

A Report on the E-C Translation of Stance Adverbs with Suffix -ly in Academic Text Teacher-Made Assessment

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Abstract: This paper selects the first, second, and third chapters and some parts of Chapter Four and Seven of the book *Teacher-Made Assessment* as the material for translation practice, aiming at summarizing and analyzing the translation strategies of -ly stance adverbs in the academic text. Academic texts are mainly used to convey information and are characterized by professionalism, objectivity, interactivity, and conciseness. They are formal, precise, and concise in wording, clear in expression, strong in logic with many complex and long sentences. This paper analyzes three categories of -ly stance adverbs: epistemic, attitudinal, and style adverbs. Epistemic stance adverbs emphasize accuracy, confidence, seriousness, and persuasiveness. Translation techniques include grammatical adjustment and semantic enrichment, showing the accuracy of academic texts. Attitudinal adverbs are a means of value judgment and emotional expression. Their translations reflect the interactive and explicit characteristics of the academic text. Two translation techniques, namely selection of proper attitudinal words and split of sentences, are adopted. Style stance adverbs refer to how information is given. Their translations reflect the professional and standard characteristics of the academic text. Translation techniques of omitting -ly stance adverbs and using formulaic expression are adopted. This paper furthers the investigation into the translation of academic text from the new perspective of -ly stance adverbs. This paper is expected to provide references for translators and readers of academic texts, and to deepen people's understanding of -ly stance adverbs.

Keywords: academic text, education, -ly adverbs, stance adverbs, translation techniques

1. Introduction

1.1. Background of Translation Project

Adverbs function as the adverbial in sentences. The most common -ly adverbs in English are mainly divided into ten kinds. Biber, et al. defined stance as the speaker's attitude, emotion, judgment, and responsibility towards the information in the article or the participants of the discourse, including the author's evaluation of the presentation of the information in the article [1]. Many -ly stance adverbs are used in the book *Teacher-Made Assessment* to explain the research and methods of correctly evaluating the students.

Academic texts are mainly used to convey information and demonstrate viewpoints and are characterized by objectivity, professionalism, logic, and innovation. This kind of text has many

standard, formal and precise words. The language tends to be concise, the expression clear, the logic strong, the argument clear and coherent, and the structure distinct and compact.

The core of the informational text must be the theme and the expression and elaboration of the viewpoints and theories in the text, which is usually related to a certain kind of specific scientific knowledge [2]. The first three chapters, the fourth, and the seventh chapters mainly concentrate on conveying the assessment methods to the readers and helping them figure out what they can do to have a perfect assessment, whose wording needs more specific study. Therefore, the translator chooses them as the translation material to explore academic text translation with -ly stance adverbs being the focus. The paper aims to summarize relevant translation techniques to provide references for translators and readers of educational academic texts and deepen people's understanding of -ly stance adverbs.

1.2. Significance of Translation Project

To begin with, the translation of this text is of great value for teachers to develop correct and serious assessment attitudes and foster evaluating abilities so as to create an atmosphere where teachers and students make mutual improvements.

What's more, the translation of -ly stance adverbs is of great help in achieving the goal of making the author's stance clearly conveyed.

Finally, exploring proper techniques for academic text translation is useful for other translators to adopt the translation skills in similar texts.

1.3. Structure of the Paper

The first chapter contains the background, the significance as well as the structure of the paper.

The second chapter relates to the translation task description. The translator provides the description of the translation task and analyses some characteristics of the source text.

The third chapter presents the literature review about the previous research on the academic text and the -ly stance adverbs translation.

The fourth chapter is the key part of the study by giving some examples in the E-C translation of the -ly stance adverbs in the academic text *Teacher-Made Assessment*.

The last chapter summarizes the findings and points out limitations in the translation of -ly stance adverbs in the academic text *Teacher-Made Assessment* and offers some suggestions for future translation studies.

2. Task Description

2.1. Description of the Translation Task

This paper selects the first, second, and third chapters and some parts of Chapter Four and Seven of the book *Teacher-Made Assessment* as the material for translation practice, which totals 25874 words.

Teacher-Made Assessment was written by Christopher R. Gareis and Leslie W. Grant. Its second edition was published in 2015 by Routledge. Due to the translator's work, the focus is on the improvement of students' performance. Except for the daily course teaching, the translator pays close attention to the assessment of students, which plays an important role in changing students' attitude. Therefore, the translator chooses the book to have a reference.

2.2. Characteristics of the Source Text

Teacher-Made Assessment is an academic book, containing many scientific concepts and knowledge

from educational and research institutions.

3. Process Description

3.1. Pre-translation Preparations

3.1.1. Introduction to -ly Stance Adverbs in *Teacher-Made Assessment*

The translator identifies 425 -ly stance adverbs in the book *Teacher-Made Assessment*, among which there are 173 stance adverbs. Compared with direct understandings of adverbs in *Teacher-Made Assessment*, the meanings of -ly stance adverbs in it vary considerably.

In *Teacher-Made Assessment*, epistemic -ly stance adverbs are mainly used to convey the certainty degree of teachers' assessment terms and current evaluating conditions, which requires that the translations should focus on the words' grammatical functions and integrity of their meanings. The attitudinal -ly stance adverbs are mainly used to reveal the author's attitude and evaluation of the problems occurring in teachers' assessment; hence, if hoping to properly convey such feelings, the translator should take the target readers' culture and language background into consideration, focusing on the expression habits and the selection of words. The style -ly stance adverbs are mainly used to be the author's methods to give us the information of teachers' assessment, the translation should concentrate on words' succinctness and frequently used formulaic expressions, which can help readers accept the author's way of transmitting the information.

Therefore, in the process of E-C translation, the translator is supposed to identify what kind of translation techniques to adopt according to features of this academic texts.

3.1.2. Categories of -ly Stance Adverbs in *Teacher-Made Assessment*

According to Zhang's classification, there are three categories and seven subcategories of -ly stance adverbs, including indefinite degree, approximative, indefinite frequency, probability, certainty, evaluation and affect [3]. Combining the translation practice and the classification, the table below is made to better clarify the -ly stance adverbs appearing in the text. See Table 1.

Table 1: Frequency of different types of -ly stance adverbs in *Teacher-Made Assessment*.

-ly stance adverbs	Subcategories	Frequency	Examples
epistemic adverb	certainty	35	clearly, unintentionally, inherently
	indefinite degree	29	relatively, primarily, exclusively, solely, strongly, mainly, mostly, slightly, particularly, severely
	indefinite frequency	25	typically, frequently, usually
	probability	23	likely, presumably, arguably, hopefully, probably, perfectly, inevitably
	approximative	17	Essentially, nearly, roughly

Table 1: (continued).

attitudinal adverb	evaluation	15	necessarily, appropriately, esoterically, successfully
	affect	4	distractedly, disappointingly, surprisingly
style adverb		25	generally, specifically, perfectly, inevitably, positively, critically, strategically, systematically succinctly, practically
Total		173	

3.2. Literature Review

3.2.1. Research on Academic Text and Its Translation

Compared with the abundant research aspects of the academic text, nonetheless, the research on the translation of a specific category of words has not been sufficient. Cummins differentiates between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) [4]. Bailey defines “being academically proficient” as knowing and being able to use general and content-specific vocabulary, specialized or complex grammatical structures – all to acquire new knowledge and skills or imparting information to others [5]. Focusing on the types of the texts, Zheng & Bi pay attention to the translation of academic texts’ words and sentences under the guidance of text type theory [6].

From the perspective of contrastive analysis, Li suggests some proper translation strategies for translating academic texts [7]. From the perspective of academic text translation, Zhang concludes that the ecological translation theory can guide the translation of academic text effectively [8]. Furthermore, Liu & Shao summarize the translation skills from the sentence and word level [9]. Additionally, Zhang & Li summarizes translation strategies of academic texts under the guidance of functional equivalence theory [10].

3.2.2. Research on -ly Adverbs and Their Translation

In terms of the definition, English adverb refers to the word that is used to modify verbs, adjectives, other adverbs, and the whole sentence, and can express the concepts of time, place, degree, mode, and so on [11].

In English, -ly adverbs can be transformed from almost any adjective or participle [12]. They belong to derived adverbs in English, and the simplest form is to add suffix -ly after adjectives and participles [13]. Therefore, the suffix -ly is a symbolic feature of adverbs, which are generally called normal adverbs and have all the functions and features of adverbs. -ly adverb has three characteristics: substitutability, conciseness, and polysemy and several translation methods are concluded [14].

The translation of -ly adverbs has been studied by many researchers. Salvador sheds light on the subject-related -ly adverbs [15]. Shuang, based on the semantic fuzziness theory with the various explanations, summarizes such translation strategies as adding corresponding fuzzy restrictions, adding explicit words, etc [16].

As the studies listed above, no scholars have summarized -ly adverbs translation strategies in accordance with the features of academic texts. Hence, the study of the translation of -ly adverbs in academic texts is rewarding and deserves further study.

3.2.3. Research on Stance Adverbs and Their Translation

Zhang does some research on the stance devices in scholarly texts in China. According to Xu's classification of stance adverbs [17], the corpus-driven approach is used to analyze the features of frequency distribution, clause position, and collocational sequence of stance adverbs used in native writers' and Chinese writers' academic writings [3]. Pan makes a comparative investigation of the usage characteristics and pragmatic differences of stance adverbs in Chinese and foreign journal articles [18]. Luan and Ji, based on previous studies, focus on the use of stance adverbs in English academic papers. Based on the classification by Biber et al., stance adverbs are divided into epistemic stance adverbs, attitudinal stance adverbs, and style stance adverbs, among which epistemic adverbs are classified into deterministic adverbs, fuzzy adverbs, and demonstrative adverbs while attitudinal stance adverbs are divided into emotional adverbs and evaluative adverbs [19]. Yao makes a comparative analysis of the characteristics of deterministic stance adverbs in academic English writing and the problems in their stance expression [20]. Lou and Yao concentrate on the usage features of stance adverbs in academic writings. In academic writing, the proper expression of standpoint can enhance the persuasion of the text and help to persuade readers to accept the author's point of view [21]. Zhang's article reveals that academic discourse is not objective and static [22].

4. Case Analysis of -ly Stance Adverbs in Teacher-Made Assessment

This chapter is divided into four parts. According to the categories of stance adverbs: epistemic, attitudinal, and style stance adverbs and the language features of the academic text: accuracy, professionalism, and standardization as well as interactivity, corresponding translation techniques of the -ly stance adverbs will be discussed with examples from the book *Teacher-Made Assessment*.

4.1. Translation Techniques of Epistemic -ly Stance Adverbs

Epistemic stance adverbs are the most frequently used stance adverbs in *Teacher-made Assessment*, which refer to the speaker or author's cognition of the true value of information in the discourse or article, including the judgment and attitude of the certainty, fact, limitation, and evidence of the proposition. It appears that English writers of academic articles are much more tentative in putting forward claims and in rejecting or confirming others' opinions, thus avoiding so-called "face-threatening acts" [23]. Academic papers should show seriousness, scientific nature, and accuracy, and to have a strong persuasion, the authors should be more self-confident [3]. Hence, when translating epistemic stance adverbs, the translator should pay attention to the wording, retaining self-confidence and strong persuasion while not weakening the seriousness, scientific nature, and accuracy of the academic text.

According to Newmark's communicative translation theory, informative texts should seek the accuracy of translation in the first place and then consider the acceptability of readers [24]. Academic texts belong to informative texts in which terminology is an important part of academic texts. Gu emphasized that terminology is "the basic starting point of academic research" [25], and mistranslations of terms will mislead readers' understanding. Therefore, the translator should overcome the pursuit of a fixed translation of the term. While ensuring the accuracy of the translation of the term, it should be of both democratic discussion and convention [26].

Hence, when translating an article containing lots of terms, the translator is supposed to ensure every epistemic stance adverb has a high degree of accuracy and endows the text with persuasion and seriousness. In the author's translation, methods of grammatical adjustment and semantic enrichment are mainly adopted in translating the most frequently used categories of epistemic stance adverbs expressing indefinite degree and certainty. Another three categories of stance adverbs are translated literally as corresponding adverbs in Chinese, which will not be discussed here.

4.1.1. Grammatical Adjustment

Grammatical adjustment in translating -ly adverbs is divided into two types: word class conversion and word order rearrangement.

(1) Word class conversion

Due to the different expressions in English and Chinese languages, when English adverbs may not find their corresponding adverbs in Chinese, they need to be converted to different parts of speech [14]. There are some ways to transform the words, such as changing English adverbs into reflexive pronouns, adjectives or a prepositional phrase [13]. The following example involves the technique of translating English adverbs into Chinese adjectives.

Example 1

Source Text: A central purpose of assessment is to collect information about student learning. But too often in classrooms, the outputs from assessments follow a very predictable path. For example, students take a test, the teacher grades it, the students receive the test back, and a grade is entered in the grade book. In this common scenario, information about student learning is collected, but it is used primarily—if not solely—as a source for a grade [27].

Analysis: This source text illustrates that assessment serves as the source of grades. The last sentence talks about whether the assessment is the main resource, using two stance adverbs “primarily” and “solely”, which express the author’s opinion that the information of students is regarded as a significant part of the assessment of students’ academic performance. The two epistemic indefinite degree adverbs show the author’s confidence in this kind of judgment. Hence, the translation of the two words should represent an affirmative tone to make the information accurate and persuasive in academic texts, which can better convince the target readers to apply the measures to teaching practice. The two adverbs in two sentences are separated by a dash. If translated into adverbs, the two adverbs will make the sentence more difficult and redundant to understand. Hence, the two adverbs are both turned into adjectives in Chinese to modify the noun “source”, instead of using the adverbs to modify the verb “use”. The former better expresses the importance of students’ learning information and emphasizes feedback, while simplifying the whole sentence and endowing the sentence with much accuracy and preciseness.

Example 2 focuses on translating the English adverb into Chinese reflexive pronoun.

Example 2

Source Text: Teachers tend to be very good with content. If you have ever asked a teacher, “What are you teaching this week?” they likely replied in terms of content. A math teacher might say, “I’m teaching fractions”; an English teacher might offer, “I’m teaching Romeo and Juliet”; and a history teacher could reply, “I’m teaching the Jazz Age.” Each response is a statement of content. There is nothing inherently problematic with this; we are simply pointing out that content naturally tends to hold a dominant spot in most teachers’ thinking [27].

Analysis: In this example, the adverb is translated into a reflexive pronoun. Adverbs’ application is very wide, the position of which is quite flexible, and the meaning is very complicated [13]. Precisely because of the flexibility, it is necessary to change the adverbs’ function in a sentence in Chinese. In the initial translation version, “inherently” is directly translated into an adverb. However, the translation is not accurate enough to show that this kind of thought doesn’t contain problems at all, which is a common phenomenon in the educational field. This version of translation has the ambiguity that the phenomenon mentioned in the text has nothing wrong in nature but contains something problematic in other aspects. According to Xu, there are several words that are the common pronouns of reflexive meaning in modern Chinese, which are both related and different in semantics and syntax and are in the opposite and complementary relationship. The referential usage of “self” can generally refer only to actions, or events, and its function is similar to that of the demonstrative

pronoun “this”, but it has an emphatic tone [28]. After the inspection, the translator transforms the adverb into a reflexive pronoun to further emphasize that the phenomenon appearing among teachers is not wrong but common. Hence, “inherently” coupled with “this” is changed into the subject, the whole sentence turns into “the answer itself doesn’t have any problems”. The accurate translation of the epistemic stance adverb makes the academic text more convincing.

Example 3 involves the strategy of changing the adverb into a prepositional phrase. Translating adverbs into prepositional phrases objectively can make the translation more grounded and persuasive [13], which strengthens the accuracy of academic text. As the name implies, the adverbs are to be translated into phrases. As mentioned above, one of the main characteristics of the -ly adverb is its substitutability. To be concise and effective in writing, a -ly adverb can often be used to replace some phrases and participles. When translated into Chinese, the -ly adverb can be reduced to the substituted phrase or clause, which can be translated as “on/in ..., by...(method), through...(means)”.

Example 3

Source Text: Understanding the integrated nature of curriculum, instruction, and assessment is one of the important foundations of effective teaching (Marzano, 2003; Stronge, 2007). However, it seems that assessment in the classroom is oftentimes unintentionally devalued [27].

Analysis: This sentence uses the passive voice. The adverb “unintentionally” is used to modify the verb “devalue”, the direct translation that uses passive voice lacks the precise expression mode, which tends to stress the action of “devalue”, containing a conscious effort to devalue the assessment in class. Hence, according to the inherent meaning of etyma “intention”, it is translated into the meaning of “in one’s unconsciousness”, which can better adjust the logical order of this sentence, make the expression more precise, and show teachers’ unconsciousness of this kind of action in class.

(2) Word order rearrangement

The position of English adverbs is flexible, while that of Chinese adverbs is relatively fixed, usually placed before the modified or restricted word. Therefore, it is often necessary to change the position of adverbs in Chinese translation [14]. According to Wang, it is necessary to change the adverbs’ position to make the sentence more fluent and to guarantee the correctness and accuracy of the academic text.

Example 4

Source Text: In our effort to keep this book to a manageable length, we have chosen to draw mostly on examples from grades 2–12 and from the core content areas of English/language arts, mathematics, science, and social studies [27].

Analysis: This part mainly describes the measures that the author takes to limit the length of the text, under which circumstances, the author concentrates on the limited subjects to choose the examples. Originally, the translator puts the adverb after the verb to translate, which conveys the meaning that the author doesn’t fix their choice range at first and after the examples are chosen, the examples are accidentally focused on such fields as English/language arts, mathematics, science, and social studies. The inaccurate translation will lead to some misunderstandings. Hence, the translator adjusts word order and puts the adverb in front of the verb “draw”, manifesting the fact that it is according to the scientific necessity that the author chooses the examples.

4.1.2. Semantic Enrichment

According to Bach, when the sentences are semantically incomplete to some extent, “something must be added for the sentence to express a complete and determinate proposition” [29]. Enrichment is viewed as a pragmatic process whose function is to develop the vagueness found in many natural language utterances to arrive at fully determinate thoughts. The notion of enrichment, applied to translation, is defined here as interlingual pragmatic enrichment. The process involves, firstly, the development of a source text into its conceptual representation by carrying out enrichment and,

secondly, the translation of this fully enriched thought into another language [30]. Hence, when the sentences' direct translation cannot fully convey the author's meanings, it is necessary to have semantic enrichment, replenishing the hidden meanings to make the translation more understandable for readers.

The differences between English and Chinese are also reflected: they are not always one-to-one in grammatical structure and semantics. When translating, the translator needs to consider the sentence or the whole context, make out the inner meaning of every word, sort out the original relationship in the original text, adjust the grammar structure of the original and make proper supplements or interpretations of the original text, so that the converted translation can conform to the target language grammar habits, achieve the semantic coherence, and finally make the translated version accurate and readable [31].

Example 5

Source Text: The example of the 5th-grade math teacher is one of the innumerable examples where the alignment of our curricular intents, our instructional practices, and our assessment methods can be thrown off—sometimes only slightly and sometimes much more severely [27].

Analysis: This mainly describes the alignment of curricular, instructional practices, and assessment methods that can be broken, and the two adverbs “slightly”, and “severely” are used to modify the degree of the break, which is put at the end of the paragraph. If just using the direct translation, the translator cannot wholly convey the meaning, making the translation's logical meaning cut apart. Hence, by adding the corresponding semantic understanding “sometimes only the slight disruption, and sometimes the degree of disarrangement is high”.

4.2. Translation Techniques of Attitudinal -ly Stance Adverbs

Though attitudinal stance adverbs are not the most frequently used words in *Teacher-Made Assessment*, it is still important to consider this type of stance adverbs' translation in the academic text. Wu pointed out that English authors show strong interpersonal interaction in academic discourse with the use of uncertain hedges, which weakens the author's risk responsibility and allows readers to judge the acceptability of arguments by themselves [32]. According to Pan, academic discourse not only reflects objective reality but also uses language to recognize, construct and coordinate social relations. The attitudinal stance adverbs refer to how the text gives information to guide readers to understand the content of the text, which reflects the author's clear “reader consciousness” and willingness to build social relations and interact with readers [18]. Therefore, the translation of attitudinal stance adverbs should be interactive enough to guide the readers to understand.

Thus, it is necessary to use such techniques as using proper attitudinal words and splitting the sentences to translate with proper stylistic meaning and attitudinal meaning. From Table 1, of the attitudinal stance adverbs, evaluation and affect stance adverbs' frequency is much less than epistemic stance adverbs, but the attitudinal meaning deserves to be studied closely.

4.2.1. Selection of Proper Attitudinal Words

Containing different meanings and expressions is the semantic feature of -ly adverbs, which usually express rich meanings through the use of stylistically proper words. Therefore, in the process of understanding and translating, it is necessary to make a thorough study of its meaning according to the context [14]. When the text contains rich stylistic meanings during the translation, it is necessary to select proper attitudinal words conveying stylistic meanings to conform to the principle of communicative and semantic objectives, making the translation proper in style.

Example 6

Source Text: In this chapter, we explore what it means for a teacher-made assessment to be valid

and reliable. We should point out that our intent is neither a comprehensive nor an esoterically nuanced explanation of these concepts [27].

Analysis: In example 7, originally, the translator thinks that the word “esoterically” is translated into meaning that tends to be more like the word “mysterious”, which is unable to manifest the interactive feature of the academic text for readers to understand and cause the confusion that what kind of explanations can be raised to the level of mysterious ones. Therefore, the translator chooses another word that expresses the appropriate meaning of “being difficult to understand and hard for people to grasp”, giving readers an easier way to understand the definition of the “reliable and valid assessment” and the explanations mentioned are limited and conspicuous.

4.2.2. Split of Sentences

In the sentences containing attitudinal stance adverbs, it is sometimes difficult to have a direct translation, which makes the translation lose smoothness and the attitudinal meaning. Therefore, by splitting the sentences, the coherent sentence will be divided into several parts, separately translating the adverb at the end of the sentence and the author’s attitudinal meaning is made clear.

Example 7

Source Text: The higher the stakes, the more people must lose. Therefore, the more likely some people are to cheat to avoid negative consequences that could result in the loss of income or one’s job. A cursory review of a few major newspapers makes this point disappointingly obvious [27].

Analysis: In example 8, initially, “disappointingly obvious” adopts direct translation, which combines an adverb and an adjective to describe one noun, resulting in the confusion that whether the adverb is used to describe the adjective “obvious”, while “disappointingly” is employed to describe the negative phenomenon — “cheating”, which has been discussed previously. Hence, the translator employs the strategy to break up the sentence and handle the attitudinal adverb separately, putting it in the end and changing it into a sentence: “..., which makes people disappointing”, which is beneficial for target readers to figure out the author’s emotion towards the situation and the logical links between sentences, and the expression of attitudes will be clear and definite.

4.3. Translation Techniques of Style -ly Stance Adverbs

Style stance adverbs also appear frequently, second only to epistemic stance adverbs, which refer to the author’s evaluation of the way the proposition is stated. One of the characteristics of the academic text is standardization and professionalism, which usually uses standard, formal and precise language. The expression mode of style stance adverbs is supposed to be professional and standard, not containing excessive assessment and emotion. Some adverbs cannot be just translated directly, which is correct in terms of their meanings though, it seems to make the whole sentence casual and informal.

Thus, to let the style adverbs’ translation version reach the goal of professionalism and standardization, such translation skills as the omission of -ly stance adverbs, and the use of formulaic expression can be adopted. From Table 1, the frequency of style stance adverbs is lower than epistemic ones but higher than attitudinal stance adverbs, the translation of which is not as flexible as attitudinal stance adverbs, revealing more fixed translation styles.

4.3.1. Omission of -ly Stance Adverbs

Of -ly adverbs, there are many synonyms, whose conceptual meanings are the same or similar, such as “fully”, “thoroughly”, “totally”, “completely”, “perfectly”, “entirely” and “utterly” all have the same meaning in Chinese [14]. Lots of professional -ly adverbs are used to modify the statement or the behavior’s mood or degree, but their meanings don’t have much effect on the interpretation of the sentences. Under such circumstances, the strategy of omitting the prolix and repeated parts should be

adopted to clearly convey the information to the readers while retaining the professionalism and standardization of the original text.

Example 8

Source Text: This representation of curriculum, instruction, and assessment illustrates the integrated nature of the teaching and learning process. Teaching is not a singular event that perfectly and inevitably leads to learning. Rather, teaching is a recursive, interdependent activity that relies on teachers to determine accurately what students are learning, to what degree they are learning, and what they are not learning [27].

Analysis: In this source text, the two adverbs “perfectly” and “inevitably” have their own meanings respectively. According to the context, what the author hopes to express is that teaching is an interactive activity, where only teachers imparting the knowledge will not absolutely make the students actively accept and absorb the knowledge. Hence, because the two adverbs both contain the meaning similar to “definitely”, using only one word in Chinese is enough to give expression to the tone and mood, the function of which is avoiding the repetition in Chinese and being more standard and professional instead of redundant and casual.

4.3.2. Use of Formulaic Expression

Formulaic expression can be a great help to non-native researchers to improve the quality of their papers and save much time in writing, which will accelerate their research activities. Formulaic expressions are continuous or discontinuous word sequences that are frequently used in scientific papers to convey specific communicative functions [33].

Being formal, formulaic expression can endow the translation with much more professionalism and standardization, which can guide the readers to understand the abstract academic texts.

Example 9

Source Text: You do not need to be an auto mechanic to see that when the wheels of your car are out of alignment, you experience a bad ride and your car can become damaged. To state the point more positively, it is important to maintain the alignment of a car so that the car can best serve its purpose of getting you where you want to go [27].

Analysis: This part is written to stress the importance of a good assessment, which could improve the academic performance of the students. Here, if “positively” is translated into a sentence “put it more easy to understand”, which is not wrong but lacks a formal sense in the academic text. but using the four words to form the formulaic expression in Chinese can enhance the language’s professionalism and standardization, highlighting the key point of the sentence and strengthening the significance of the correct assessment. And then the readers will understand the importance attached to the proper assessment.

5. Conclusion

5.1. Major Findings

Above all, this study analyzes the -ly stance adverbs translation to decide on translation techniques in academic texts: Teacher-Made Assessment. Belonging to the informative text, Teacher-Made Assessment is intended to convey the educational information to the target readers. -ly stance adverbs are quite common, playing a vital role in the understanding of the text. Hence, in the translation, the translator needs to make out the characteristics of *Teacher-Made Assessment* and adopt relevant translation techniques to solve the problems.

According to the features of academic text, namely, accuracy, the translator chooses to use such translation techniques as grammatical adjustment which includes word class conversion and word order rearrangement, and semantic enrichment to translate the epistemic -ly stance adverbs which

reflect the author's cognition of the true value of the information, in the hope of completely conveying these characteristics of academic text.

According to the features of academic text, namely, interaction and explicitness, the translator chooses to use such translation techniques as selection of proper attitudinal words and split of sentences to translate attitudinal -ly stance adverbs that refer to the author's value judgment and emotional expression of proposition content or proposition person, in the hope of be interactive with readers, reflect the author's reader-consciousness, and make the translation more explicit.

According to the features of academic text, namely, standardization and professionalism, the translator chooses to use such translation techniques as omission and use of formulaic to translate style -ly stance adverbs that refer to the author's evaluation of the way the proposition is stated, in the hope of make the translation more standard and professional.

5.2. Limitations of the Paper

Generally speaking, this paper enriches the research range of academic text translation. However, because of the translator's research ability and limited translation experience, there are still some problems existing in the study of the source text and the choice of analysis methods, which may lead to certain limitations.

To begin with, the source text is an academic text in the educational field, leaving much room for translators to question whether the summary of these translation techniques adapts to other areas' academic texts, which has weakened the persuasiveness to some degree.

Furthermore, there are many tables of measurement used in research papers in the text, some expressions are difficult to verify, which makes it difficult to translate. In addition, the source text doesn't cover all kinds of -ly stance adverbs, which means that the paper is somewhat just a preliminary translation practice, and still needs much improvement in breadth and depth. The translator firmly believes that the translation of other kinds of adverbs can be further studied, for instance, the adverbs of degree, "v-edly" adverbs and so on, to help both translators and readers have a better understanding of comprehension of academic texts.

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