Error Analysis of English Translation of Islamic Texts by Iranian Translators

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Abstract

With the rise of Translation Studies as a new science, translation error assessment has moved toward more scientific approaches, and the related frameworks proposed for error identification and assessment are integrated more and more.Errors emerge as the result of some factors. Three main perspectives are involved in each translation which includes: culture, syntax and semantics. Therefore, translation errors occur as the result of incompetence in one or more than one of these categories. Given the importance and the precision required in the translation of religious texts, this research, aimed at the analysis of the type and frequency of the errors occurring in the English translation of Islamic texts by Iranian translators and analyze the possible cause of the errors. To this end, 9 Islamic texts and their English translations were selected. Then, using Morgan's sample selection table, The errors were categorized based on the classification of error types developed by Liao (2010).The results of the study revealed that the register category was the most frequent error area.

Key terms: rendition errors, language errors, translation error

INTRODUCTION

In 1980s, Translation Studies introduced itself as a separate discipline. "This field has developed in many parts of the world and its branches are still growing in the 21st century" (Bassnett & Lefevere, 1995, cited in Venuti, 1995). At first, translation was seen merely from linguistic aspects. In the 1960s,with the studies conducted by Nida, Catford, Levy, Reiss, Toury, Vermeer and many others, it moves toward the analysis above word level and macro-level (see Venuti, 1995 and Baker, 1992).

Today, the field of "Translation Studies" is a distinct discipline. It studies the process of translation and its relationship with the other fields of study including: sociology, psychology, philosophy, etc. Translation acts as a bridge between different languages

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and cultures, and contributes significantly to cross-cultural communication. One of the key issues in the translation theories from the early beginning has been the nature of translation errors committed by translators.

The present research has adopted the error taxonomies proposed by Liao (2010). Liao categorized the errors of rendering into three genres, namely rendition, language and miscellaneous. The present study is an endeavor at finding the frequency of translation errors occurring in English translations of 10 Islamic books using the above taxonomy.

One of the problematic aspects of language studies is translation and despite the common belief that acquiring the ST and TT knowledge would suffice for delivering a good translation, translating a text successfully requires something more than possessing linguistic knowledge of both languages. This means that without considering the rules of language use, no translator would succeed. The translation of Islamic texts is of great importance since these texts are considered as the key texts for spreading out the Islamic thoughts. Therefore, if the translator commits an error in this sensitive realm, the content may be altered.

Error analysis of English translation of Islamic texts by Iranian translators is not studied yet. The need for promoting and spreading the Islamic teachings through written media was the researcher's reason for selecting this genre of books. Therefore, putting the errors occurring in the translation of Islamic text into spotlight helps the scholars and translators to provide a better translation. And then, they can transfer the Islamic thoughts and messages more clearly. It is hoped that the study will pave the way for further studies and contribute to the fields of the translation of Islamic texts to provide high quality translations. The findings will hopefully be of interest to translation teachers and translators.

To fulfill the objective of this study the following research question is raised:

What are the most frequently occurring errors in translated Islamic books?

LITERATURE REVIEW

An introduction to Translation Studies

Translation is as old as language. This word itself derives from a Latin term meaning "to bring or carry across". According to Nida (1959, 1998) the origin of translation studies dates back to the Septuagint which is considered the first Greek rendering of the Old Testament from Hebrew by 72 translators. Translation techniques and theories were greatly developed and now:

1) Translation is no longer bound to philosophical, literary, religious texts. Scientific texts are also translated among many other fields.

2) Translation is not a field autonomous to very few specialists; the profession is popular now.

3) CAT (Computer Aided Translation) tools have been developed by engineers which has helped translators a lot and set them free from the problems of mere human translation

Translation Errors

Errors in simple words are the problematic aspects of learners. They are some segments of the text or speech which depart from the accepted norms of any specific language. Since norms are general phenomenon common to all languages, novice translators as language learners cannot provide a text without systematical errors (Dulay, Burt & Krashen, 1982).

The fundamental cause for making translation errors is social, psychological and linguistic interactions which challenge even the most professional translators (Pojprasat, 2007). Translators are more criticized for their errors than being appraised for providing a correct translation. A translation error is illustrated as "What rightly appears to be linguistically equivalent may very frequently qualify as 'translationally' nonequivalent."(Neubert & Shreve, 1992, p.5) The reason for these contrasting equivalences is that the complex demands a client (either the reader of a literary text or a university student reading a scientific article) has from translation, along with other subjective factors brings about some considerations about surface linguistic equivalence (Pojprasat, 2007). That's why identifying and defining translation errors might be a challenge to the scholars in the field. This is particularly the case for second language learners for whom translation errors are accompanied with linguistic errors (O'Grady, Dobrovolsky, & Katamba, 1996).

Translation error analysis

During the last few years, the study on errors committed by translators has been the focus of scholars. Through analysis one can detect the problems of a translator in broader sense. They also can reveal the degrees of error and the nature of errors. Another benefit is that the patterns of error can be cleared. Usually there's logic behind errors made by a translator which could be identified through analysis (Quine, 1975).

One of the most crucial factors which scholars deal with in translation error analysis is the issue of translation assessment. During the recent decades many researchers have endeavored to find a clear strong conceptual framework for identifying and analyzing translation errors (see for example, Yam-Im, 2002; Lawan, 1999; and Noojan, 1999). Finding a framework requires a strict criterion for defining a "translation error". In other words, "mistakes" in translation are not defined clearly so far. The number of frameworks designed and developed taxonomies is an evidence for the above statement (e.g., Kerdpol, 1983; Caminade & Pym, 1991; Quine, 1975).

Steps to error analysis

According to Pinker (1986) determining the steps for a proper error analysis as a tool, would help to identify the weaknesses of the analysis. The first step of error analysis

according to Pinker (1986) is collecting appropriate sample from the language. This could be done in various ways such as gathering written samples. The problem, here is that conducting an analysis in a point of time would lack validity for evaluating the errors occurred in the long run. Therefore, error analysis would not be sufficient if we take into the account the sequence of language development. Therefore, in a comprehensive error analysis, one of the main factors is to use error analysis repeatedly. Another issue raised by Pinker (1986) is that samples collected for designing an error analysis tool reflects the performance of a learner but it fails to show the knowledge of a learner. That is, error analysis describes only the performance of a learner in the TL and lacks any descriptions about the learner's language or the connection between the two languages. He continues to state that of course failing to describe the above factors does not mean that designing an error analysis tool is invalid; because the least it can reveal is the patterns of language errors (Pinker, 1986).

The second step is detecting the errors in the sample. In this regard, as believed by some scholars, errors have different levels. The two main groups of errors are surface and deep structure errors. Corder refers to these groups as overt and covert errors, respectively (1967). While the rules of the latter are complex, the rules of the former are almost simple and easily-detected. Anyway, the point here is not the nature of errors occurring during a translation, but the emphasis is on the fact that error analysis is based on a linguistic paradigm which is not able to describe or explain the functions of a language accurately (Pinker, 1986).

The third step is related to the identification of an error and its description as well. This step for error analysis brings about a lot of problems because there's no well-defined and universal criterion for an error in linguistic categorizations. Therefore, there's an academic gap to be filled in this area (Pinker, 1986). The complexities of error description are clear to most of the scholars, but there's no agreement on the number of categories for errors.

The fourth step is classifying the errors based on their hypothesized cause. Some of the causes for errors occurring in a translation include: language transfer which is the interference of native languages; intralingua errors reflecting the universal characteristics of errors occurring as the result of differences between the two languages; sociolinguistic situation; the modality of being exposed to the target language and the modality of producing a text; the strategies used by language learners for learning, production and communication; the complexity of the particular item to be learnt; and psychological structures (Chomsky, 1969, p. 49).

Error Taxonomies

In the literature, the L2 errors are mostly compared to the errors committed by the children who learn the L2 as their first language as well as some phrases/sentences equivalent to the learner's mother's tongue. The result for the comparisons made in the literature is two main classifications for errors: developmental errors and interlingual errors (Littlewood, 1984). The other two classes are taken from the above mentioned

taxonomies which include: ambiguous errors further classified as developmental or interlingual errors.The error taxonomies adopted in this research have been presented by Liao (2010). Liao categorized the errors of rendering into three genres, namely rendition, language and miscellaneous.

The major error taxonomies proposed by Albir (1995)

Albir (1995, as cited in Waddington, 2001) has offered another representative assembly of possible translation errors. The list includes:

Inappropriate translations which affect how ST is understood, Inappropriate translations affecting the expression of the TT, Inadequate translations affecting the transfer of the primary or secondary function of the ST.

The major error taxonomies proposed by the American Translation Association (ATA)

The list containing the 22 types of errors proposed by American Translation Association (ATA) is employed as a means of error identification and professional translation evaluation. The list includes the following errors: 1) Incomplete passage, 2) Illegible handwriting, 3) Misunderstanding of the original text, 4) Mistranslation into target language, 5) Addition or omission, 6) Terminology, word choice, 7) Register, 8) Too freely translated, 9) Too literal, word-for-word translation, 10) False cognate, 11) Indecision in word choice, 12) Inconsistent, 13) Ambiguity, 14) Grammar, 15) Syntax, 16) Punctuation, 17) Spelling, 18) Accents and other diacritical marks, 19) Case (upper case/lower case), 20) Word form, 21) Usage and 22) Style and From (ATA, 2009, p. 17).

Dulay, Burt and Krashen's Error Taxonomies

Dulay, Burt and Krashen (1982) consider error depiction as being totally separate from identification of sources of errors. Based on this view, their discussion is restricted to the descriptive aspects of the error taxonomies. This perspective has made them concentrate on error classifications which are surface-based. In other words, the surface features and not the underlying sources of errors are taken into account in the process of error categorization. These taxonomies which are named descriptive taxonomies transform error analysis into a logical investigative tool just the way the specification of transitional constructions, the computation of acquisition orders, and the delineation of special utterance types are. The most practical and commonly used bases for descriptive classification of errors being mentioned in their literature review are as follows: Linguistic category, surface strategy, comparative analysis and communicative effect (Dulay, Burt & Krashen, 1982). The descriptive classification of errors fulfills two principal aims: presenting error categories that relies just on observable characteristics for their definition; reporting the findings of research done to date with respect to error types observed. Such discoveries may be proved as helpful to teachers and theoreticians, the former in their instructional efforts and the latter in their formulation of L2 theory. Furthermore, many error taxonomies which focus on the linguistic

elements being affected by an error are called linguistic taxonomies and try to categorize errors with reference to the language component and/or the specific linguistics constituent which has been influenced by the error (Dulay, Burt and Krashen, 1982). The two key linguistic taxonomies in error classification are surface strategy taxonomy and Comparative taxonomy. Surface strategy taxonomy refers to the way surface structures are altered and, errors are categorized as: Omission, Addition, Misformation, Regularization errors, Archie-forms, Alternating forms, and disordering (p. 12). Comparative Taxonomy of errors is based on the comparison of L2 errors and some construction errors (Dulay, Burt & Krashen, 1982).

The related literature focuses on issues in which L2 errors has been usually compared to the errors committed by children who were learning the TL as their first language and to equivalent phrases or sentences in the learner's mother tongue. There have emerged two error classifications as the result of these researches which include developmental errors and interlingual errors (Dulay, Burt & Krashen, 1982). There is also two other classifications which are applied for comparative analysis classifications and are taken from the two aforementioned classifications. These include: ambiguous errors; errors that could be either developmental or interlingual; and, other errors which could not be classified in either of the categories.

Liao (2010) reviews the error taxonomies in ATA and CTTIC exams and proposes a taxonomy in which errors are categorized into three genres in the first place. These include: rendition errors that happen when the translation failed to deliver the accurate meaning of the source text. Five errors types of rendition were identified by Liao (2010) (rendition errors are shown in Table 1). Language errors are related to the problematic expression in target text. Liao also identified six errors of these types (see Table 1).And the last one is miscellaneous error that has been occurred when some parts of the source text were missed by rendering.

Table 1: Classification of Error Types Adopted from Liao (2010)

Rendition Errors
R1: Misinterpreting the source text.
R2: Insufficient rendering, which differentiates the translation from the original text.
R3: Excessive rendering, which differentiates the translation from the original text.
R4: Subtle difference of meaning between the source and target texts; insufficient accuracy.
R5: Misinterpretation due to unawareness of terms.
Language Errors
L1: Grammatical mistake or ungrammatical syntax of target language
L2: Awkward expression, including ambiguous meaning, mismatch, redundant words and unnecessary repetition, etc.
L3: Inappropriate register.
L4: Excessive literal translation, which leads to ambiguous translation.
L5: Excessive free translation, which differentiate the translation from the original text.
L6: Incorrect character, improper punctuation marks or inconsistency in term translation.
Miscellaneous Errors
M1: Missing parts in the target text; omission.

Research on Translation Error types

Research conducted in translation error types is few. In the context of Persian language particularly, very few researches have focused on translation error taxonomies. However, the existing research are classified to two groups; one studying syntactic errors only, the other the studies focusing both on syntactic and semantic errors. For example, Riccardo Schiaffino and Franco Zearo (2005) believe errors are categorized into three main types which include: errors of meaning (when the meaning of a translation is different than that of the ST), errors of form (when the translation contains grammatical, punctuation or other formal error types which does not change the meaning of the ST), errors of compliance (when the translation does not comply with the instructions related to the terminology, style, or other requirements by the customer).

Cushing (1994) classifies translation errors as errors of ambiguity (the presence of two or more meanings in a word): structural ambiguity – when different meaning emerge as the result of "differences in the way the grammar of a phrase or a sentence is analyzed".

Seguinot (1989) believes that errors occur as the result of misunderstanding the source texts or inability of translators in producing the target text. He also considers other factors that contribute to errors.

Pym (1992) argues that errors originate from different levels of language, pragmatics or culture. Based on his categorization of translation error types, Liao (2010) attributes the errors to eleven causes and provides some strategies for improving translation teaching. Errors committed by translators are taken as improper forms of the target language used by translators. This reason for committing errors was true for the 1960s under the influence of theories of that time that argued that errors were the result of the influence of the mother tongue of a learner (Lightbown & Spada, 2006).

According to Corder (1967), during that decade, errors were seen as inevitable. All in all, what is common to most of the research in the area is that errors committed by L2 learners and translators raise from the first language of the learner. Therefore, translators as the language learners could hardly escape errors (Slinker, 1972). Slinker (1972) calls this phenomenon as "interlanguage" which is the development of a linguistic system by language learners which is different from that of the target language. He also uses the term "fossilization" for developing the erroneous structures by learners. Just the same as errors committed by language learners, translation errors are considered as instruments for improving the translations skills of the learners. Translation errors have interested the scholars during the recent years.

Some other studies also recommended strategies for decoding errors as well as for translation teaching (Ding, 2010; Liao, 2010; Liang & Fan, 2008). In these studies, the scholars have developed their own classification for translation errors, but most of them deal with rendition and expression errors (Liang & Fan, 2008; Zhueng, 2006; Liao, 2010; Tang, 2005).

The related research in Iran

In his "Framework for Translation Evaluation", Khomeyjani Farahani (2005) presents a framework for analyzing the Persian-English translation of the Islamic texts. He determines the level of the success of the translation under the discussion. This format provides a set of reliable criteria for evaluating a translation systematically and shedding light on its advantages and disadvantages.

Manafi Ansari's study (2004) is grounded on a function-based approach to translation quality assessment (TQA). In this approach the original text is regarded as a mere source of information, and, this is the translator who has the task of deciding what role the translated text is to play in the target language and culture. The translator's verdict is reached regarding the text type and function or purpose of the original text.

Farough Hendevalan J.A., Jahangiri N.(2008) deal with ambiguous sentences translated by machine and identify two structures for them being produced by the involved machine. These two structures are: distinguishing "phrasal verb + noun phrase" from "verb + prepositional phrase" and distinguishing "noun phrase + prepositional phrase" from "noun phrase" and "prepositional phrase". Through lexical mapping theory the confusing sentences are disambiguated by the solution provided by human translator (using semantic information).The proposed solution is then adapted for machine translator.

Morgan's formula for random sample size selection

The need for conducting research in different disciplines has caused a need for a method for determining an adequate sample size to be the presentation of a given population. Morgan and Krejcie (1970) in the article "Small Sample Techniques," have designed a formula for determining the size of sample which is presented below::

$s = X\,2NP(1-P) \div d\,2\,(N-1) + X\,2P(1-P)$

in which s represents the necessary sample size, "$X2$ is the table value of chi-square for 1 degree of freedom at the desired confidence level, N the population size, P the population proportion (assumed to be .50 since this would provide the maximum sample size) and d is the degree of accuracy expressed as a proportion (.05)" (Krejcie& Morgan, 1970, p. 1).

METHOD

Population and Sampling

To choose the appropriate number of pages for the purpose of analysis, Morgan's table for determining sample size from a given population was used. According to Morgan's table, for a total number of 550 pages, 228 pages should be included. The total number was divided into the number of books (i.e. 9 books). Thirty eight pages from each book was selected using random sampling method.

After determining the number of pages for data collection, the pages were scanned carefully to find the possible translation errors. The errors found were categorized and then tabulated based on the theoretical framework described earlier. Using descriptive statistics, the errors were summed up and their mean was taken to be used for analysis.

Instruments

Since all processes of data collection had to be based on a practical model, the researcher tried to apply the most in practice model from among the many available ones. Having this in mind the Liao`s error classification model (2010) was used as the base of comparative error analysis. The categorization of error types by Liao is mostly workable to classify errors of rendering means those errors related to the way a piece of writing is translated. Based on this model, errors are divided into three groups: rendition errors, language errors and miscellaneous errors.

When translation fails to convey the exact meaning of the source text, rendition errors come up. Language errors are recognized by problematic expressions in target text. And if a rendering misses some parts of the source text, the omission will be attributed to miscellaneous errors.

According to this model rendition errors are divided into five groups: misinterpreting the source text, insufficient and excessive rendering which differentiate the translation from the original text, insufficient accuracy which causes subtle differences between the source and target texts and misinterpretation due to unawareness of terms. Language errors are also classified into six different groups of: grammatical mistakes or ungrammatical syntax of the target language, awkward expression, including ambiguous meaning, mismatch, redundant words and unnecessary repetition, inappropriate register, excessive literal translation which lead to ambiguous translation, excessive free translation which differentiates the translation from the original text and incorrect character, improper pronunciation marks or inconsistency in term translation. The only sub-division of miscellaneous errors is defined under the label of omission. Omission here refers to missing parts in the target text.

Material

Nine Islamic books and their English translations were selected for the purpose of comparative error analysis. Some of the main books are: Fascinating Discourses of Fourteen Infallibles, Anecdotes of Pious Men", Lessons about Allah, Prophet, Justice, Leadership and Resurrection", On the Islamic Hijab, Method of Salaat, Shiah in Islam is authored, Al-nass Wel-ijtihad, Imam's Final Discourse, Children, Theology I and II.

Data collection Procedure

After choosing the books as the sample, the researcher determined the number of pages that needed to be scanned and analyzed according to Morgan's formula for random sample size selection. The quality of the present research stands on the careful comparative investigation of the researcher. Each book was compared to that of its

translation in English to identify the parts which had a hint of rendition, language or miscellaneous error. The corpus provided through this stage paved the way towards data analysis.

The data were then classified into three groups of omission, rendition errors, language errors and miscellaneous errors based on the analysis model by Liao (2010). The errors under the category of rendition were classified into five sub-divisions named misinterpretation of text, insufficient rendering, excessive rendering, insufficient accuracy and misinterpretation of terms. The errors categorized under the second group, language errors, were divided into six groups: grammatical mistakes, awkward expression, inappropriate register, excessive literal translation, excessive free translation and inconsistency.

The researcher tried to trace those sentences or phrases in which one of these error types were recognized. The statistical percentages of the errors found in each book along with the overall percentages were then provided to pave the way towards discussion and conclusion of the study.

RESULTS

To answer the research question-what are the most frequently occurring errors- the frequencies of the errors occurring in English translation of Persian Islamic books were determined separately. As the mentioned earlier, the committed errors by translators were collected based on Liao's (2010) taxonomy, which is divided into three main categories including, rendition, language and miscellaneous errors. The subcategories of this error classification were also used to precisely identify the committed errors in English translation of each book as follows:

Having found out the frequency of each category and subcategory, in the next step, the most frequently occurred errors are identified. To this end, total frequencies of each category are computed and then summarized in the table 2.

Table 2: Total Frequency Table

Content of Translation Errors	Number	Total
Rendition	76(13.92%)	
Language	390(69.90%)	
Miscellaneous	92(16.48%)	
Total		558

As shown in table 2, the most frequently occurring errors were form category of language (i.e., 394 errors out of 558, 70.60%). Miscellaneous errors ranked second (i.e. 86 errors out of 558 (15.41%)) and rendition errors ranked third (i.e., 78 errors out of 558, 13.97%). To understand the results better, see figure 1 and table 1.
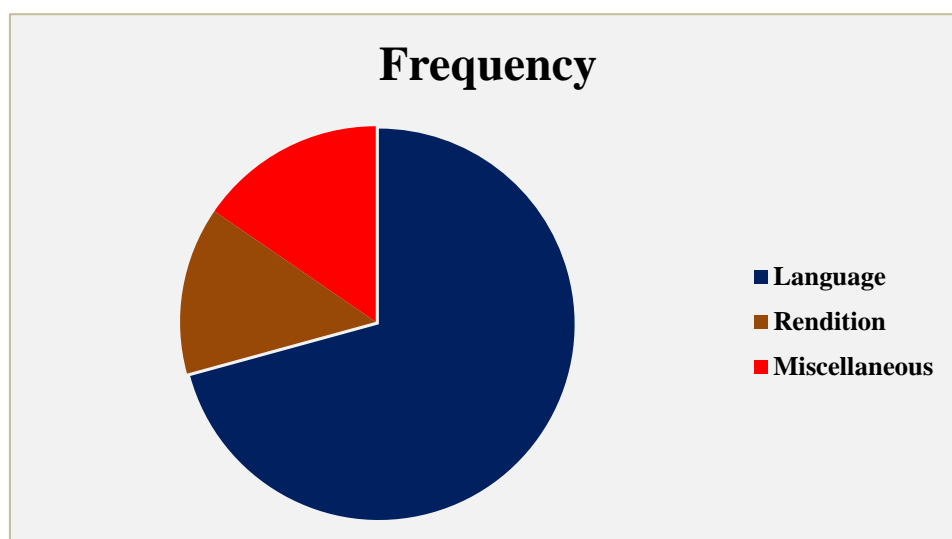
Figure 1. Total Frequency of the Errors

Full details of errors analysis revealed that among "rendition errors"; "Subtle difference" obtained the highest rank (i.e. 36 times out of 78, (44.15%), "excessive rendering" obtained the second rank (22 out of 78, (28.20%) and "misinterpreting the source text" obtained the third rank (15 out of 78, 19.23%) in frequency. The translators also committed "insufficient rendering" and "misinterpretation due to unawareness of terms" 4 (5.12%) and 1 (1.28%) times, respectively.

Regarding the language category, "inappropriate register" was the most frequently occurring errors in translated books (i.e. 182 errors out of 394, (46.19%). "Grammatical mistake" (72 out of 394, 18.27%), "awkward expression" (57 out of 394, 14.46%), "improper punctuation marks" (40 out of 394, (10.15%), "excessive literal translation" (33 out of 394, (3.29%)) and "excessive free translation" (10 out of 394, 2.53%) were the frequency of other occurring errors followed "inappropriate register", respectively.

In the case of "miscellaneous or omission", it was occurred 86 times or 15.41% in such a volume of sampling. In total, miscellaneous errors were the most frequently errors followed Language errors.

In sum, the most frequently occurring errors were from the category of language (i.e. 394 errors out of 558 errors, 70.60%) and the least were from category of rendition (78 errors out of 558, 13.97%). To find out which book has the most portions of occurring errors, figure 2 demonstrates the errors' portion of each book in relation to total occurring errors.
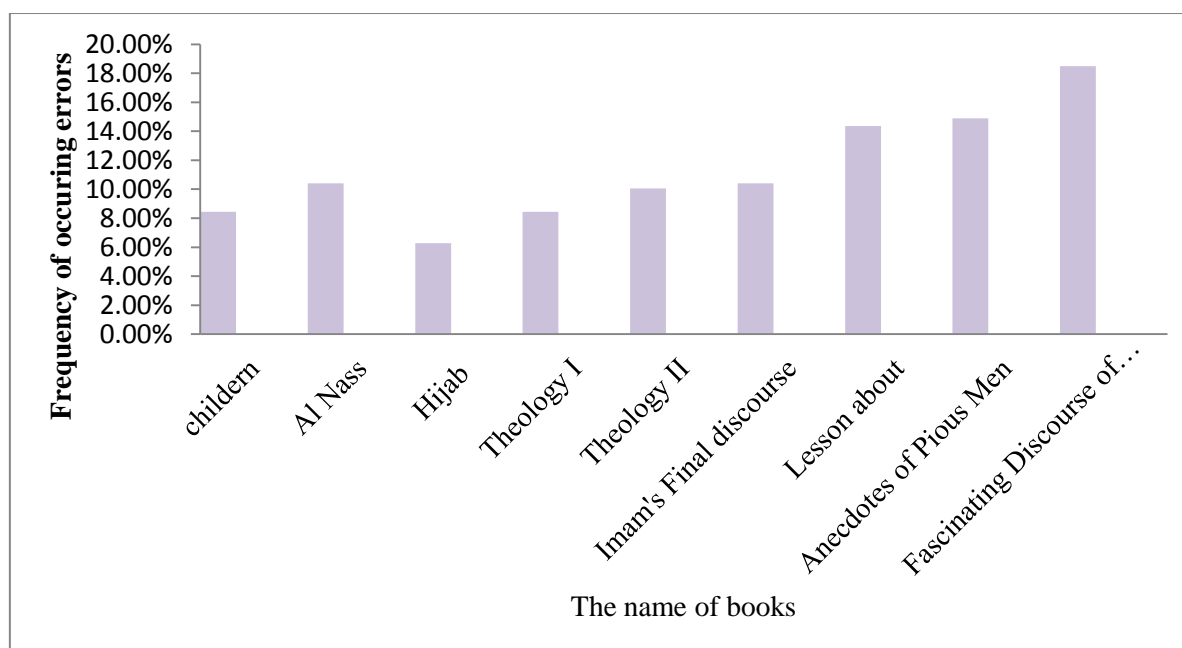
Figure 2. The Portion of Each Book's Errors to Total Occurring Errors

As it is obvious from figure, the most occurring errors were related to book called "Fascinating Discourse of Fourteen Infallibles" (i.e. 103 errors out of 558, (18.45%) and the least ones were related to Islamic Hijab (i.e. 35 errors out of 558, (6.27%).

DISCUSSION AND CONCLUSION

The register category was the most frequent error area. According to Oxford Advanced Learners' Dictionary, register is level of language usage which is determined by the level of formality and choice of words, pronunciation and syntax which is selected based on the social status of the users (Oxford, 2007). It is evident from the research findings that Iranian Islamic text translators face serious problems regarding the translation of register. The consistency of the results with regard to the translation of register shows that this is a common error among the translators and it has roots in something other than the personal capabilities of the translators. There are three possible reasons for the high frequency of register errors in translating Islamic texts:

First, the Translation Training curriculums have dedicated barely a page to register-related content (see, for example, The Theoretical Foundations of the Principles and Methodology of Translation, Mollanazar, 1998; Translation: The Early Lessons, Farahzad, 1996 among others). Second, the unique register of the Islamic texts which are highly formal and enriched with Arabic words, expressions and structures. However proficient and hard-working, the translators might be trapped in the culture-bound odd Islamic terms and concepts and be helpless in rendering them into another language. Third, the difference between the highly culture-bound and religious social structure of Iran and the lack of a proper equivalent in the target language (here English) which might affect the quality of translation.

Four limitations could be concluded. First, it was not possible to investigate the background of the translators (e.g. education, cultural background, interests, and occupational activities). So, it is not possible to determine exactly what the actual cause of the errors was. Through determining their backgrounds, one might determine if the error is the result of lack of Islamic knowledge, linguistic competencies or translation competencies. Second, subject to limited time and resource, the present study used only 9 books to study the frequency of translation errors which is not enough to represent the performances of all of the Islamic text translators. Third, the model did not contain a method for determining if the error was the outcome of the translator's accuracy or the result of his/ their incompetency in translating from Persian into English. Therefore, it was not clear what the source of errors was. Four, as the error categories were too general, mistakes in identifying and marking errors in the books was inevitable. The sample could have been scanned and studied by other experts to avoid mistakes regarding marking translation errors (such as awkward expression, inappropriate register, excessive literal translation, excessive free translation).

As translation error is defined differently in various studies, the same research could be carried out using other models for investigating translation errors to reach more precise findings. Further studies can take more books to achieve a more generalization regarding translation errors.

This research investigated the translation errors in the context of religious texts, other areas and genres lack practical backgrounds, therefore, further research might be conducted about the translation errors in literary texts, texts, and etc. One cannot argue definitely that a text with less error is favored more by readers and vise versa and from the reader's viewpoint, it is not clear what effects each error category might have. That is, it is not determined what effect is aroused as the result of each error category or all the errors on the whole. The frequency of errors and their effect on and correlations to readers might be also the subject for further research.

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