

Supplementary Practices and Decreasing Translation Problems in Translating Political English News Texts into Persian

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Abstract—The present study investigated the effect of using supplementary practices on decreasing translation problems in translating political English news texts into Persian. To this end, first, two volunteer groups of B.A. senior students of Translation Studies were selected, an Oxford Quick Placement Test was administered and those who obtained the required score in both groups were chosen as the sample. Then, a pre-test consisting of political English news sentences was held. Next, both groups were taught a book on news texts, however; the experimental group received supplementary practices. After that, a post-test was given to both groups. It was a parallel version of the pre-test with the same level of difficulty. Finally, chi-square was conducted and the results were compared. The results showed that both groups decreased translation problems, but the group who received treatment decreased translation problems to a higher extent. Therefore, it could be concluded that supplementary practices had significant effect on decreasing translation problems in translating political English news texts into Persian.

Index Terms—political news text, translation problem, supplementary practices

I. INTRODUCTION

Both written and spoken languages play important role in every day communication. People meet their needs from providing food to getting information or news through using language. People usually communicate in their own languages; however, they have to communicate in other languages. All people are not able to speak widely used languages. Therefore, they face language barrier which in turn blocks the communication process.

Where language barriers prevent understanding of texts or where direct communication with those who can provide relevant sources of information is not possible, some form of translation takes place (Chilton, 2004). Translation is not only involving linguistic transfer, but also the transfer of social and cultural elements. Both social and cultural elements are relevant to processes of translations that occur in the production of international news (Palumbo, 2009). Translation is a hidden factor in the success of international news as a marketable commodity. Wherever international news is produced, translation must logically be part of the process for it to cross linguistic and cultural boundaries (Chilton, 2004). News is traded between a wide range of media outlets. Within the worldwide gathering and dissemination process of news, translation is common practice (Sch äffner & Bassnett, 2010).

At the dissemination end of the ‘wholesale’ media process, where reports are transferred between different news organizations, translation may be undertaken either at the output or reception stages. Many news agencies produce output material both in the national language of the country to which the agency belongs, and in an international language, most commonly English (Chilton, 2004).

Where readers buy a newspaper because of its political ‘colour’, the average consumer of news does not consciously consider whether, in a move aimed at influencing public opinion, the original content or particular representation of events in an international political news report may have been altered through translation (Schuffner, 2004).

Once produced, translations as texts lead a life of their own, and are the basis on which people acquire information (Schuffner, 2004). Therefore, what is translated is what is reported and once in the hands of politicians and other readers has the potential to be regarded as the ‘truth’, when it may be a mediated version thereof (Chilton, 2004).

General principles governing processes of translation that take place in the production of international news have until the first decade of the new millennium received only scant attention from the discipline of Translation Studies (Sch äffner & Bassnett, 2010). Despite its crucial role in news making however, translation in the news has thus far occupied a very small area of research into translation (Darwish, 2006). Considering the mentioned fact, translation of (political) news is apt to carry a number of translation problems.

A. Statement of the Problem

There are some translation difficulties in the production and subsequent reception of international news (Sch äffner & Bassnett, 2010). The role of translation as part of the news gathering process is arguably open to scrutiny (Parenti, 1993). The elements related to translation of international political news aren’t specifically taught to translators, this multiplies translation problems in such texts (Chilton, 2004).

As instructor of translation courses, the researcher of the current study also observed that B.A. students of Translation Studies experience more difficulty in translating political and news texts comparing to translating other types of texts. Lower scores obtained by the students in the courses '*translating political text*' and '*translating news/journalistic texts*' to some extent confirm the mentioned fact. It was observed that the same students obtain higher scores in other translation courses.

B. Research Question

Considering the above mentioned problem, the following research question was posed:

To what extent do supplementary practices decrease translation problems in translating political English news texts into Persian?

To answer the research question, the researcher worked on translation problems which have been observed frequently in teaching the translation of both political and news texts.

II. LITERATURE REVIEW

A. Political Discourse, News, and Translation

Politics is the most general and universal aspect and sphere of human activity and in its reflection in language it often appears in powerful emotive terms (Newmark, 1991). Since Politics is changing in its nature, new words and expressions can be added to political discourse in order to match political events and changes (Newmark, 1991).

On the one hand, politics is viewed as a struggle for power, between those who seek to assert and maintain their power and those who seek to resist it. On the other hand, politics is viewed as cooperation, as the practices and institutions that a society has for resolving clashes of interest over money, influence, liberty, and the like (Chilton, 2004). In any case, whether struggle or cooperation, politics cannot be conducted without language (Chilton & Sch äffner, 1997). In relation to politics, it can be said that the specific political situations and processes (discursive practices, such as parliamentary debates, political press briefings) determine discourse organization and textual structure of a variety of discourse types (or genres) in which political discourse as a complex form of human activity is realized (Chilton & Sch äffner, 1997).

For disseminating politics, news texts play a significant role. Political texts are normally placed on the first pages of newspapers (Sch äffner & Bassnett, 2010). The composition of a news item which reports a politically significant international event will often be based upon a number of spoken and written sources in another language (Chilton, 2004). It is where translation leads the life of its own.

Although translation is not overtly recognized as one of the functions of news agencies, processes of translating are so deeply embedded in the daily routine of international journalists (Chilton, 2004).

Translation can be a form of political action to overcome asymmetrical cultural exchanges (Venuti, 1995). Translation is defined as a form of regulated transformation, as a socio-political practice (Venuti, 1995). Translation, although often invisible in the field of politics, is actually an integral part of political activity. Which texts get translated, from and into which languages is itself already a political decision (Sch äffner & Bassnett, 2010). Translation also plays a very important political role in international policy making and diplomacy (for example, the signing of bilateral and multilateral contracts, delivering speeches during state visits) and in national policy-making (Sch äffner & Bassnett, 2010). Politicians usually do not go back to the original text. Once produced, translations as texts are the basis on which people acquire information (Schaffner, 2004).

B. Translation Problem

A translation problem is any difficulty in the source language text which forces translator to stop translating. It can be posed by grammar, words, style, and or sounds (Ghazala, 1995).

The chief difficulties in translating are lexical, not grammatical, i.e. words, collocations and fixed phrases or idioms (Newmark, 1988). Some difficulties are caused because you don't understand words. If you can't understand a word, it may be because all possible meanings are not known to you (Newmark, 1988).

Translation problems can be pragmatic, cultural, linguistic, and text-specific as well (Al-Nakhalah, 2006). Pragmatic translation problems arise from the particular transfer situation with its specific contrast of source language versus target language recipients, source language medium. Cultural translation problems result from differences in the culture specific habits, expectations, norms, and conventions verbal and other behaviors. Linguistic translation problems are structural differences between two languages in texts sentence, structure and supra-segmental features. Text-specific translation problems are any problems not classified as the previous ones (Al-Nakhalah, 2006).

C. Translation Problems in Translating from English to Persian

A number of translation problems including those within the scope of the study are presented in the following part.

- Incorrect Translation of Article 'A': Using 'یک' instead of 'ی'.
- Incorrect Translation of Passive Voice: Translating Source Text (ST) passive sentence as passive in Target Text (TT).
- Using Incorrect Equivalence

- **Incorrect Addition:** Using more than one word in the TT for translating a ST word (Tajvidi, 2000).

The above mentioned problems are further explained through examples below:

ST: The belief and widely applied propaganda technique of fascism that holds only *a* united *totalitarian state* headed by a *supreme* leader (dictator) can master the *threat posed* by the conspiratorial tactics of communism (Tajvidi, 2000, p.5).

Incorrect Translation:

اعتقاد و شیوه تبلیغاتی وسیعاً در فاشیسم به کار گرفته شده، مبنی بر اینست که فقط یک دولت پیکارچه
totalitarian state a only that is based on applied fascism in widely propaganda technique and belief
به رهبری یک پیشوای عظیم‌النشان (دیکتاتور) می‌تواند بر تهدیدات و خطرات ایجاد شده به وسیله
by posed dangers and threats on can (dictator) supreme leader a headed by
ترندهای توطئه‌گرانه کمونیسم علیه کند.
master communism conspiratorial tactics

In the above translation, the article 'a' has been translated incorrectly. For the words 'totalitarian, state, and supreme' incorrect equivalents have been used. For the word 'threat' more than one equivalent has been used. The verb 'posed' has been translated in passive voice.

Correct Translation:

اعتقاد و شیوه تبلیغاتی که وسیعاً در فاشیسم به کار گرفته می‌شود مبنی بر اینست که فقط حکومتی خودکامه
totalitarian state only that is based on is applied fascism in widely that propaganda technique and belief
به رهبری پیشوایی مستبد (دیکتاتور) می‌تواند بر خطراتی غلبه کند که ترندهای توطئه‌گرانه کمونیسم ایجاد می‌کند.
pose communism conspiratorial tactics that master threats on can (dictator) supreme leader headed by

- **Generalizing the First Meaning of Word in Translation:** Using the meaning rendered as the first entrance of dictionary in all texts (Tajvidi, 2000).

ST: *Top* politicians attended the summit (Tajvidi, 2000, p. 27).

Incorrect Translation : سیاستمداران بالا در جلسه بودند

attended summit in top politicians

Correct Translation: سیاستمداران ارشد در جلسه بودند

attended summit in top politicians

- Using Phrasal Verb instead of Simple or Complex Verb in Translation (Tajvidi, 2000).

• Using Two or More Verbs at the End of a Complex Sentence in Translation: To solve this problem, complex sentence should be divided into two or more sentences in translation and each verb should be placed at the end of a new sentence (Tajvidi, 2000).

• **Incorrect Translation of the Combination of Nationality, Post and Name:** In Persian the order is different from English. Therefore, to solve this problem, first name, then post and finally nationality (or characteristics) should be mentioned in Persian (Tajvidi, 2000).

The above mentioned problems are further explained through examples below:

ST: The term 'peaceful cohabitation' was originally used by *Bolshevik revolutionary leader, Leon Trotsky* to cover relations between Soviet and non-Soviet world and continued in Soviet practice until December 1927 when the term coexistence which has a somewhat more passive sense, officially replaced it (Tajvidi, 2000, p.19).

Incorrect Translation:

اصطلاح "همسکنایی مسالمت آمیز" را اولین بار رهبر انقلابی بلشویک، لئون تروتسکی برای اشاره به روابط
relations cover for Leon Trotsky Bolshevich revolutionary leader originally "peaceful cohabitation" term
شوروی و دیگر کشورهای جهان مورد استفاده قرار داد و این شیوه تا دسامبر 1927 زمانی که اصطلاح "همزیستی
cohabitation" term when 1927 December until practice this and used world non-Soviet and Soviet
مسالمت آمیز " که مفهومی انفعالی تر دارد، رسماً جایگزین آن شد، ادامه یافت.
continued replaced it officially has more passive sense that "peaceful

In the above translation, the combination 'Bolshevik revolutionary leader, Leon Trotsky' has been translated incorrectly. A Phrasal verb has been used to translate 'was used'. More than one verb is at the end of sentence.

Correct Translation:

لئون تروتسکی، رهبر انقلاب بلشویکی، اولین بار از اصطلاح "همسکنایی مسالمت آمیز" برای اشاره به روابط
relations cover for "peaceful cohabitation" term from originally Bolshevich revolution leader Leon Trotsky
شوروی و دیگر کشورهای جهان، استفاده کرد. این شیوه تا دسامبر 1927 زمانی که اصطلاح
term when meaning continued 1927 December until practice this used world non-Soviet and Soviet
انفعالی تر "همزیستی مسالمت آمیز" رسماً جایگزین آن شد.
replaced it officially "peaceful cohabitation" more passive

• **Incorrect Translation of Dash:** Novice translators copy and paste all punctuation marks in translating from one language into another. To solve this problem suitable word or phrase considering the semantic context of the sentence should be added to create rational relationship (Tajvidi, 1995).

ST: The treaty was signed by the three of five then known nuclear powers— the United Kingdom, the United States, and the USSR (Tajvidi, 2000, p. 164).

Incorrect Translation:

سه تا از پنج قدرت هسته ایی آن زمان-انگلیس، ایالات متحده و اتحاد جماهیر شوروی سوسیالیستی، معاهده را امضا کردند.

signed treaty USSR and United States United Kingdom — then nuclear power five of three

Correct Translation:

سه تا از پنج قدرت هسته ایی آن زمان یعنی انگلیس، ایالات متحده و اتحاد جماهیر شوروی سوسیالیستی،

USSR and United States United Kingdom meaning then nuclear power five of three

معاهده را امضا کردند.

signed treaty

• Incorrect Translation of Hyphen: Novice translators copy and paste all punctuation marks in translating from one language into another. To solve this problem, the translator can add one or some words or translate the combination without adding by deleting hyphen (Tajvidi, 1995).

ST: U.S- Mexico agreement (Tajvidi, 1995, p.85).

Incorrect Translation: توافق ایالات متحده- مکزیک

Mexico - U.S. agreement

Correct Translation: توافق ایالات متحده و مکزیک

Mexico and U.S. agreement

ST: Air-to-air missile (Tajvidi, 1995, p.85).

Incorrect Translation: موشک هوا- به- هوا

Air - to - air missile

Correct Translation: موشک هوا به هوا

air to air missile

• Incorrect Translation of Preposition ‘against’

‘Against’ is usually translated to ‘بر علیه’ while using “بر” along with “علیه” is not necessary (Tajvidi, 2000).

ST: He incited the people to rebel against the government (Vaez Dalili, 2012, p. 70).

Incorrect Translation: او مردم را به شورش بر علیه دولت ترغیب کرد:

incited government against rebel to people he

Correct Translation: او مردم را به شورش علیه دولت ترغیب کرد:

incited government against rebel to people he

• Incorrect Translation of Acronym: Translators usually copy the acronyms from the ST to TT while different acronyms should be translated differently (Lotfipur saaedi, 1993).

ST: UN/NATO/PLO (Lotfipur saaedi, 1993, p. 101).

Incorrect Translation: UN/NATO/PLO

Correct Translation: ساف/ ناتو/ سازمان ملل متحد:

UN NATO PLO

UN (United Nations) should be translated completely in Target Language (TL), since there is no acceptable acronym for it in TL. NATO (North Atlantic Treaty Organization) can somehow be transcribed acceptably in TL. Translated acronym of PLO (Palestinian Liberation Organization) exists in TL.

سازمان آزادیبخش فلسطین (ساف)

(PLO) Palestinian Liberation Organization

• Incorrect Translation of the Verb ‘Come’: Verb ‘come’ is usually translated into its common meaning _move toward the place to which somebody is referring, which is not correct all the time (Tajvidi, 1995).

ST: The vote came just an hour later (Vaez Dalili, 2012, p. 74).

Incorrect Translation: رای یک ساعت بعد آمد:

came later hour an vote

Correct Translation: رای ساعتی بعد صادر شد:

came later an hour vote

• Incorrect Translation of the Combination of Noun and Passive Participle Mood: To solve this problem, addition occurs which is acceptable in this case (Tajvidi, 1995).

ST: London-based newspaper (Tajvidi, 1995, p. 168).

Incorrect Translation: روزنامه پراساس لندن

London based on newspaper

Correct Translation: روزنامه ای که مقر آن در لندن است:

is London in that base that newspaper

III. METHODOLOGY

A. The Participants of the Study

Participants of the present study were two groups of B.A senior students of Translation Studies. Group A (experimental group) and group B (control group) were respectively the students of Payme-Noor University (PNU), Shahreza Branch and Islamic Azad University (IAU), Shahreza Branch. Each group consisted of 20 students both males and females.

B. Materials of the Study

Two books were used as the material in the present study. The first book was: Vaez Dalili, M. (2012). News and views. A course in reading British and American news. Tehran: Rahnama Press.

It was used as a teaching material for both groups and the source of sentences to be translated both in the pre-test and in the post-test. The mentioned book included 30 units, each unit consisted of reading, new words along with examples, vocabulary, listening and watching exercises, definition of some political organizations and points on the translation of news media. The book included indices of news paper terms and new words, as well.

The second book was: Karimipur Davaninezhad, F. (2012). Translating texts in politics. Isfahan: Alavi Publications.

Supplementary practices were taken from this book. The book included some points on translation (section one), 12 units and 2 reviews (section two), English to Persian glossary, list of political acronyms, appendix I (guide to translation), appendix II (answer to exercises), and Index. Each unit consisted of a text (taken from Tehran Times newspaper), new words, exercises on new words and translation exercises on major political terms from English to Persian and vice versa. Appendix I (guide to translation) included common translation problems along with examples and solutions. Appendix I was used in evaluating the translation of the pre-test and post-test sentences.

C. Instruments of the Study

The main instruments used in the present study were the Oxford Quick Placement Test (OQPT), a pre-test and a post-test.

The OQPT, VHS version one, consisted of 60 questions. It was used to determine participants' language proficiency within 30 minutes. All of the questions were multiple choices on grammar and vocabulary. The pre-test consisted of 12 political English news sentences to be translated into Persian in 30 minutes. Sentences were selected from the readings and new words examples of units 11 to 20 of the book 'news and views'. Each sentence contained only one troublesome case of translation. The researcher taught both groups units 11 to 20 of the book 'News and Views' in the same way previous term (See appendix A). The post-test consisted of 12 Political English news sentences to be translated into Persian in 30 minutes, with the same level of difficulty. Sentences were selected from the readings and new words examples of units 21 to 30 of the book 'News and Views'. Each sentence contained only one troublesome case of translation (See appendix B).

D. Procedure of Data Collection and Analysis

The following steps were taken in doing the research:

Step 1: The researcher selected two volunteer groups of B.A senior students of Translation Studies from PNU (group A) and IAU (group B). Each group consisted of 20 students.

Step 2: The researcher administered the OQPT in 30 minutes to homogenize the participants in terms of general English proficiency. They considered the score 45 or higher out of 60 as the criterion for selecting the sample. All Participants in both groups obtained the required score.

Step 3: The researcher introduced the book 'News and Views' as teaching material to the sample.

Step 4: The researcher selected the sentences for the pre-test and the post-test from readings and new word examples of the book 'News and Views'. Pre-test sentences were taken from units 11 to 20 and post-test sentences from units 21 to 30. The researcher translated the selected sentences and listed the suggested translation for each sentence based on guidelines in the book 'Translating Texts in Politics'.

Step 5: The researcher held the pre-test (12 political English news sentences to be translated into Persian) for both groups at the beginning of the term, allocated 30 minutes to it, and registered the frequency of incorrect translations for each case.

Step 6: The researcher, who taught units 11-20 to both groups previous term, taught both groups reading and new words examples of units 21 to 30 of the book 'News and Views', corrected both groups' translation problems during the class time and taught them how to solve such problems. She continued teaching for 10 sessions, once a week and 1 hour and half each session. At the same time, she provided only group A (experimental) with a volume of the book 'Translating Texts in Politics' as supplementary practices. She selected some sentences containing troublesome cases of translation similar to those of the pre-test each session, asked group A to translate them at home and check the accuracy of their translations with the answers in Appendix II of the book 'Translating Texts in Politics' for 10 sessions.

The following example was taken from the book 'Translating Texts in Politics':

ST: The terrorists *targeted* military bases.

Incorrect Translation: تروریست ها مقرهای نظامی را مورد هدف/ هجوم قرار دادند
targeted military bases terrorists

In the above translation, the verb 'targeted' has been translated as a phrasal verb. It should be translated as a complex verb.

Correct Translation: تروریست ها مقرهای نظامی را هدف گرفتند
targeted military bases terrorists (Unit one, p.18).

Appendix C includes examples of words or expressions which may result in different translation problems.

Step 7: After 10 sessions, the researcher gave the post-test (12 political English news sentences to be translated into Persian), allocated 30 minutes to it and again registered the frequency of incorrect translations for each case.

Step 8: The researcher conducted Chi-square using software EPI₆ and compared the obtained results. Chi-square was performed four times during the study using software EPI₆. In the first time, it was performed for the total number of correct and incorrect translations of experimental and control group on the pre-test to check whether there is a significant difference between the performance of groups on the pre-test. In the second time, it was performed for the total number of correct and incorrect translations of experimental and control group on the post-test to see whether there is a significant difference between the performance of groups on the post test. In the third time, it was performed for the total number of correct and incorrect translations of experimental group on the pre-test and the post-test to make sure whether there is a significant difference between the performance of experimental group on the pre-test and the post-test. In the fourth time, it was performed for the total number of correct and incorrect translations of control group on the pre-test and the post-test to see whether there is a significant difference between the performance of control group on the pre-test and the post-test.

IV. DATA ANALYSIS AND RESULTS

The analysis of the data provided the following results that help with providing an answer to the research question.

A. Translation Problems on the Pre-test

The obtained frequency of translation problems for both experimental and control group on the pre-test is illustrated in Table 1.

TABLE 1.
FREQUENCY OF TRANSLATION PROBLEMS FOR GROUP A AND B ON THE PRE-TEST

No	Translation Problems	Frequency of Registered Case for Group A (Experimental Group)	Frequency of Registered Case for Group B (Control Group)
1	Generalizing the first meaning of the word in translation	13	15
2	Incorrect translation of acronym	14	14
3	Incorrect translation of article 'a'	5	6
4	Incorrect translation of dash	13	13
5	Incorrect translation of hyphen	6	6
6	Incorrect translation of passive voice	12	13
7	Incorrect translation of preposition 'against'	10	11
8	Incorrect translation of the combination of nationality, post, and name	15	17
9	Incorrect translation of the combination of noun and passive participle mood	17	17
10	Incorrect translation of the verb 'come'	14	15
11	Using phrasal verb instead of simple or complex verb in translation	10	10
12	Using two or more verbs at the end of a complex sentence in translation	13	14
Total	Number of Translation Problems	142	151

As indicated in Table 1, the frequency of 'incorrect translation of the combination of noun and passive participle mood' for both groups was the same (17) and the highest frequency. The frequency of 'incorrect translation of the combination of nationality, post, and name' for group B was also the highest frequency (17). 'Incorrect translation of hyphen' had the same frequency (6) for both groups. Total number of translation problems indicates that groups did not have a significant difference in terms of translation problems on the pre-test.

To make sure that groups' performance did not differ significantly on the pre-test, a chi-square was performed for the total number of correct and incorrect translations of experimental group (A) and control group (B) on the pre-test. The results are shown in Tables 2 and 3.

TABLE 2.
TOTAL NUMBER OF CORRECT AND INCORRECT TRANSLATIONS FOR BOTH GROUPS ON THE PRE-TEST

Group	Incorrect Translation	Correct Translation	Total Number of Translations
A	142	98	240
B	151	89	240

Group (A) and (B), as shown in Table 2, had 142 and 151 incorrect translations respectively out of 240 translations on the pre-test.

TABLE 3.
CHI-SQUARES OBTAINED FROM TOTAL NUMBER OF CORRECT AND
INCORRECT TRANSLATIONS FOR BOTH GROUPS ON THE PRE-TEST

df	X ²	Sig.
1	0.71	0.4

p<0.05

As Table 3 indicates, when P-value is <0.05 and (X² = 0.71 with df=1 and p= 0.4), there is no significant difference between the performance of groups on the pre-test.

B. Translation Problems on the Post-test

The obtained frequency of translation problems for both experimental and control group on the post-test is illustrated in Table 4.

TABLE 4.
FREQUENCY OF TRANSLATION PROBLEMS FOR GROUP A AND B ON THE POST-TEST

No	Translation Problems	Frequency of Registered Case for Group A (Experimental Group)	Frequency of Registered Case for Group B (Control Group)
1	Generalizing the first meaning of the word in translation	6	11
2	Incorrect translation of acronym	7	10
3	Incorrect translation of article 'a'	1	4
4	Incorrect translation of dash	5	11
5	Incorrect translation of hyphen	2	3
6	Incorrect translation of passive voice	5	11
7	Incorrect translation of preposition 'against'	4	8
8	Incorrect translation of the combination of nationality, post, and name	8	14
9	Incorrect translation of the combination of noun and passive participle mood	10	15
10	Incorrect translation of the verb 'come'	7	13
11	Using phrasal verb instead of simple or complex verb in translation	4	7
12	Using two or more verbs at the end of a complex sentence in translation	7	12
Total Number of Translation Problems		66	119

As Table 4 illustrates, the frequencies of '*incorrect translation of the combination of noun and passive participle mood*' (15 for group B and 10 for group A) and '*incorrect translation of the combination of nationality, post, and name*' (14 for group B and 8 for group A) were again the highest frequencies on the post-test. Total number of translation problems indicates that groups performed differently in terms of translation problems on the post-test.

To check whether the mentioned difference is significant or not, a chi-square was run for the total number of correct and incorrect translations of experimental group (A) and control group (B) on the post-test. The results are shown in tables 5 and 6.

TABLE 5.
TOTAL NUMBER OF CORRECT AND INCORRECT TRANSLATIONS FOR BOTH GROUPS ON THE POST-TEST

Group	Incorrect Translation	Correct Translation	Total Number of Translations
A	66	174	240
B	119	121	240

Group (A) and (B), as indicated in Table 5, had 66 and 119 incorrect translations respectively out of 240 translations on the post-test.

TABLE 6.
CHI-SQUARES OBTAINED FROM TOTAL NUMBER OF CORRECT AND
INCORRECT TRANSLATIONS FOR BOTH GROUPS ON THE PRE-TEST

df	X ²	Sig.
1	24.71	<0.001

p<0.05

According to Table 6, when P-value is <0.05 and (X² = 24.71 with df=1 and p <0.001), there is a significant difference between the performance of groups on the post-test. Further, a chi-square was conducted for the total number of correct and incorrect translations of experimental group (A) on the pre-test and the post-test to make sure whether there is a significant difference between the performance of experimental group (A) on the pre-test and the post-test. The results are shown in tables 7 and 8.

TABLE 7.
TOTAL NUMBER OF CORRECT AND INCORRECT TRANSLATIONS FOR GROUP A ON THE PRE-TEST AND THE POST-TEST

Group	Incorrect Translation	Correct Translation	Total Number of Translations
A	142	98	240
B	66	174	240

As illustrated in Table 7, group (A) had 142 and 66 incorrect translations respectively on the pre-test and the post-test.

TABLE 8.
CHI-SQUARES OBTAINED FROM TOTAL NUMBER OF CORRECT AND INCORRECT TRANSLATIONS FOR GROUP A ON THE PRE-TEST AND POST-TEST

df	X ²	Sig.
1	49.0	<0.001

p<0.05

As indicated in Table 8, when P-value is <0.05 and (X² = 49.0 with df=1 and p <0.001), there is a significant difference between the performance of group (A) on the pre-test and the post-test.

Moreover, a chi-square was performed for the total number of correct and incorrect translations of control group on the pre-test and the post-test to make sure whether there is a significant difference between the performance of control group (B) on the pre-test and the post-test. The results are shown in tables 9 and 10.

TABLE 9.
TOTAL NUMBER OF CORRECT AND INCORRECT TRANSLATIONS FOR GROUP B ON THE PRE-TEST AND THE POST-TEST

Group	Incorrect Translation	Correct Translation	Total Number of Translations
A	151	89	240
B	119	121	240

Table 9 shows that group (B) had 151 and 119 incorrect translations respectively on the pre-test and the post-test.

TABLE 10.
CHI-SQUARES OBTAINED FROM TOTAL NUMBER OF CORRECT AND INCORRECT TRANSLATIONS FOR GROUP B ON THE PRE-TEST AND POST-TEST

df	X ²	Sig.
1	8.97	0.003

p<0.05

Table 10 indicates that when P-value is <0.05 and (X² = 8.67 with df=1 and p= 0.003), there is a significant difference between the performance of group (B) on the pre-test and the post-test.

C. The Performance of Groups both on the Pre-test and the Post-test

“Fig. 1” displays the performance of control group on both the pre-test and the post-test.

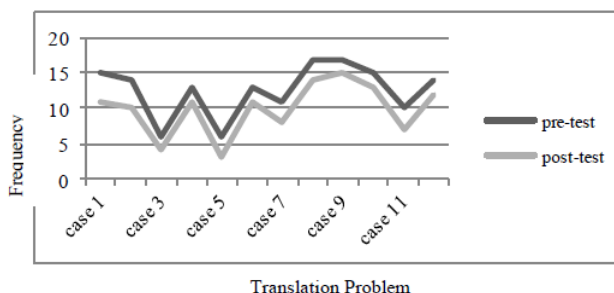


Figure 1. Comparison of the frequency of translation problems between the pre-test and post-test for the control group

“Fig. 2” shows the performance of experimental group on both the pre-test and the post-test.

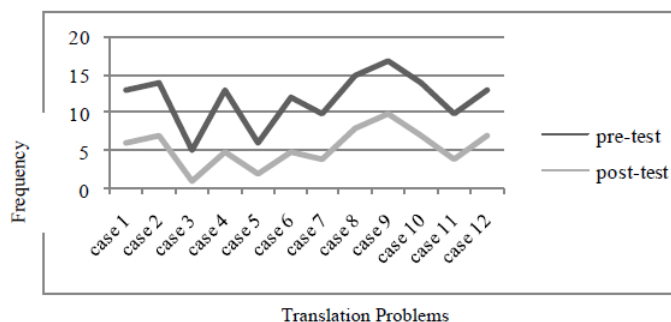


Figure 2. Comparison of the frequency of translation problems between the pre-test and the post-test for experimental group

As “Fig.1 and 2” show, both groups decreased translation problems on the post-test comparing to the pre-test. But group (A) who received treatment decreased translation problems to a greater extent. What mentioned here is in accordance with the results of chi-squares obtained from Tables 8 and 10.

V. CONCLUSION

News is a part of people’s life in the present century. Translation provides people of different languages with the same news all around the world. Acceptable translation of news especially political news plays an important role in evoking suitable reaction, issuing decent statements, keeping peace or waging war. It is the translator who decodes the message in the ST and encodes it in the TT in any type of translation and renders either an acceptable or unacceptable translation. A number of previous studies (Sch äffner & Bassnett, 2010; Parenti, 1993; Chilton, 2004) mentioned that translator faces difficulty in translating political news. Therefore, trying the ways which may decrease translation problems made by translator and develop translator ability in translating political news is important.

In the same line, the present study investigated the effect of using supplementary practices on decreasing translation problems in translating political English news texts into Persian. To this end, first, two volunteer groups of B.A. senior students of Translation Studies were selected from PNU and IAU, the OQPT was administered and those who obtained the required score in both groups were chosen as the sample (20 students in each group). Then, the researcher held a pre-test consisting of 12 political English news sentences. Next, the researcher taught both groups the book ‘*News and Views*’, and provided only students of PNU with supplementary practices on political news texts taken from the book ‘*Translating Texts in Politics*’. After that, the researcher held the post-test which was similar to the pre-test and enjoyed the same level of difficulty. Finally, the researcher conducted chi-square and analyzed the results.

Discussing the obtained results demonstrated that: (1) There was no significant difference between the performance of group (A) and (B) on the pre-test ($p= 0.4$ when P-value is <0.05), (2) There was a significant difference between the performance of group (A) and (B) on the post test ($p <0.001$ when P-value is <0.05), (3) There was a significant difference between the performance of group (A) on the pre-test and the post-test ($p <0.001$ when P-value is <0.05), and (4) There was a significant difference between the performance of group (B) on the pre-test and the post-test ($p= 0.003$ when P-value is <0.05). The results of chi-square showed a significant difference for the performance of both group (A) and (B) on the post-test comparing to the pre-test, however; group (A) performance enjoyed a higher level of significance (0.001) comparing to the performance of group (B) (0.003) when P-value is <0.05 . This fact proved that group (A) had significantly fewer translation problems on the post-test comparing to the pre-test than that of group (B). Thus, it could be concluded that using supplementary practices had significant effect on decreasing translation problems in translating political English news texts into Persian.

APPENDIX A. (PRE-TEST)

Translate the following sentences into Persian.

1. The Senate should reconcile the measures with the proposed bill.
2. The U.N. is sponsoring negotiations between the two countries.
3. The two sides signed a peace accord after the war.
4. The worst activities of Saddam Hossien’s regime— torture and unfair trials are alive today.
5. The Israeli-Palestinian conflict is adding to instability in the region.
6. T he public was outraged by the recent government scandal.
7. He incited the people to rebel against the government.
8. Russian foreign Minister Sergei Lavrov discussed arms issues.
9. Iraq-stationed troops were Sweden peacekeepers.
10. The vote came just hours after Dana Perino renewed bush’s vow.
11. The troops invaded the enemy military bases.
12. The senate rejected the Republican amendment that calls for United States troops to pull out of Iraq.

APPENDIX B. (POST-TEST)

Translate the following sentences into Persian.

1. The country is now enjoying stability and prosperity.
2. EU members should solve the issue among themselves.
3. Unfortunately they were unable to find a suitable person for the post.
4. There was a guard of honor for the president to inspect— one hundred troops.
5. Poland-Russia summit ended in stalemate.
6. The commander in chief was given 36 hours to withdraw his troops from combat zone.
7. The new president made remarks against his predecessor.
8. British Home Secretary Charles Clark admitted losing track of foreign prisoners
9. Kashmir-organized militia group were responsible of criminal activities.
10. The politicians did not like the plan at first, but the parliament came to persuade them.

11. All sides of the conflict welcomed the renewal of negotiations.
12. The government needs to take swift action which deals with the situation before crisis develops.

APPENDIX C. EXAMPLES FROM THE BOOK 'TRANSLATING TXTS IN POLITICS'

Translation Problems	Words or Expressions which May Cause Mentioned Translation Problems	Unit and Page Number
Generalizing the first meaning of the word in translation	Whenever they fail to respond to public opinion in various spheres, they make such threats and <i>moves</i> ", he added.	Unit1, p.13
Incorrect translation of acronym	It has been 32 years that <i>U.S.</i> officials are uttering such threats.	Unit1, p.13
Incorrect translation of article 'a'	A coalition is <i>a</i> pact among individuals which lets them unite their forces in joint action.	Unit1, p.19
Incorrect translation of dash	Israeli soldiers opened fire on Palestinian demonstrators in parts of Lebanon_ <i>the West bank, and Golan Heights.</i>	Unit2, p.26
Incorrect translation of hyphen	A separate trial began for doctors accused of alleged <i>anti-state</i> plots.	Unit4, p.34
Incorrect translation of passive voice	The government <i>was accused</i> of incompetence.	Unit1, p.18
Incorrect translation of preposition 'against'	They are not formally <i>against</i> any major power.	Unit1, p.19
Incorrect translation of the combination of noun and passive participle mood	The opposition leaders must end <i>protest-linked</i> show trials.	Unit4, p.34
Incorrect translation of the verb 'come'	The criminal court trial <i>comes</i> just four days before Bahrain's Al khalifa rulers seek to open talks with opposition groups.	Unit4, p.34
Using phrasal verb instead of simple or complex verb in translation	The terrorist <i>targeted</i> military bases.	Unit1, p.18
Using two or more verbs at the end of a complex sentence in translation	The chairman <i>asked</i> the committee if they <i>wished to recess</i> .	Unit1, p.18

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