation* comprises four subcategories: *transposition*, *modulation*, *equivalence* and *adaptation* (*ibid.*) *Transposition* is a change of one part of speech for another without changing the sense. The technique of transposition is applied as two or more words are collapsed into a single word or on the contrary, expanded into several lexical units, or the word order is changed in any manner (Aubert, 1997 as cited in Chen 2005:18). For example, ‘楊桃片烘乾成裝飾物備用’ is translated into ‘Dry the star fruit slices in an oven.’ The SL of ‘烘乾’ (dry) are expanded into ‘dry ... in an oven’. *Modulation* is to change the semantics and point of view of the SL (Munday, 2002:57). Such as, the SL is ‘以羊羔肉為主體搭配彩椒和檸檬片的裝飾物’ translated into ‘Garnish the lamb with both lemon slices and green, red, and yellow bell peppers.’ The SL of ‘彩椒’(color pepper) is translated into ‘green, red, and yellow bell peppers’. *Equivalence* refers to describe the same situation by different stylistic or structural means (*ibid.*: 58), and belongs to a phraseological repertoire of idioms, clichés, proverbs, nominal or adjectival phrases, etc. (Chuquet & Paillard 1987). For instance, the Chinese segment of ‘中式茶醬’ is translated ‘Chinese style tea sauce.’ Lastly, *adaptation* is applied to the situation in which the SL messages are unknown in the TL culture. Such as, the SL is, ‘將高湯和泡開的綠茶葉煮入味並且濃縮成中式茶醬’ (Mix broth with soft green tea leaves and cook it until becoming a condensed Chinese tea sauce), translated into the TL as ‘Cook tea leaves with broth, and then thicken with starch.’ This technique is also named as situational equivalence (Vinay & Darbelnet, 1958). Besides the translation strategies, while the translation is

processing, translators maneuver the norm unconsciously. Admittedly, the norm reflects the values or ideas shared by a translator or a community – as to what is right or wrong, adequate or inadequate – into performance instructions appropriate for and applicable to particular situations (Toury 1995: 55). While the norms are set by the translators, the criteria of assessing the translation performance are established by the evaluators on the other hand.

The criterion is the domain of subject matter that the test is designed to assess educational achievement. This includes the linguistic performance, such as translation. When we employ the criteria to look into the linguistic performance, the intra-linguistic and extra-linguistic criteria should be discussed first. With respect to the translated texts (TTs), Reiss (1971) postulates the adequacy of a TT can be assessed based on the criteria, which are the processes of judging needed to be summarized, simplified, and interpreted so that the learners can understand the language features will be judged. In a narrow sense, the criteria must constantly reference to the construct to be measured to ensure that the criteria faithfully represent it. Reiss (ibid.), furthermore, categorizes criteria into two types, intra-linguistic criteria and extra-linguistic criteria. The former consists of semantic, lexical, grammatical and stylistic features. The latter comprises situation, subject field, time, place, receiver, sender and ‘affective implications’ (humor, iron, emotion, etc.). These features are interrelated, but the criteria vary according to text type. For instance, the text is a function-oriented text needs to achieve the purpose of translation. To illustrate more, a segment of Chinese cuisine, ‘羊羔肉先將兩面煎至上色,’ is translated into English as ‘Pan fry the lamb until golden brown.’ The equivalence is

retained to provide the information on a cooking procedure, whereas the translation is a content – focused text, which should aim at semantic equivalence to express the text in an informative TT. Notwithstanding the discussion above, the norms and criteria for translation must indeed be known and observed (Snell-Hornby, 1988:51). Although they are full of infinite creative potential, norms and criteria are more or less idiosyncratic realization within the possibilities of translation performance. Certainly, it is not enough to discuss norms and criteria only in a paragraph. In other words, this is a discussible issue to be explored in other papers. Leaving aside these issues, there is a brief discussion on criteria for grammar features.

The meaning of a sentence is the product of both lexical and grammatical meanings, i.e. of the meaning of the constituent lexemes and of the grammatical constructions that relate one lexeme, syntagmatically, to another (Lyons, 1987). In other words, lexeme is the smallest unit in the meaning system of a language and grammar is a description of the structure of a language and the way in which sentences are used in the language (Richards, 1985). From the simple definition of grammar, it is the study of the way words, and their component parts, combine to form sentences. In addition, grammar is a central term in linguistics which covers a wide range of phenomena. Several types of grammar can be distinguished, (1) descriptive grammar, (2) theoretical grammar, (3) comparative grammar and (4) traditional grammar (Crystal, 1992: 158-159). A *descriptive grammar* is the way of a language actually used by its speakers and enables them to analyze the sentences to formulate the rules about the structures. Descriptive grammar does not deal with what is good or bad language use (retrieved August 2008 from <http://www.usingenglish.com/glo>

ssary/descriptive-grammar.html). Moreover, Huddleston (1991) proposes that the descriptive grammar is to present the grammar that underlies actual usage, whereas the prescriptive grammar is the rule to tell how we ought to speak and write.

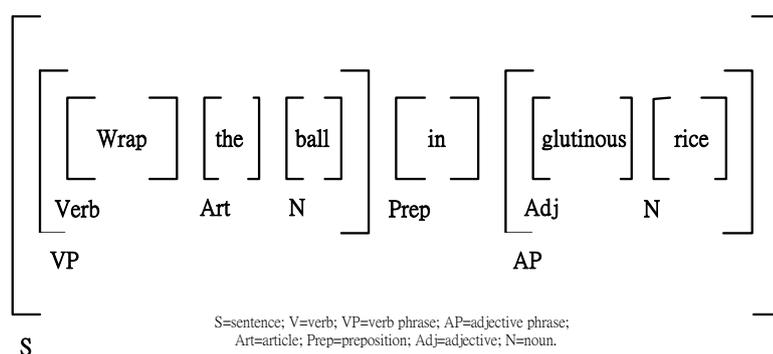
Yule (1991:73-74), further, defines the descriptive grammar can be used for structural analysis and immediate constituent analysis (see an example on Table 1). The former is to

**Table 1 Immediate Constituent Analyses**

Verb	Art + N	Prep	Adj + N / N + N
Pan fry	the lamb	until	golden brown
Wrap	the ball	in	glutinous rice
Marinate	the julienne bell pepper	with	sugar and vinegar

investigate the distribution of forms (e.g. morphemes) in a language. The latter is a technique employed to show how small constituents (or components) in sentences constituents are. Alternatively, labeled and bracketed sentences can

be used to show how the constituents go together to form larger ones in a sentence structure, which can be marked off via labeled brackets (see Figure 1). The different constituents of the sentence



**Figure 1 A Labeled and Bracketed Sentence**

are shown at the word level - [ wrap ] ; at the phrase level - [ the ball ] ; and at the sentence level - [ Wrap the ball in glutinous rice ] . Besides the methods of analysis, a *theoretical grammar* is a study of individual languages, using linguistic data as a means of developing theoretical insights into the nature of language, and into the categories and processes needed for linguistic analysis (Crystal, 1992). Furthermore, Crystal states that *comparative grammar* is to compare the forms of languages which depend on a combination of

theoretical and descriptive methods.

### III. MATERIALS AND METHODS

In the survey design, fifteen translation texts (see Appendices 1 & 2) were provided by two medal winners from National Kaohsiung Hospitality College (NKHC) and they attended ‘2008 Asian Creative Cuisine Contest in Singapore’ in May. They designed the recipes and translated the cuisines from Chinese into English. Two Chinese cuisines had eleven sentences totally based on the

numbers of period (Chinese punctuation system). There were fifteen English segments presented after Chinese cuisines. Fifteen English segments were termed as original texts (OTs). In addition, each OT was assigned with a code, such as ‘C1-1-1’ (see Appendix 1). The letter of ‘C’ means ‘cuisine’, and the first number after ‘C’ indicates the first cuisine, the second number shows the first step of cooking procedure one, and the last number represents a sub step. Under arranging by codes, it was easy to PTs to comment each OT. As to the PTs, fifteen English teachers (TRs) were recruited from two universities, National Kaohsiung Hospitality College and Fortune Institute of Technology. Nine of fifteen PTs had received a doctoral degree individually. Another four PTs were studying Ph.D now. The other two PTs had a master degree. All PTs have been teaching English over ten years in Taiwan. Four PTs are native English speakers (TR1, TR2, TR3, TR4). One is a British, another is an Australian and the others are Americans. Three of four foreign teachers can use Chinese fluently except one can speak and listen Chinese only. Alternatively, the researcher provided this PT some proper helps, but

avoided interfering this PT’s assessment. In addition, the other eleven PTs are Chinese. The PTs were asked to comment on fourteen OTs. Finally, two hundred and twenty-one suggestive translation or comments were collected from 15 PTs. The researcher used the TRs in Tables and Figures in this research. In order to achieve the aims of this study, the descriptive approach was adopted to discover and compare the grammar features or sentence structures from the PTs’ suggestive translation.

#### IV. FINDINGS AND ANALYSIS

In order to achieve the aims of this research, the findings were displayed in sequence and arranged by texts (see Appendices 1 & 2) in this section.

##### Text C1-1-1

Five (TR1, TR4, TR8, TR11& TR14) of fifteen PTs agreed OT (hereafter each ‘OT’ in every text only focused on every individual text) of the first cuisine. However, ten of fifteen PTs considered this OT was not acceptable. The suggestive sentences were

**Table 2 Grammar Features of Text C1-1-1**

<b>OT</b>	<b>Pan fry the lamb until golden brown. (7)</b>
TR2	Pan fry <i>lamb</i> until golden brown. (6)
TR3	Pan fry the lamb <i>on both sides</i> until golden brown. (10)
TR5	<i>Fry</i> the lamb <i>in the pan</i> until <i>it is</i> golden brown. (11)
TR6	Pan-fry <i>both sides of</i> the lamb <i>chop</i> until <i>they become</i> golden brown. (12)
TR7	Pan-fry <i>both sides of</i> the lamb <i>chop</i> until golden brown. (10)
TR9	<i>Fry</i> the lamb until <i>it becomes</i> golden brown. (8)
TR10	Pan-fry <i>two sides of</i> the lamb until (turning) golden brown. (9)
TR12	Pan fry the lamb <i>till</i> golden brown <i>on both sides</i> . (10)
TR13	Pan fry the lamb until <i>it becomes</i> golden brown. (9)
TR15	Pan fry the lamb until <i>it is</i> golden brown. (9)

\* The number in parenthesis means the numbers of word in that sentence.

\* We did not present each suggestive grammar features due to some participants considered the original translation were acceptable.

\* The words in italic type showed the different grammar features from OT.

presented in Table 2. When we centered on the grammar features, the preposition phrase of ‘on both (or two) sides’ were added before ‘the lamb’ by five of ten PTs. Interestingly, five PTs (TR5, TR6, TR9, TR13 & TR15) used the word of ‘until’ as a conjunction rather than a preposition. This indicated five PTs pointed out a clause after ‘until’ not just only followed by a phrase. Furthermore,

the numbers of words (see the number in each parenthesis after the sentence in Table 2) were shown after PTs’ comments which were more than seven except TR 2. This might reflect the comments from PTs, they indicated that the translation of C1-1-1 was incomplete. In addition, while ‘pan fry’ was defined as

**Table 3 Frequency Percentage and Grammar Features of Text C1-1-1**

N+V	V	N	ART+N	ADJ+N	PREP	N	ADJ+N
5 (50%)	5 (50%)	1 (10%)	9 (90%)	3 (30%)	4 (40%)	6 (60%)	1 (10%)
ART+N	CONJ	IT IS	PRON+V	V+ing	IT+V	ADJ	N
4 (40%)	8 (80%)	2 (20%)	1 (10%)	1 (10%)	1 (10%)	10 (100%)	10 (100%)

\* Grammar features with same color, and divided by dotted line in one block shares the same lexical unit in Chinese version.

\*Abbreviation of grammar features

ADJ	adjective	ADV	adverb	ART	article
CLA	clause	CON	conjunction	N	noun
NP	noun phrase	PREP	preposition	V	verb

‘to fry in a shallow skillet or frying pan’ (retrieved August 2008 from <http://www.yourdictionary.com/pan-fry>) or ‘fry’ was specified as a verb, 50 % of PTs accepted the grammar feature of ‘N+V’ (see Table 3), 50% of PTs considered only a word of

‘fry’ was enough to explain the Chinese word of ‘煎’ (to fry in fat or oil). 90% of PTs intended to keep an article of ‘the’ before ‘lamb.’ 80% of PTs pointed out the word of ‘until’ was a conjunction instead of a preposition.

### Text C1-1-2

Table 4 showed that the numbers of words of OT was 9, whereas the number of words in PTs’ suggestive translations was over 9, except TR4 and TR7. This indicated some words did not show in OT, such as ‘it’, ‘a temperature’, ‘°C’, ‘the’, ‘degree’ or ‘it is’ (see Table 4). However, the verb in Chinese of ‘烤至’ (bake until) was collocated with ‘in the oven’ variously from PTs’ suggestive translations. Such as ‘place in the oven’, ‘put it in

oven’, ‘baked it oven’ and ‘roast...’ While the word of ‘till’ was used as a conjunction from TR 5, TR6, TR8 and TR15, it was classified into a ‘preposition’ among other PTs (see Table 4). In addition, 67% of PTs agreed a word of ‘and’ (used as a conjunction) to be added at the beginning Text C1-1-2 (see Table 5). 53% of PTs accepted only a verb of

**Table 4 Grammar Features of Text C1-1-2**

OT	<b>and then keep in oven at 220 till medium-rare. (9)</b>
TR1	and then keep in oven at 220 till medium-rare. (9)
TR3	“Next, place the lamb in oven...”
TR4	Place in oven at 220 until medium rare (8)
TR5	And then cook in the oven at a temperature of 220 degrees until the lamb is medium rare. (18)
TR6	and then keep it in the oven at 220 °C till it is medium-rare. (13)
TR7	Place in oven at 220 °C until medium rare. (8)
TR8	and then keep it in the oven at 220 °C till it is medium-rare. (13)
TR9	Put it in the oven and bake it to rare. (10)
TR10	and then baked (it) in an oven at 220°C till medium-rare. (10)
TR11	And then place it in oven at 220 °C, cook until medium rare. (12)
TR12	And then roast it in the oven at 220 C till medium-rare (or medium-well?) (11)
TR13	and then keep in an oven at 220 °C until medium-rare (10)
TR14	and then put it in oven under 220 degrees till medium-rare. (11)
TR15	Roast the fried lamb at 220°C till it is medium-rare. (10)

‘keep’ without a noun or pronoun following. 60% of PTs considered an article of ‘the’ should be put between ‘in’ and ‘oven’. 67% of PTs regarded the word of ‘till’ as a preposition instead of a

conjunction, the percentage was 20%. 73% of PTs agreed the noun of ‘medium-rare’ was an acceptable translation.

**Table 5 Frequency Percentage and Grammar Features of Text C1-1-2**

CONJ		ADV	V	V+N	PREP	V+PREP
10 (67%)		10 (67%)	8 (53%)	6 (40%)	12 (85%)	1 (5%)
ART	N	PREP	N	CONJ	CLA	
9 (60%)	13 (87%)	10 (67%)	11 (73%)	3 (20%)	3 (20%)	

**Text 1-1-3**

The table in Appendix 3 showed the simplified grammar features from OT based on the numbers of words which were less than the most PTs’ comments. In addition, most PTs pointed out the Chinese word of ‘凍頂茶葉’ (dong ding tea leaves) in Cuisine One should be added into OT. There existed many arguments of translation of tea leaves among PTs. Such as, ‘Dong-ding tea leaves’, ‘smoked tea leaves’, ‘Dong Ding Wu Long tea

leaves’ and ‘wu long tea’. One native English PT suggested the verb of ‘沾上’ (to soak literally) to be substituted for ‘coat’ rather than ‘sprinkle.’ A comment made by TR2 who claimed Chinese and English versions were totally different, and could not make any suggestions. Four PTs (TR1, TR5, TR8 & TR14) considered the two words ‘and then’ should be added to show the correct step of cooking procedure in terms of the Chinese version. Moreover, three PTs (TR6, TR10 & TR11) suggested the word of ‘till’ or ‘until’ could be put

after ‘tea leaves’ (see Appendix 3).

**Text C1-2-1**

Three native English speakers of PTs (TR1, TR2 & TR3) suggested the word of ‘diced’ instead of the word of ‘dices’ was put before the vegetables. Contrastively, eleven of fifteen of PTs, who were native Chinese speakers regarded the ‘蔬菜丁’ as ‘vegetable dices’ was acceptable. In addition, the Chinese word of ‘拌’ (mixed with) was linked to several English verbal derivatives, such as, ‘shape’, ‘roll’, ‘make’, ‘toss’ and ‘form’ from PTs’ comments. Eight PTs suggested that a phrase of ‘and salt’ was put after ‘egg white’. The variation of grammar features of Text C1-2-1 was widely different (see Appendix 4). Totally, fourteen types of sentence patterns occurred in Text C1-2-1.

**Text C1-2-2**

The Chinese word of ‘沾上’ (to moisten) in Text C1-2-2 had five types of translation in English, such as ‘wrap’, ‘cover’, ‘roll’, ‘dip’, and ‘coat’ from PTs’ comments (see Table 5). In addition, the prepositions applied before the ‘glutinous rice’ were different from OT included ‘in’, ‘with’ and ‘over’. Besides, the meaning of ‘沾上長糯米’ (to moisten long glutinous rice) provided by PTs was various (see Table 5). Another sentence of ‘Steam for 10-12 minutes’ in OT was accepted by most PTs. Inductively, we might say this sentence received high acceptance from PTs (see Table 6).

**Table 5 The Variation of Grammar Features of Partial Text C1-2-2**

OT	<b>Wrap the ball glutinous rice.</b>
PTST	<i>Coat the ball in glutinous rice</i>
	<i>Cover the meatballs with glutinous rice</i>
	<i>Wrap glutinous rice balls</i>
	<i>Dip the ball in glutinous rice</i>
	<i>Roll the balls over the glutinous rice</i>
	<i>Coat the balls with glutinous rice</i>

\* ‘PTST’ means ‘the suggestive translation provided by PTs’.

**Table 6 The High Acceptance of Sentence Pattern of Text C1-2-2 from PTs**

(Coat) the ball in glutinous rice. Steam for 10-12 minutes.	V	ART	N	PREP	ADJ+N
	V	(PRON)	PREP	N	N

\* The word of ‘coat’ in a parenthesis means it can be replaced by other verbs.

\* The word of ‘Pron’ (pronoun) in a parenthesis occurs randomly from PTs’ comments.

**Text C1-3-1**

The word of ‘裝飾’ (decorate) was given English meaning as ‘adorn’, ‘garnish’, ‘decorate’, ‘take’, ‘arrange’, ‘collocate’, ‘use’ and ‘put’ by PTs. Moreover, three PTs (TR9, TR11 & TR15) provided

the same sentence pattern (see Table 7). However, ‘the lamb’ was collocated with three different verbs, ‘collocate’, ‘garnish’ and ‘decorate’. Admittedly, none of the PTs claimed the partial sentence of ‘以羊羔肉為主體’ was missing in OT except TR2,

who specified it as ‘With lamb as the center-piece’. were not complete either.  
 In fact, most suggestive translations given by PTs

**Table 7 Three Same Sentence Patterns but Different Collocations of V + N in Text C1-3-1**

Suggestive Translations	Sentence Patterns				
<b>TR9: Collocate</b> the lamb with bell pepper and lemon slice.	V	ART	N	PREP	N
	N	CONJ	N	N	
<b>TR11: Garnish</b> the lamb with bell peppers and lemon slices.	V	ART	N	PREP	N
	N	CONJ	N	N	
<b>TR15: Decorate</b> the lamb with bell pepper and lemon slices.	V	ART	N	PREP	N
	N	CONJ	N	N	

**Text C1-3-2**

Many verbs could collocate with ‘broccoli’, including ‘cover’, ‘use’, ‘place’, ‘add’, ‘decorate’ and ‘serve’ from PTs’ suggestive translations. Besides, the Chinese words of ‘再畫上’ (painted again with) was translated as ‘decorate with’, ‘accompanying’, ‘topped with’, ‘mix with’, ‘cover

with’ and ‘served with’ from PTs’ comments. Additionally, Two same sentence patterns provided by two pairs of PTs, TR8 and TR9, R11 and TR12 shared nearly the same grammar features (see Table 8). Surprisingly, one PT claimed the Chinese version was incomprehensible, and left no comments.

**Table 8 Two Pairs of Same Grammar Features from Text C1-3-2**

<b>TR8:</b> Decorate with the broccolis and spread the sauce	V	PREP	ART	N
	CONJ	V	ART	N
<b>TR9:</b> Decorate with broccoli and paint with sauce.	V	PREP	ART	N
	CONJ	V	PREP	N
<b>TR11:</b> Serve with cauliflower and black bean sauce.	V	PREP	N	CONJ
	N	N		
<b>TR12:</b> Served with broccoli and black bean sauce	V	PREP	N	CONJ
	N	N		

**Text C1-3-3**

Only five of fifteen PTs commented on this text since no OT in Cuisine One (see Appendix 1)

enabled PTs to made suggestions of this text (see Table 9). Only a Chinese version of Text C1-3-3 was shown in Appendix 1; no English translation was provided. However, five

**Table 9 The Comments Provided by PTs for Text C1-3-3**

<b>TR2:</b> Finally, ?????
<b>TR3:</b> Finally, place ___ of the glutinous rice ball(s) {next to/on (?)} the lamb, and it is ready to serve.
<b>TR6:</b> Finally, serve it with the starchy food such as pearl meat-ball.
<b>TR8:</b> Serve with the balls on the side
<b>TR9:</b> Finally, collocate with pearl meat ball.
<b>TR10:</b> End in the pearl balls which containing starch to match up with others.

PTs commented on this and suggested the verbs of ‘place’, ‘serve’, ‘collocate’ and ‘match up’ be translated as ‘搭配’(match) with ‘pearl meat ball’. One native English PT(TR2) felt confused about OT and gave several question marks.

**Text C2-1**

Two of four native English participants suggested the Chinese word of ‘削成’ as ‘slice’ instead of ‘trim’ when collocated with ‘the water bamboo to a pencil shape.’ In addition, TR9 considered the OT acceptable. Furthermore, nine PTs agreed the

Chinese word of ‘鉛筆狀’ (pencil shape) could be translated literally like OT. Likewise, one (TR1) of four native English PTs agreed OT completely. Interestingly, three of four native English PTs added two words, ‘long strip’, ‘long, narrow strips’ or ‘thin strips’ after ‘pencil shape’ in their suggestive translations respectively. Two examples of PT’s suggestive translations were presented in Table 10, which showed the variation of grammar features was too wide to be categorized into one or two types of sentence patterns.

**Table 10 A Comparison between Original Translation and Participants’ Sentence Patterns**

	<b>Text C2-1</b>	<b>Sentence Patterns</b>
<b>OT</b>	Trim the water bamboo to pencil-shape, brush salted egg yolk on the trimmed water bamboo, and then broiled until savory.	V + ART + N + N + PREP + N + N, V + Ved + N + N + PREP + ART + Ved + N + N, CONJ + ADV + Ved + PREP + N.
<b>TR1</b>	Trim the water bamboo to a pencil shape, brush with salted egg yolk, and then broil until savory.	V + ART + N + N + PREP + ART + N + N, V + PREP + Ved + N + N, CONJ + ADV + V + PREP + N.
<b>TR15</b>	Trim the water bamboo to pencil-shape. Brush salted egg yolk on the trimmed water bamboo, broil it until it is aromatic.	V + ART + N + N + PREP + N. V + Ved + N + N + PREP + ART + Ved + N + N, V + PRON + CONJ + PRON + BE + ADJ

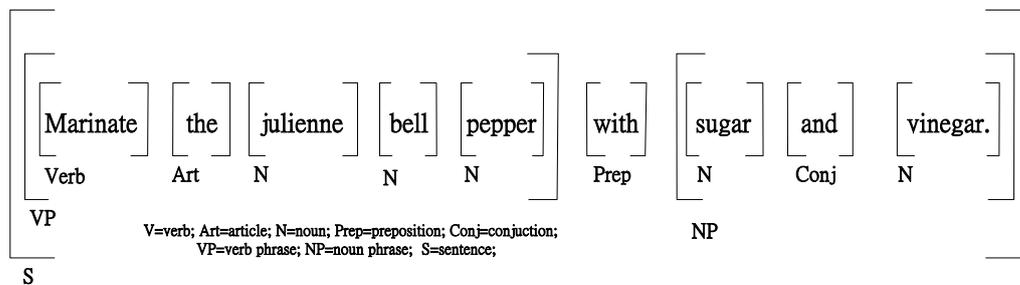
**Text C2-2**

Most PTs accepted the OT of Text C2-2 except an article, ‘the’ after ‘marinate’. Six of fourteen PTs

(one PT had no comments) suggested this article should be kept in the translation. Furthermore, four of fifteen PTs did not have any comments on this text. This probably reflected the higher

acceptance of this OT by PTs. With the agreement of most PTs, the constituents in sentence structure of Text C2-2 were concluded in Figure 2. The different constituents of the sentence were presented at the word level - [marinate]; at the phrase level

[marinate the julienne bell pepper]; and at the sentence level - [marinate the julienne bell pepper with sugar and vinegar]. The grammar features of inter-linguistic criteria for assessing translation were highly recommended by PTs in this text.



**Figure 2 The Constituents in Sentence Structure of Text C2-2**

**Text C2-3**

The Chinese version of the third step in Text C2-3 showed ‘絞肉調入味’ (seasoned ground meat), and showed in the OT, ‘Season the ground pork’ (see Appendix 2). Only four PTs made suggestions to OT. One PT suggested omitting ‘the’ after the ‘season.’ Two PTs claimed that ‘season’ could be put with ‘ground pork.’ One PT preferred ‘Season the minced meat’ to ‘Season the ground pork.’

**Text C2-4**

Nine PTs presented their comments on Text C2-4 variously. General speaking, the sentence patterns were almost the same, whereas the Chinese segment of ‘煮入味’ (cook into taste) was translated into ‘simmer ... with the stock ...’, ‘cook ... with the soup stock’, ‘mix the soup-stock ...’, ‘boil stock ...’ and ‘cook infused ... with stock’ by PTs. Interestingly, another Chinese segment of ‘中式茶醬’ (Chinese style tea sauce) was missing in OT and most PTs agreed with this negligence except that TR10 pointed out this missing which should be

translated as ‘Chinese-style sauce with starch’. Three of four native English speakers of PTs made no comments on this text. They probably did not understand the Chinese cuisine completely.

**Text C2-5**

Most PTs agreed the word of ‘until’ was used as a conjunction like OT. Twelve of fifteen PTs agreed on the segment of ‘...until cooked’ like OT, and thus three PTs considered it should be revised as ‘until well-cooked’ (TR10), ‘until tender’ (TR14) and ‘until it is done’ (TR15). Surprisingly, two PTs did not make any comments on this text. Only TR9 expressed ‘acceptance’ while the other thirteen PTs offered comments more or less. Additionally, four PTs (see Table 11) suggested that one more sentence should be added to the end of OT based on the Chinese version. In other words, the OT of C2-5 was not a complete sentence according to the PTs’ suggestive sentences in Table 11.

**Table 11 Additions of Sentence to Text C2-5**

TR2: Finally, steam for 5 minutes.
TR6: and then steam it for 5minutes to make the pumpkin bun.
TR11: Steam the bun for five minutes.
TR15: Steam for five minutes.

**Text 2-6**

The original bilingual texts of C2-6 were ‘楊桃片烘乾成裝飾物備用’ and ‘Dry the star fruit slices in an oven’. Apparently, some words of Chinese were not translated into OT, such as ‘裝飾物備用’ (decorative pieces for preparation). Table 12 showed nine different types of sentence patterns from PTs. Two PTs (TR4 & TR7) indicated it was necessary to include the baking time in this text. Thus, the phrase was added to the original text. Such as ‘in an \_\_\_\_\_ oven for \_\_\_\_\_ minutes’.

One PT (TR3) commented on the baking temperature which was essential to the cooking procedures. In fact, both Chinese and English texts lacked baking temperature. Furthermore, six PTs (see Table 12) suggested a segment of Chinese sentence, ‘裝飾物備用’ (decorative pieces for preparation) could be translated into ‘used as decorative pieces’, ‘make the decoration items for the expected use’, ‘use them as a garnish. Set aside.’, ‘for decorating in an oven and set aside’, ‘use them as decoration’ or ‘Use them as decorations’ individually.

**Table 12 Comments on Grammar Features of Text C2-6**

TR2	.. to be later used as <i>decorative</i> pieces.
TR3	‘bake at low heat’
TR4	Dry star fruit slice in an _____ oven for _____ minutes.
TR6	Dry the star fruit slices in an oven to make the <i>decoration</i> items for the expected use.
TR7	Dry star fruit slice in an _____ oven for _____ minutes.
TR8	Dry the star fruit slices in an oven and use them as a <i>garnish</i> . Set aside.
TR10	Dry the star fruit slices <i>for decorating</i> in an oven and set aside.
TR14	Dry the star fruit slices in an oven and use them as <i>decoration</i> .
TR15	Dry the star fruit slices in the oven. Use them as <i>decorations</i> .

**Text 2-7**

The word choice of ‘蔬菜丁’ (vegetable cubes) was ‘vegetable dices’ in OT. Likely, five native Chinese PTs agreed on it. However, three native English PTs regarded the word choice of ‘diced vegetable’ was correct. Besides, four PTs accepted the OT. Interestingly, the OT did not mention the cooking method, only one PT (TR11) pointed out it was necessary to add a word of ‘steam’ at the end of sentence to tell the readers how to cook this dish.

Additionally, most PTs accepted the grammar features of Text C2-7.

**V. DISCUSSION AND CONCLUSIONS**

The results will be concluded from the findings above. The variation of linguistic phenomena occurred among PTs’ suggestive translations. Such as, most native Chinese speakers of PTs accepted a culinary term, ‘蔬菜丁’ (vegetable dices), from a OT (C1-2-1), whereas three native English PTs

(TR1, TR2 & TR3) claimed the collocation of ‘diced vegetable’ was appropriate. Furthermore, an article of ‘the’ was a problematic grammar feature in Texts C1-1-1 and C1-1-2 from PTs’ comments. While some PTs agreed to keep an article of ‘the’ from OT of (C1-1-1), some PTs disagreed to have it. In addition, a pronoun of ‘it’ was another issue debated in Texts C1-1-2 among PTs’ comments (see Table 4). Furthermore, Table 3 showed 80% PTs agreed that the word of ‘until’ or ‘till’ was a conjunction rather than a preposition showed in Texts C1-1-1 and C1-1-2. Additionally, fourteen types of sentence patterns occurred in Text C1-2-1 provided by PTs. This indicated PTs who established various criteria for assessing Text C1-2-1. In addition, the usage of verbs of ‘place’, ‘cook’, ‘keep’, ‘put’, ‘roast’ and ‘bake’ collocated with ‘in the oven’ were various. In addition, the Chinese word of ‘拌’ (mixed with) was linked to several English verbal derivatives, such as, ‘shape’, ‘roll’, ‘make’, ‘toss’ and ‘form’ from PTs’ comments in same text. In fact, English words of ‘make’ and ‘form’ were a synonym of ‘做’ (do) in Chinese when the translation was performed in Text C1-2-1.

Interestingly, the sentence patterns of suggestive translation for Text C1-2-2 presented by PTs were quite similar. Furthermore, most PTs claimed the OT of Text C1-3-1 was not a complete sentence. Moreover, three same sentence patterns which were different collocation of ‘V + N’ occurred in Text C1-3-1 (see Table 7) provided by three PTs (TR9, TR11 & TR15). Three PTs delivered the same suggestive translation performance for the Text C1-3-1. Moreover, the same grammar features from Text C1-3-2 (see Table 8) showed two pairs of PTs (TR8 & TR9; TR11 & TR12) gave a similar ST separately. Rather, the translation strategies were

pursued freely from PTs in this study. Relatively, it is difficult to categorize the translation strategies from PTs’ suggestive translation. In Text C2-1, the variation of grammar features was too much to be categorized into one or two types of sentence patterns given by PTs. We found the OT of Text C2-2 had a higher acceptance (see Figure 2) provided by PTs’.

We found the higher frequency percentage of grammar features was presented in the same ST, the more similarity of intra-linguistic criteria was showed. Such as, the grammar features of Text C1-1-1, C1-3-2 and C2-6 showed a high frequency percentage (see Tables 2 & 3) or the similarity of sentence patterns. As a matter of fact, it is impossible to find a same ST provided by PTs. Interpreted broadly, a similar collective criterion possibly could be established by teachers’ STs. However, it is necessary to have more samplings to get a reliable result. Admittedly, this was one of limitations in this study. Notwithstanding the researcher’s efforts, there are some weaknesses, the data collected from the native English PTs are essential to considering their different Chinese language competence. Confessedly, this study is similar with the other qualitative researches; the most challengeable part of this study was to unpack the sentence patterns to categorize them into the proper types of grammar features from PTs’ suggestive translations. Apart from this challenge, reliability and validity are the issues should be addressed in other research. Presumably, future researches can comprise deep interviews which enable the research to be more reliable and valid. Likewise, it is possible to compare the difference of criteria for assessing translation performance between more native English speakers and more Chinese participants in future.

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## APPENDICES

## Appendix 1 Bilingual Versions of Cuisine One

Chinese Version of Cuisine	English Translation (Text)
羊羔肉先將兩面煎至上色，	C1-1-1 Pan fry the lamb until golden brown
再以 220 度烤至適當的熟度，	C1-1-2 and then keep in oven at 220 till medium-rare.
最後以凍頂茶葉勳入味，在沾上核果仁碎即可。	C1-1-3 Smoke the lamb till flavorful and the sprinkle with ground walnut.
蝦泥拌入蔬菜丁，並加入蛋白、鹽拌打致有黏彈性，	C1-2-1 Mix the shrimp paste with vegetable dices and egg white , and then make balls.
最後沾上長糯米蒸 10-12 分即成珍珠丸子。	C1-2-2 Wrap the ball glutinous rice. Steam for 10-12 minutes
以羊羔肉為主體搭配採椒和檸檬片的裝飾物，	C1-3-1 The lamb to do subjective collocate bell pepper and lemon slice
花椰作為配菜在畫上 sauce。	C1-3-2 decoration with black bean sauce.
最後搭配珍珠丸子的澱粉類即可。	C1-3-3

\* 'C1' means 'the first cuisine'. The second number means the step of cooking.  
The third number means the segment of each step of cooking.

## Appendix 2 Bilingual Versions of Cuisine Two

Chinese Version of Cuisine	English Translation (Text)
筴白筍削成鉛筆狀，刷上鹹蛋黃，烤至有香味。	C2-1 Trim the water bamboo to pencil-shape, brush salted egg yolk on the trimmed water bamboo, and then broiled until savory.
甜椒絲醃醋、糖備用。	C2-2 Marinate the bell pepper julienne with sugar and vinegar.
絞肉調入味。	C2-3 Season the ground pork.
將高湯和泡開的綠茶葉煮入味並且濃縮成中式茶醬。	C2-4 Cook tea leaves with stock, and then thicken with starch.
南瓜切片蒸熟拌入糯米粉、澄粉，再包入瓜子餡料整形成南瓜形狀蒸 5 分鐘即為南瓜包。	C2-5 Steam pumpkin slices until cooked, and then mix with glutinous rice powder to make dough and wrap the watermelon seed stuffing into dough to make pumpkin bun.
楊桃片烘乾成裝飾物備用。	C2-6 Dry the star fruit slices in an oven.
絞肉拌入蔬菜丁以高麗菜葉捲起，綁上瓢乾蒸熟即可。	C2-7 Mix seasoned ground pork with vegetable dices, and then roll with cabbage leaves and tie with dried gourd strip.

**Appendix 3 Suggestive Translation of Text C1-1-3**

OT	Smoke the lamb till flavorful and the sprinkle with ground walnut.
Text C1-1-3	<b>TR1:</b> Smoke the lamb in (?) until (?) and then sprinkle with ground walnuts. (11)
	<b>TR2:</b> Chinese and English versions seem very different.
	<b>TR3:</b> Maybe “coat” rather than “sprinkle” (I think ‘sprinkle’ is more like 撒).
	<b>TR4:</b> Smoke lamb until flavorful and the sprinkle with ground walnut (10)
	<b>TR5:</b> Finally, <b>cover</b> the lamb with smoked tea leaves and then sprinkle with ground walnut. (14)
	<b>TR6:</b> Finally, smoke the lamb chop with Dong-ding tea leaves until it is flavorful, and then sprinkle on it with the ground walnut. (22)
	<b>TR7:</b> Smoke lamb until flavorful and the sprinkle with ground walnut (10)
	<b>TR8:</b> Smoke the lamb till flavorful and then sprinkle with ground walnut.
	<b>TR9:</b> Then, smoke the lamb with Dong-Ding tea leaves. Finally, sprinkle with ground walnut. (13)
	<b>TR10:</b> Smoke the lamb with the leaves of Dong Ding (Oolong?) Tea till well/thoroughly flavored and then sprinkle with grounded walnuts. (20)
	<b>TR11:</b> Smoke the lamb with Dong Ding Wu Long tea leaves until flavorful, and then sprinkle with ground walnuts. (18)
	<b>TR12:</b> Finally, smoke the lamb with Dong-ding tea leaves and dip with grounded walnut. (13)
	<b>TR13:</b> After the lamb is smoked by tea leaves, sprinkle it with ground walnuts and spread them out evenly over the top. (21)
	<b>TR14:</b> Smoke the lamb with wu long tea and then sprinkle with grounded walnut. (13)
	<b>TR15:</b> Smoke the lamb with tea leaves, then sprinkle the lamb with ground walnut. (13)

\* The red parts in TRs show the different grammar features from OT.

\* The number in parenthesis means the numbers of word in that sentence.

**Appendix 4 Suggestive Translation of Text C1-2-1**

OT	Mix the shrimp paste with vegetable dices and egg white , and then make balls.
C1-2-1	<b>TR1:</b> Mix the shrimp paste with <b>diced vegetables</b> and egg white, and then make <b>into small</b> balls.
	<b>TR2:</b> “Mix shrimp paste with <b>diced vegetables</b> , <b>then mix in</b> egg whites and salt, and <b>shape into</b> glutinous balls.”
	<b>TR3:</b> Use “diced vegetables”
	<b>TR4:</b> <b>Combine</b> shrimp paste with vegetable dices and egg white, <b>rolling</b> into balls.
	<b>TR5:</b> Mix the shrimp paste with vegetable dices, egg white <b>and salt</b> and then <b>stir them until the correct consistency</b> to make <b>the</b> meatballs.
	<b>TR6:</b> Mix the shrimp paste with vegetable dices, add egg white <b>and salt</b> , and then <b>toss it until it is sticky</b> .
	<b>TR7:</b> <b>Combine</b> shrimp paste with vegetable dices and egg white, <b>rolling</b> into balls.
	<b>TR8:</b> Mix the shrimp paste with vegetable dices, add egg white, <b>salt</b> , and then <b>mash it to roll it</b> into balls.
	<b>TR9:</b> Mix the shrimp paste with vegetable dices, egg white <b>and salt</b> . <b>Pat them until they are agglutinant</b> . <b>And then</b> , make balls.
	<b>TR10:</b> Mix the <b>mashed shrimp in</b> vegetable dices <b>combining</b> egg white <b>with the salt</b> , and then <b>stir the mixture till getting glutinous and springy</b> . <b>Continue with the rest of mixture and form into</b> balls.
	<b>TR11:</b> Mix the shrimp paste with vegetable dices, egg white <b>and salt</b> . <b>Beat the mixture until glutinous, and then</b> make balls.
	<b>TR12:</b>
	<b>TR13:</b> Mix shrimp paste with vegetable dice <b>first, and then add some</b> egg white <b>and salt to the mixture</b> . <b>Stir the mixture until it is sticky and elastic</b> .

<b>TR14:</b> Mix the shrimp paste with vegetable dices and egg white. <b>Then mix them well until glutinous and</b> make balls.
<b>TR15:</b> Mix the shrimp paste with vegetable dices, egg white, <b>and salt. Stir the mixture and</b> make it <b>into</b> balls

\* The red parts in TRs show the different grammar features from OT.

**Appendix 5 The Frequency of Sentence Pattern of C1-2-2**

<b>TR1:</b> Wrap the balls in glutinous rice.	V	ART	N	PREP	ADJ+N	
<b>TR2:</b> Wrap the balls in what? “Finally, steam for 10-12 minutes.”	V	ART	N	PREP		
	N	TO	ADV+V	N	N	N
<b>TR3:</b> Coat the ball in glutinous rice. Steam for 10-12 minutes.	V	ART	N	PREP	ADJ+N	
	V		PREP	N		N
<b>TR4:</b> Wrap glutinous rice balls and steam for 10-12 minutes.	V				ADJ+N+N	CONJ
	V		PREP	N		N
<b>TR5:</b> Finally, <b>cover</b> the meatballs with glutinous rice. Steam for 10-12 minutes.	ADV+V	ART	N	PREP	ADJ+N	CONJ
	V		PREP	N		N
<b>TR6:</b> Finally, wrap the ball with glutinous rice, steam it for 10-12 minutes to make the pearl meat-ball.	ADV+V	ART	N	PREP	ADJ+N	
	V	PRON	PREP	N	PREP	ART+N
		TO	V	ART+N		N
<b>TR7:</b> Wrap glutinous rice balls and steam for 10-12 minutes.	V				ADJ+N+N	CONJ
	V		PREP	N		N
<b>TR8:</b> Dip the ball in glutinous rice. Steam for 10-12 minutes	V	ART	N	PREP	ADJ+N	
	V		PREP	N		N
<b>TR9:</b> Wrap the ball with glutinous rice. Steam for 10-12 minutes.	V	ART	N	PREP	ADJ+N	
	V		PREP	N		N
<b>TR10:</b> <b>Roll</b> the balls over the glutinous rice until they are completely coated and steam for between 10-12 minutes.	V	ART	N	PREP	ART	ADJ+N
	CONJ	N	BE	ADV	V+ED	CONJ
	PREP	PREP	N	N		
<b>TR11:</b> <b>Coat</b> the balls with glutinous rice.	V	ART	N	PREP	ADJ+N	
<b>TR12:</b> <b>Dip</b> the ball with glutinous rice and steam it for 10-12 minutes	V	ART	N	PREP	ADJ+N	CONJ
	V	PRON	PREP	N		N
<b>TR13:</b> Wrap the mixture with glutinousRice, and steam it for 10 to 12 minutes to make pearl meat balls.	V	ART	N	PREP	ADJ+N	CONJ
	V	PRON	PREP	N	PREP	N
	N	TO	V	N	N	N
<b>TR14:</b> <b>Wrap</b> the balls with glutinous rice. Steam them for 10-12 minutes.	V	ART	N	PREP	ADJ+N	
	V	PRON	PREP	N		N
<b>TR15:</b> Wrap the balls with glutinous rice. Steam for 10-12 minutes.	V	ART	N	PREP	ADJ+N	
	V		PREP	N		N

● The blocks were in light purple to indicate the similar sentence pattern.

