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Translations of Journalistic Texts in Iranian Undergraduate Students: An Error Analysis Approach

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Abstract

Translating journalistic text has been one of the major courses in Iranian universities. The challenges hidden in translating journalistic texts motivated the present study to investigate the translation of such texts. Thus, this research makes an attempt to identify and categorize the probable errors and to distinguish the most frequent ones. Furthermore, it tries to find whether there is a pattern among the errors committed by students in their translations. To this end, a translation test of Persian journalistic texts was developed. Forty students studying English translation were recruited for this study. In order to analyze collected data, Keshavarz's Model (1997) and ATA were used for error analysis. The current study found that there is not a pattern among errors committed by students. The most frequent errors were categorized as (i) grammar, (ii) terminology, and (iii) misunderstanding of original text.

Keywords: low case, comma, paper template, abstract, keywords, introduction

1. Introduction

The advent of the 21st century has coincided with globalization in scientific, technical and economic activities on an international scale, which has magnified the role of English language in the international communications. There is a need for an internationally accepted language. So, in today globalization and global television news media, translation mediated knowledge transfer is becoming increasingly important and is getting an unprecedented role in the international affais. And translation is becoming increasingly important particularly in non-English speaking countries, where it plays a crucial role not only in intercultural communication but also in expressing and preserving national identity.

Journalism translation is a field of expertise that presents unique features, tempered by the way in which journalism works and by the channels that circulate its texts, as the field of expertise imposes certain ways of translating. At the same time journalism texts have their own textual conventions. The journalism translator, as a user of this type of text, should be aware of these conventions and possess the necessary textual competence so that these texts work in a new linguistic and cultural context. On occasions the translator needs to work like a journalist. And in some cases journalism translators are journalists themselves. Also translation of journalistic text is a course in Translation Studies field in Iranian universities. So the investigation of this kind of translation through error analysis is necessary.

In this field error, analysis for identifying errors is necessary. Many scholars in the field of error analysis have stressed the significance of second language learners' errors. Corder, for instance, in his influential article (1967), remarks that they are significant in three different ways. First to the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed and, consequently, what remains for him to learn. Second, they provide to the researcher evidence of how language is learnt or acquired, what strategies or procedures the learner is employing in his discovery of the language. Thirdly, they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn. In other words, it is a way the learner has for testing his hypotheses about the nature of the language he is learning (Corder, 1967).

In this line, many researchers have conducted error analysis in this field to identify and categorize errors in order to improve the field of translation. Delforooz (2010) investigated the problems that existed in the English

translations of Persian tourists guidebooks and he used Keshavarz's (1997) taxonomy of errors and ATA's framework. Mahmoodi (2007) investigated the English translation of Persian commercial labels that appear on products. Mahmoodi used Keshavarz's (1997) taxonomy of errors as the model of her study. Also, Khodabandeh (2007) analyzed student's errors in translating headlines. Li Xin (2010) investigated grammatical and lexical errors in the English-Chinese document translation.

It is seen that many researches regarding error analysis has been done on many texts and areas including tourist guidebooks, commercial labels, headlines and documents but there is no study available on finding errors in translation of journalistic texts. This research aims to fill this gap by reporting the frequency of errors committed by students in order to help teachers organize the better course and to help students and translators of this text to evaluate themselves and improve their translation.

This research intended to study the errors committed by translators while translating journalistic texts. First, it sought to identify and categorize the type of errors committed by the Iranian students when translating such texts and to distinguish the most frequent ones. It also sought to help teachers organize the better translation of journalistic text's course and to help students evaluate themselves and improve their translations.

Since the study of problems faced in translating Persian into English texts has received considerably less attention compared with other kinds of translation in our country, it is necessary to investigate such problems in some depth. However, with regard to the nature of English translation of Persian journalistic texts in Iran, the problems Iranian students face while translating them, and the adequacy of university translation courses for producing error-free English translations of Persian texts, few studies have been conducted so far. Thus, there seems to be a need for an investigation to shed light on these issues.

Clarifying the possible problems involved in translating Persian journalistic texts into English and identifying the errors made in English translations of the texts under study can help the course designers and classroom practitioners in developing, reorienting and selecting the right kind of language learning materials which students majoring in English Translation are provided with at university level.

This Study is aimed at addressing the following research questions:

1). What are the most frequent translation errors in the Persian journalistic texts converted to English by undergraduate students of Translation Studies?

2). Is any pattern extractable in the errors committed by the ability group undergraduates of Translation Studies in translating Persian journalistic texts into English?

2. Review of Literature

Popescu (2012) identified the error patterns produced by EFL students in Business and Public Administration at an intermediate level of English language proficiency, who translate journalistic texts; to analyse these errors quantitatively and qualitatively and to assess the pedagogical implications of findings. The corpus under inquiry consisted of 30 students' translated journalistic texts (ca. 15,000 words). The identified errors were classified into three main types: linguistic, comprehension and translation errors.

Li Xin (2010) investigated grammatical and lexical errors in the English-Chinese document translation. He used UN documents in his study to find challenges existing in English/Chinese translations. The selection of documents was random; however, a variety of document types were covered in the course of data-collecting, including reports, draft reports, decisions, resolutions, notes, statements, letters, official records, etc. The lexical errors were (1) The use of four-word set phrases (2) How to deal with the "no-equivalent-word" situation (3) Translation of proper nouns and the grammatical errors were (1) Translation of attributive clause/phrase and adverbial clause/phrase (2) Translation of passive voice (3) Translating nouns into verbs.

One such study was conducted by Delforooz (2010). In that research Delforooz investigated the problems that existed in the English translations of Persian tourists guidebooks. In his research, Delforooz examined three tourist guidebooks. The researcher intended to discover the syntactic, pragmatic and semantic errors in the translation of the original text. Delforooz randomly took 300 sentences as sample. He used Keshavarz's (1997) taxonomy of errors and ATA's framework for standard error making jointly and performed a comparative analysis of English translation and the Persian source of each book. After the analysis of the data, he found that 110 (36%) of the sentences were erroneous. He then categorized the errors found in the texts under study. The results showed that out of 132 recognized errors, 44 cases were syntactic, 60 cases were semantic, 18 cases were pragmatic and 10 cases were categorized as translation-specific errors. Out of 44 syntactic errors, 21 errors were in "grammar", 4 in "syntax", 7 in "punctuation", and 12 in "usage" pattern. Out of 60 semantic errors, 10 cases were in "addition or omission", 17 cases in "terminology, word choice", 3 cases in "too freely translated", 10

cases in “too literal, word-for-word”, 3 cases in “ambiguity”, 7 cases in “case”, 6 cases in “word form”, and 4 cases in “spelling pattern”. Out of 18 pragmatic errors, 2 cases were in “mistranslation into target language”, and 6 cases in “register” pattern. It was finally concluded that most syntactic errors were in “grammar” pattern, most semantic errors were in “terminology, word choice” pattern, and most pragmatic errors were in “mistranslation into target language” pattern. It was also concluded that the translated texts were quite erroneous and could not serve for the purposes for which they were made.

Aghagolzadeh & Farazandeh-pour (2010) analyze the errors arising in translation of legal documents from English to Persian based on systematic functional grammar. In their research they used 15 participants as linguistic corpus selected randomly from among 400 persons who participated in the English-Persian translation exam held by the Iranian Judiciary for employing a number of official English translators. They were given 3 hours to translate totally 735 English words in 4 separate texts with different legal subjects into Persian. They were allowed to use any kind of law dictionary, as well. The results include interpersonal errors: 27, textual errors: 26, logical errors: 20, experiential errors: process: 45, experiential errors: participants: 28, experiential errors: circumstance: 17, mistranslation errors: 20, omission errors: 32, word choice errors: 38

In a further study, Mahmoodi (2007) investigated the English translation of Persian commercial labels that appear on products. In that study, Mahmoodi’s aim was to reveal the nature of these translations and find which error types were most frequently committed by the translators. In so doing, she took 150 labels and performed a detailed analysis on them. Mahmoodi used Keshavarz’s (1997) taxonomy of errors as the model of her study. The study found that more than 50 percent of the labels under the study were translated erroneously grammatically, semantically, or pragmatically. The results showed that 30.31% of errors were grammatical, 42.98% semantic, and 26.69% pragmatic. In addition, Mahmoodi gave a translation test for such texts to senior students of Translation Studies and found that most of them were incapable of producing an error-free translation of commercial labels. The result showed that 72.44% of the participants’ translations were unacceptable with 7.58% being grammatical, 59.82% semantic, and 32.58% pragmatic. Mahmoodi finally concluded that such errors were made due to the translators’ lack of English language competency.

Khodabandeh (2007) analyzed student’s errors in translating headlines. Fifty-eight male and female graduate students of English from the universities of Isfahan, Khorasgan and Najaf-Abad (16, 20 and 22 students respectively) took part in her research. Thirty English and thirty Persian headlines were chosen randomly from a one-week corpus of the headlines of the two languages. Following Keshavarz’ (1997) model, this researcher used two major categories of errors for analyzing Persian headlines into English, namely, lexico-semantic and syntactico-morphological categories. The results of the research indicate that the graduate students had grammatical and lexical errors in their translations from Persian into English. Their errors which led to misinterpretation of ideas conveyed in headlines are divided into two parts, namely global (those which inhibit understanding) and local (those which do not interfere with communication) errors. The participants’ global errors resulted from inadequate lexical knowledge, and use of typical Persian constructions. Most local errors, on the other hand, were caused by misuse and omission of prepositions, articles, auxiliaries, lack of subject-verb agreement, and faulty lexical choice.

3. Method

This study investigated qualitatively the errors committed by the students majoring in Translation Studies when translating Persian journalistic texts into English. The study attempted to find whether the subjects are capable of producing error-free English translations of such texts and if not what types of errors they commit. The study also aimed to find out if any pattern could be extracted in the errors could be observed. The idea was that such information could be used by translators, translator trainers, and syllabus designers to improve students’ abilities and help improve the field.

3.1 Participant Characteristics

The participants in this study were a group of 40 senior students majoring in Translation Studies at Zand Institute for Higher Education, Shiraz, Iran. The participants were between 21 and 30 years of age and were at the final semester of their undergraduate studies. The reason for selecting this group was that they had been studying translation courses for at least 2 years prior to participating in the present study and were therefore considered as suitable for contributing to the present study. All the participants had passed the 2-credit journalistic course and had the same instructor for it during their undergraduate education. Table 1 below, presents the demographic information of the participants of the study.

Table 1. Demographic characteristics of participants

Demographic variable		N	Percentage
Gender			
	Male	10	25%
	Female	30	75%
	Total	40	100%
Age			
	20–25	35	88%
	26–30	5	12%
	Total	40	100%

3.2 Sampling Procedures

Two expert judges were invited to help the researcher in selecting the texts, spotting the errors, and scoring the translated texts. The two experts were the MA holders in Translation Studies and graduated from state universities, including Allameh Tabatabaie and University of Isfahan. They were teaching general courses and Translation of Simple Texts at different universities in Shiraz at the time. Moreover, they were both 28 years of age and had 2 years of experience in teaching translation and related courses.

In order to select the texts, 200 journalistic texts were reviewed from different news sites including Khabaronline, Khabarfarsi, Ghatreh, and Shahrekhabar, and different newspapers such as Jam-e-Jam, Kahabr-e-Jonob and Keyhan. This was to cover all kinds of news and different ways of writing. Then, 50 texts with different topics based on the expert judges' decision on the appropriateness of the texts, length, level of difficulty, and topics interrelationship were highlighted. Finally, after consulting with my expert judges and one other expert, a PhD holder of Translation Studies, the final four texts of the study were selected.

The text 1 was about Press TV and the ban imposed on it by Germany. It consisted of 41 words and was classified as intermediate. Text 2 was part of Iran supreme leader's speech about USA. It included 49 words and its level was determined by expert judges as intermediate. Text 3 was on how to fight terrorism. It consisted of 54 words was classified as upper-intermediate. And finally, Text 4 topic was on oppressive sanctions against Iran and included 86 words and five lines. The level of this text was recognized as advanced. Altogether, these included 230 words and were put on four separate texts and in order of hierarchy (according to experts' decision) on A4 sheet and were administered to the participants. The procedures of data collection are discussed below.

3.3 Framework of the Study

Two expert judges were invited to help the researcher in selecting the texts, spotting the errors, and scoring the translated texts. The two experts were the MA holders in Translation Studies and graduated from state universities, including Allameh Tabatabaie and University of Isfahan. They were teaching general courses and Translation of Simple Texts at different universities in Shiraz at the time. Moreover, they were both 28 years of age and had 2 years of experience in teaching translation and related courses.

The study used the hybrid model from Keshavarz's (1997) model and ATA (2010) model. However, there are several models available to analyze errors committed by students. The researcher reviewed ATA (2010), SAE J2450 (2010), Keshavarz's (1997) model, and Nord's model (2005). First, the Nord's (2005) model was selected for this study. However, it was shown in practice that there was no clear-cut distinction between error types and the error analysis faced problems. Also, SAE J2450 (1993) showed that it did not cover all kinds of translation errors.

Another model proposed by ATA (2010) included 22 types of errors. The error types referred to by ATA were. They are as follows: 1) Incomplete passage, 2) Illegible handwriting, 3) Misunderstanding of the original text, 4) Mistranslation into target language, 5) Addition , 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, 22) Style 23) Ommission. (Retrieved from http://www.atanet.org/certification/aboutexams_error.php)

Also, Keshavarz's (1997) model provided the basis for the first categorization of errors in the present study. It included 3 types of error: "syntactic-morphological errors, "lexico-semantic errors", and "pragmatic errors"

Moreover, in order to make the categorization of discovered error types more precise and comprehensive, a hybrid model was designed by the researchers which is a combination of ATA's categorization of error types and

Keshavarz's linguistic taxonomy of errors. In fact, it was attempted to classify the detailed twenty two error types introduced by ATA under the three broader categories proposed by Keshavarz. The Table 2 shows the proposed model.

Table 2. Hybrid model

1	Syntactic errors	1-grammar 2-syntax 3-punctuation 4-usage
2	Semantic errors	1-addition/omission 2-terminology/ word choice 3-too literal 4-false cognate 5-ambiguity 6-accent 7-word form 8-spelling
3	Pragmatic errors	1-misunderstanding of original text 2-mistranslation into target language 3-register
4	Translation specific errors	1-incomplete message/unfinished 2-inconsistency/cohesion

4. Results and Discussion

The present study underwent three phases for addressing its research questions: (1) identifying errors, (2) determining the frequency of errors, (3) and finding the pattern among the errors in two ability groups. Below, the three above phases of data analysis are discussed.

The first research question addressed in the present study was:

What is the most frequent translation errors in the Persian journalistic texts converted to English by undergraduate students of Translation Studies?

To answer the above question, the four translated text produced by the participants had to be analysed. For this reason the model developed for this study was used. The errors were identified and categorized based on the principles of the model. The results of the analysis showed that the most frequent errors were syntactic, semantic, pragmatic and translation-specific errors, respectively. More detailed discussion in this relation is presented below.

4.1 Error Identification

The first stage in analyzing data was to identify the errors committed by the translators. In so doing the model of the study was used. Also, expert judges were asked to correct the texts, identify what the errors are and how they are corresponded with the Model. Below, a sample of errors identified and then categorized by expert judges is presented.

4.1.1 Syntactic Errors

Keshavarz (1997, p. 45) suggests, "Errors in the use of tenses, prepositions, articles, as well as the wrong use of plural morphemes and parts of speech are considered as examples of Syntactic errors". Below of each subcategory of Syntactic errors one example is provided.

Example 1: Grammar

Original text: بر مقامات..... □□تاک□ م□ کنند

Participant's translation:

The official emphasize on

Correct translation

The officials emphasize……

Example 2: Syntax

Original text: ظالمانه تحر□□□□□ تداوم

Participant's translation:

Unjustice continueous sanctions

Correct translation

The continuation of oppressive sanctions

Example 3: Punctuation

Original text: ا□□ شده نزد□□.....یه ما حق□□□ در

Participant's translation:

Admittedly we approach…….

Correct translation:

In fact/ admittedly, we approach

Example 4: Usage

Original text: ترور□□□ با اصول□ مقابله برا□

Participant's translation:

Principally against terrorism in fight

Correct translation

To fight basically against terrorism

4.1.2 Semantic Errors

As Keshavarz (1997, p. 46) states "This category contains errors of meaning, such as wrong word choices, made-up words, and errors in pronounce reference".

Example 5: Ommission

Original text: اله□ اد□□□ تحر□□

Participant's translation:

Distortion of religions

Correct translation:

Distortion of divine religions

Example 6: Addition

Original text: مستقل و معتدل ملت □□

Participant's translation:

A conservative, centrist and independent

Correct translation:

A moderate and independent nation

Example 7: Terminology/word choice

Original text: قهرمانانه نرمش

Participant's translation:

Heroic inclination

Correct translation

Heroic flexibility (retrieved from

Example 8: Too literal

Original text: خشکاند را آن ها□ چشمه

Participant's translation:

Dry out its springs

Correct translation:

Remove its sources

Example 9: Ambiguity

Original text:

شبکه پرس‌تي‌وي از مقامات آلمان به دلیل اقدام جهت خاموش کردن صداي این شبکه انتقاد کرده است.

Participant's translation:

Press TV diclarate from Germany positions for makes silence this network.

Correct translation

Press TV has criticized German authorities for attempting to silence the voice of this channel.

Example 10: Word form

Original text: *خشونت فرهنگ*

Participant's translation:

Violent culture

Correct translation

Violence culture

Example 11: Spelling

Original text: *کردن تاک□□*

Participant's translation:

Empasize

Correct translation

Emphasize

4.1.3 Pragmatic Errors

Keshavarz (1997) believes that "a pragmatic error occurs when the wrong communicative effect is produced. When pragmatic rules are violated, ambiguities are often caused, which lead to misunderstanding and miscommunications" (p. 47).

Example 12: Mistranslation into target language

Original text: *آلمان مقامات*

Participant's translation:

Germany positions

Correct translation:

German officials

Example 13: Misunderstanding of the original text

Original text:

برا□ ر□□□□□ کردن ترور□□□ با□□ عدالت و توسعه را گستراند و از تحر□□ اد□□□ اله□ برا□ توج□□ قساوت و ب□□□□□ جلوگ□□□ کرد.

Participant's translation:

To eradicate the terrorism should spread development and justice, prevent of divine distortion to justification of cruelty.

Correct translation

To uproot extremism, we must spread justice and development and disallow the distortion of divine teachings to justify brutality and cruelty.

Example 14: Register

Original text: *ب□□□□□ و فقر*

Participant's translation:

Being penniless and jobless

Correct translation:

Poverty and unemployment

4.1.4 Translation Specific Errors

This type of error includes two subcategories such as incomplete passage which is missing titles, headings, or sentences within a passage may be marked as one or more errors of omission, depending on how much is omitted (ATA) and inconsistency which occurs when a text is hard to follow because of inconsistent use of terminology, misuse of pronouns, inappropriate conjunctions, or other structural errors (ATA).

Example 15: Incomplete Message

Original text:

در حق□□□ ما □□ قدم به هدف نرمش قهرمانانه که شناخت ماه□□ اصل□ دشمن است نزد□□□□ شدها□□.

Participant's translation:

We are approaching one step to goal of inclination which is recognizing the true nature.

Correct translation:

In fact, we have moved one step closer to the goal of heroic flexibility which is to recognize the true nature of enemy.

4.2 Determining the Frequency of the Errors

As mentioned above, the second phase of addressing research questions was determining the frequency of errors. By analyzing the four identified error categories, the following results were obtained. Table 3 presents the findings. By analyzing the 4 identified error categories, the following results were obtained. Figure 1 is a visual depiction of the same findings.

Table 3. Frequency of error categories

No	Types	Number	Frequency
1	Syntactic error	86	36%
2	Semantic error	82	34%
3	Pragmatic error	50	21%
4	Translation specific error	21	9%
	Total	239	100%

As table 3 indicates 36% (86 cases) of the errors made by the participants were considered to be syntactic by the expert judges (see 3.4), 34% (82 cases) were categorized as semantic, 21% (50 cases) of errors as pragmatic, and 9% (21 cases) as translation-specific errors. Further, the following figures indicate the frequency of errors occurred in each error type:

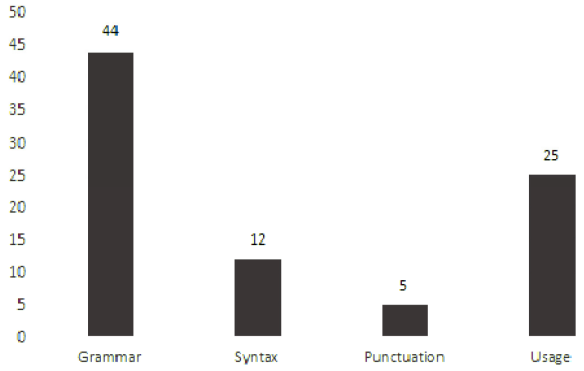

Figure 1. Frequency of syntactic errors

As shown in figure 1, grammatical errors accounted for 44 errors in students' translations. Therefore,

grammatical errors were the most frequent errors (51%) of all the syntactic type. Errors regarding usage (25) were the third most frequent type of errors. This comprised 29% of the total number of syntactic errors identified. These were followed by syntactic errors (12%), and punctuation errors (6 %), respectively.

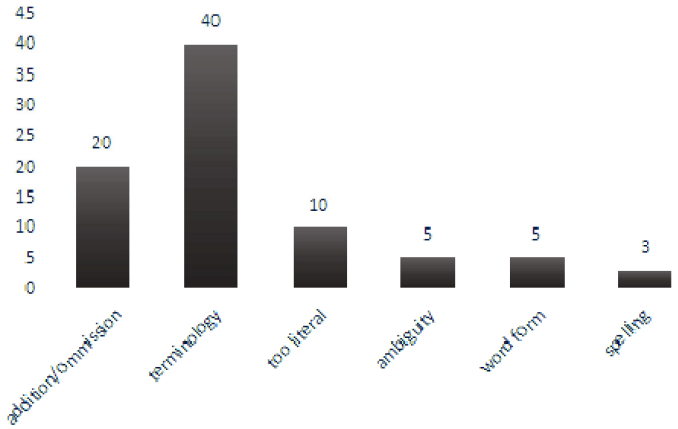

Figure 2. Frequency of semantic errors

As shown in figure 2 above, terminological errors accounted for 40 errors in participants' translation. Therefore, terminological errors were the most frequent errors (48%) of all the semantic errors. Errors regarding omission and addition (20) were the second most frequent error types, comprising 24% of the total number of semantic errors identified. These were followed by too literal (12%), ambiguity (5.6%), word form (5.6%) and spelling (4%) errors. There was however no errors detected in relation to false cognate, accent, and case.

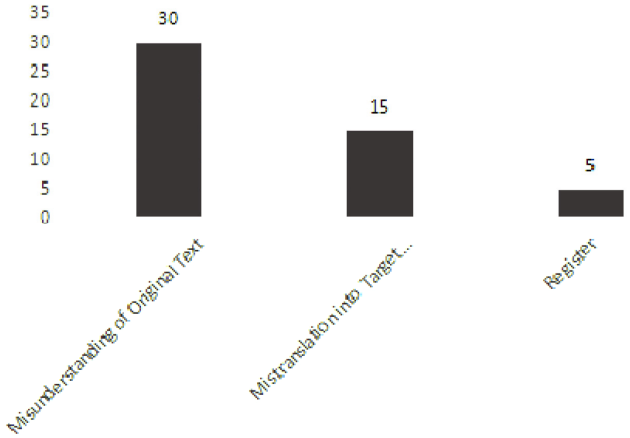

Figure 3. Frequency of pragmatic errors

As shown in figure 3 above, errors regarding misunderstanding of original text accounted for 30 errors in the participants' translations. There were therefore the most frequent errors (60%) of all the semantic error types. Moreover, errors regarding mistranslation into target language (15) were the second most frequent type of errors which comprised 30% of the total number of pragmatic errors identified. These were followed by the errors in the register (10%).

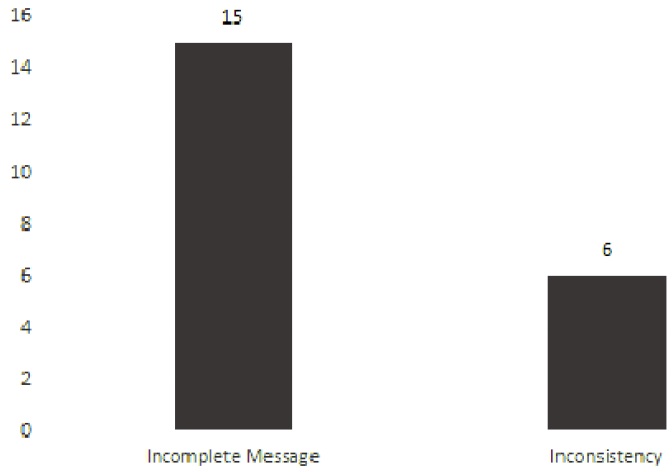

Figure 4. Frequency of translation-specific errors

Finally, the frequency of translation specific errors was taken into account. As shown in Figure 4 above, errors regarding incomplete message accounted for 15 errors in participants' translation. There were the most frequent errors (71%) of all the translation-specific errors. Also, errors regarding inconsistency (6) were the next most frequent type of errors which comprised 29% of the total number of translation-specific errors identified.

To sum up, after addressing the first research question the data indicated that the most frequent errors were syntactic, semantic, pragmatic and translation specific errors, respectively.

4.3 Pattern of Errors Committed by Ability Groups of Translators

The second research question was:

Is any pattern extractable in the errors committed by the ability group undergraduates of Translation Studies in translating Persian journalistic texts into English?

To answer the second research question, the first, second, third and fourth most frequently occurred errors between ability groups were extracted. To this end, at first the researcher and two expert judges scored the translated texts. The mean score for the participants' translations was 13.68. The standard deviation was 2.4. Thus, the researcher divided the participants into two groups based on the standard deviation (lower band 8-13 and higher band 14-19). The lower band who scored 8-13 consisted of 18 students. The higher band who scored 14-19 included 22 students. Table 4 indicates the error types committed by each group.

Table 4. Comparison between two bands

GROUP	NUMBER OF ERRORS	PERCENTAGE
LOWER BAND (8-13)	130	54%
HIGHER BAND (14-19)	109	46%

As table 4 indicates out of 239 errors committed by the participants in the present study 130 of errors belonged to the lower band. This consisted 54% of the errors. Also, 109 errors belonged to the higher band of the participants. This comprised 46% of errors.

The next step was to go into details of errors committed by the two groups to identify whether there was any pattern detectable in their performance. Figure 5 indicates the frequency of errors committed by the participants in the lower band.

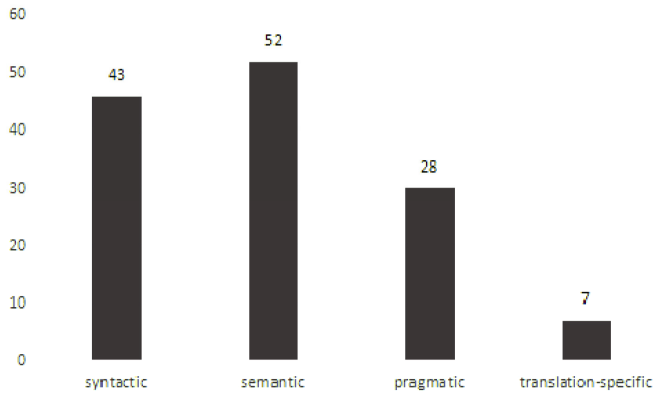

Figure 5. Frequency of errors committed by lower band

As shown in Figure 5, semantic errors accounted for 52 errors in participants' translation. Therefore, there were the most frequent errors (40%) of all types in which errors regarding the terminology were the most frequent type. Syntactic errors (43) were the second most frequent types of errors which comprised 33% of errors. The errors in relation to grammar were the most frequent errors committed by participants. These were followed by pragmatic (22%) and translation-specific errors (5 %). The most frequent error in these two categories was misunderstanding of the original text and incomplete message, respectively. Thus, the pattern of committing errors in the participants of the lower band (8-13 test score) was:

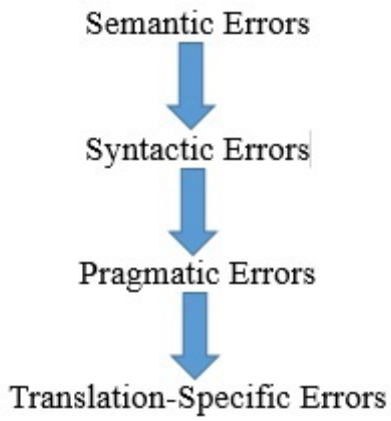

Figure 6. Lower band's error pattern

Figure 6 above presents the information related to the participants of errors in the higher band:

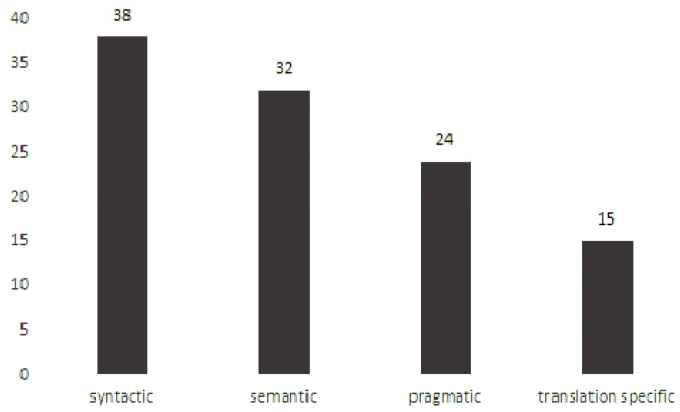

Figure 7. Frequency of errors committed by higher band

As indicated in figure 7, syntactic errors accounted for 38 errors in participants' translations. There were the most frequent errors (35%) of all error types in which errors in relation to grammar were the most frequent errors. Semantic errors (32) were the second most frequent error types which comprised 29% of the total number of errors and the most frequent error in this type was about terminology. These were followed by pragmatic (22%) and translation-specific errors (14 %). The most frequent error in these two categories was misunderstanding of the original text and incomplete message, respectively.

Thus, the pattern of committing errors in the participants of the higher band (14-19 test score) was:

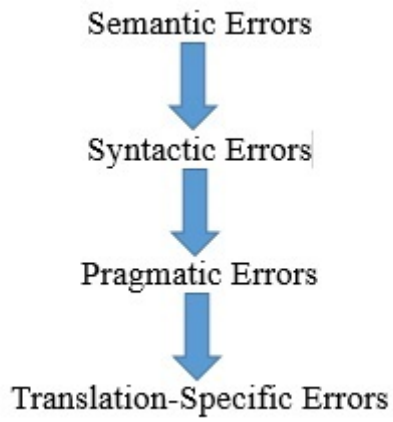

Figure 8. Higher band's error pattern

As the results indicated the most frequent error types in the lower band is syntactic, semantic, pragmatic and translation specific, respectively. Also, the most frequent error types in the higher band is semantic, syntactic, pragmatic and translation specific, respectively. Moreover, among the subcategories the most frequent errors including grammar, terminology, misunderstanding of the original text and incomplete message were the same in two ability groups. So the pattern of errors committed by the participants is extractable as the frequency of errors between two groups is almost the same. To sum up, it can be said that there is a similar trend and pattern between two ability groups based on the errors committed by the participants.

5. Conclusion

The importance of the correct translation of all kinds of texts is quite obvious to everyone. Journalistic text type is not an exclusion. As previously discussed, as a course at Iranian universities, translation of journalistic text is so important and needs correct translation due to its nature. In this regard, this study was aimed to shed some light on the probable problems that might exist in the translation of such texts. The first aim of this study was to identify and categorize the types of errors committed by students when translating such texts and distinguish the most frequent ones. The study was also aimed to find whether there is a pattern among the errors committed by

students.

As it has been mentioned earlier, the focus of this study was on the translation of journalistic texts and its main problems. Totally four error categories were identified. The identified error categories were syntactic error (36%), semantic error (34%), pragmatic error (21%) and translation-specific (9). Since undergraduate students of Translation studies in Iran receive almost similar courses and trainings, the identified errors in this study may not be only specific to the participants of this study. This point can be useful observation for the course designers. The error frequencies can also be found in the following graph:

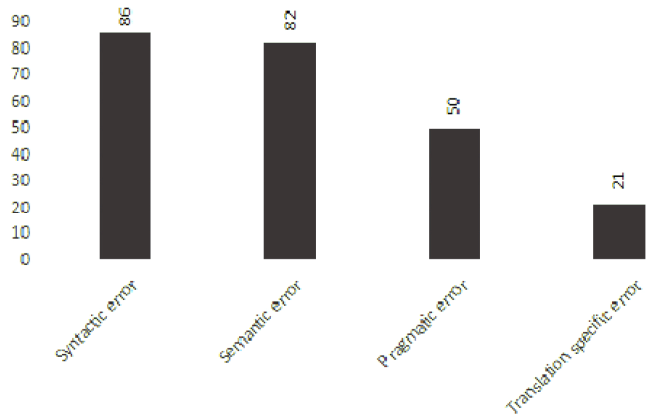

Figure 9. Frequency of identified error categories

The result of the study showed that while the most frequent committed errors were grammar, terminology, and misunderstanding of the text, the least frequent errors were spelling, register, and punctuation.

The analysis the errors made by participants showed that the participants shared some common problems. Many of the errors committed by the participants rooted in the lack of knowledge about the grammar. This finding is contrary to the argument made by Willis (1999) and Macbre (1992) that it is just the terminology that makes a text specialized. In their opinion, the only problem of translating specialized or technical texts is the terminology that exists in such texts. The participants, who had the equivalents to the specialized terminology but lacked grammar knowledge, did not perform well in translating journalistic texts.

Another common problem of the participants, which led to committing many errors of terminology or word choice was their unfamiliarity with the journalistic texts and its jargon in the target language. The problem did not mainly include the technical jargon but it did the everyday words used in journalistic texts. Such translations may reduce the text value at first glance. It might make the text seem written by an inexperienced person and therefore the text may lose its value.

By looking at the translations produced by the participants from a wider scope, the lack of a common approach to translate journalistic texts becomes apparent to the researcher. In other words, the participants did not share a common approach for translating such texts. Each participant has tried to render the source text his/her own way.

Finally, it can be concluded that the current training of the translators in academic setting of participants is not very useful for translating journalistic texts. It is also largely felt that the academically trained translators need to gain deeper grammar knowledge and have more reading in journalistic texts in order to produce correct translation of journalistic texts. This finding might not be only specific to journalistic texts. Other text types may also need similar prerequisites for translating them. This issue needs more attention by course designers and translators. A similar investigation into each field can be a good way to find out the prerequisite of translating each text type. Translator instructors should also be aware of such prerequisites and do not expect their students to perform good when they do not have the basic needs and do not disappoint when they fail at a good teaching. The instructors can, instead, look for a better way to provide their students with required skills.

As a final remark, the need for an improved training of translators for translating journalistic texts is largely felt whereas other technical text types may be similar in this regard.

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Appendix

Media Text Translation Test at Zand University of Shiraz

امتحان درس ترجمه متون مطبوعاتی

کارشناسی مترجمی زبان انگلیسی -دانشگاه زند شیراز

سال تحصیلی 94-93

نام و نام خانوادگی ..... :

متون زیر را <u>به انگلیسی</u> ترجمه کنید .

شبکه پرس‌تي‌وي از مقامات آلمان به دلیل اقدام جهت خاموش کردن صداي این شبکه که نگاهي متفاوت و افشاگرانه را از رویدادها ارائه مي‌دهد، انتقاد کرده است .پرس تي‌وي تاکید دارد، ممنوعیت پخش این شبکه با انگیزه‌هاي سیاسي صورت گرفته بود

اینکه مقامات وزارت خارجه و شخص وزیر این روزها نه تنها در جلسات و نشست‌های تخصصی بلکه کراراً در رسانه‌ها بر غیرقابل اعتماد بودن آمریکا تأکید می‌کنند ،یک دستاورد بزرگ محسوب می‌شود . در حق‌یقت ما یک قدم به هدف نرمش قهرمانانه که شناخت ماهیت اصلی دشمن است نزدیک‌تر شده‌ایم .

برای مقابله اصولی با تروریسم ،باید ریشه های آن را شناخت و چشمه‌های آن را خشکاند .تروریسم در بستر فقر، بیکاری ،تبعیض ،تحقیر و بی عدالتی می‌روید و با فرهنگ خشونت رشد می‌کند .برای ریشه‌کن کردن تروریسم باید عدالت و توسعه را گستراند و از تحریف ادیان الهی برای توجیه قساوت و بی‌رحمی جلوگیری کرد.

شرایط در مستقل، و معتدل ملتِ یک علیه راهبردی اشتباهی تداوم ،ایران علیه ظالمانه تحریم های تداوم هسته موضوع در اعتمادسازی برای ها،وگوگفت ترین‌شفاف به گذشته، سال یک در ما .ماست منطقه حساس صادقانه و جدی مذاکره خود، ملت اراده مبنای بر که تحریم و تهدید اثر در نه و ایم ؛زده دست ایران ای فقط آن و ندارد بیشتر حل،راه یک ،ای‌هسته موضوع که باوریم براین زیرا ایم‌داده قرار کار دستور در را .اشتباهند در سخت ،می‌اندیشند دیگری های‌راه به ،خویش تخیل در برخی اگر و است مذاکره

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