

## A Study of Translation Errors in Relation to Text Rhetorical Modes and Genre Types

**Sarah Yousefi**

M.A Student in Translation Studies, Islamic Azad University Science and Research Branch Tehran, Iran

**Gholam-Reza Abbasian**

Assistant Professor, Imam Ali University and Islamic Azad University, South Tehran Branch, Tehran, Iran

### Abstract

Delivering a high quality translation has always been important to translators and translation studies' scholars. In recent years Translation Quality Assessment (TQA) has received a lot of attention and translation scholars have tried their best to find a way that would lead translators to a higher quality translation and to find a method based on which quality of translation could be assessed. Every text has a genre and rhetorical mode, and both of them have specific characteristics which every translator must take into account before starting the translation. Therefore in the present study the researcher tried to combine both of these subjects to see if there is any relationship between text rhetorical modes, genre types and translation quality. Waddington's Model (2001) was used to assess the quality of translation of four texts with religious, legal, technical, and literary genres with explanation, argumentation, exposition and narration rhetorical modes respectively. The texts were translated by 30 students of English Translation major. The analyses revealed that text type and translation quality are related such that among the four texts they delivered the highest quality translation for religious texts. It was concluded that there was a significant difference between the translators perceptions regarding the errors they might had in translation of different texts and their perceptions were lower than average, and also 'selection of wrong words and equivalents', 'source text perception', 'addition', 'untranslated elements', 'grammatical error', and 'loan words' were the problems that occurred in translations of the aforementioned texts.

**Keywords:** genre, rhetorical modes, translation quality, translation errors

### INTRODUCTION

Quality of translation is the function of the translator's knowledge and observation of many factors interacting with the message. Among many, the text organization and genre are of paramount importance shaping the way the translator acts or is supposed to act.

In this regards, Hervey, Higgins, and Loughridge (2005, p.114) suggest that “translators should be familiar with the characteristics of SL and TL genre”. The scholars who have worked specifically on genres and genre translation are aware of the probable errors that commonly happen in this process. Most probably genre type brings about certain type of translation errors. In line with this assumption, Munday (2009) considering the genre and genre shifts believes that when it comes to “serious language use” and “errors of translation”, genre shifts commonly happen just like the text shifts. He holds that the errors that might happen in translation can change the supposed genre of a text and then twist the rhetorical structure of the original, which is called “genre violation”. Then, it seems that three factors including translation genres, text type and text rhetorical organization are interwoven; an integration which, to the best of the researchers’ knowledge, has not been empirically investigated.

Malcolm Williams (2009) believes that nowadays professional translators, their clients, translational researchers and trainee translators have more justification observing TQA. Williams (2009) believes TQA is a kind of evaluation. Michael Scriven (2007,p.2), defines it as “Evaluation is taken to mean the determination of merit, worth, or significance” then he (2009) argues that TQA can be qualitative or quantitative just like evaluation. In the broad sense, it can be based on mathematical/statistical measurement or on reader’s response, interviews and questionnaires for the purposes of diagnostic, formative or summative evaluations. There are a number of rubrics in the literature of translation studies. Rubrics that are more commonly used and are practical in the literature, according to Khanmohammad and Osanlo (2009) are of Farahzad (1992), Sainz (1992), Beeby (2000), and Waddington (2001). However, given its comprehensiveness and practicality, Waddington’s models are first taken into account. This model has four different methods which deal differently with texts to assess the quality of their translations.

As far as the text structure organization is concerned, four types of rhetorical modes are the most common including exposition, argumentation, description, and narration. For better understanding the rhetorical mode, each of them needs explanation. Meurer (2008) notes that the purpose of expository mode is to make everything clear for the readers. Weaver and Kintsch (1991) categorize expository texts to text books, and newspaper and they believe “their purpose is to inform.”(as cited in Alamargot, Terrier, and Cellier, 2007, p.201). Downing Rothwell, Guijarro and Hernández(1988, p.26) hold that argumentative texts mainly focus on “the relation between concepts derive from cognitive property of judging, of establishing relations between concepts by detecting similarities.” Similarly, Meurer (2008) holds the purpose of ‘description’ is to let the reader know about what the writer has gained by his feelings. So, he can make the reader feel what is described by him. Brooks and Warren (1949) believe that by using a description, the writer can tell the reader about the quality of an object and shows what effects it can have on the feelings. Meurer (2008) notes that the purpose of “narration” is to tell the reader about an event and its quality”. Brooks and Warren (1949, p.262) define narration as “the kind of discourse concerned with action, with life in motion. It answers

the question: "What happened?" It tells a story." According to Weaver and Kintsch (1991) narrative texts are "poems and novels and their purpose is to entertain." (as cited in Alamargot, Terrier, and Cellier, 2007, p.201). Definitely, each mode, in light of its purpose, is structurally and lexically realized differently, which might affect the way each can be processed and understood. Similarly, genre type, according to Hervey, Dickins, and Higgins (2005), are of five broad categories including "literary, religious, empirical, philosophical, and persuasive". Hervey, and Higgins (1992) note that the literary genre has two features that based on one of them, the writer creates an auto nomous world in the text which the earthy world cannot control or manage it, and "features of expressions" are realized based on the other one.

As the other modes, religious genre possesses its own features. According to Hervey, Dickins, and Higgins (2002, p.178) "..... the subject matter of religious texts implies the existence of a spiritual world that is not fictive, but has its own external realities and truths." Hervey, and Higgins (1992, p.139) believe that "The subject matter of theological and religious works implies the existence of a spiritual world." On the contrary, Hervey, Dickins, and Higgins (2002) hold that empirical genre is informative, and copes with the real world just like the way that the observer experiences it. They (2002, p.179) also believe that "scientific, technological and many scholarly texts fall into this category. It thus goes on diversifying into new genres and sub-genres as new scientific and academic disciplines are created."

Philosophical genre is more conceptual and subjective. According to Harvey, Higgins, (2005, p.140) explain philosophical genres as "have as their subject matter a 'world' of ideas". Pure mathematics is the best example of the kind of subject matter that defines philosophical genres. Even in the field of metaphysics, the author is understood not to be free to develop theoretical structures at will, but to be constrained by some standard of rationality. Philosophical genres have not proliferated as much as literary ones, but they are strikingly diverse nonetheless". On the contrary, in persuasive genre, the aim of the author or speaker is to encourage the reader or listener to act in the way expected (Hervey, Higgins, Cragie & Gambarotta 2005). They also believe that readers or listeners can be encouraged or persuaded in different ways. Each of these five categories of genres has some unique characteristics which should be considered during the process of translation. Knowing these characteristics can help translators a lot to provide higher quality translations. The first category is "technical genre".

Hervey, Higgins, Cragie and Gambarotta (2005) discuss that every text can be categorized into different genres. As they (2005) say "technical" is not restricted to science and technology. The term "technical" is used to avoid repeating 'scientific and technical' phrase. Technical texts should be used to indicate texts written in the context of scientific or technological discipline. Technical texts are not the type of texts which everyone is interested in getting involved with by translating them. Byrne (2006) describes technical translation as "the ugly duckling of translation" especially for the people who are in the academic circles, and, as she (2006) says, it is the poor cousin of real translation in the

literature. According to some scholars such as Kingscott (2002), only 10% of the translations done in the world are non-technical translations, as an indication of the importance of this genre in translation. Technical information is transmitted to different people who are from different countries with different languages.

As Byrne (2006) mentions, there are, however, some misconceptions about technical translation. She (2006) believes sometimes people think every kind of a text that has some terminologies falls under the category of technical genre. It is good to make a difference between as she says “specialized” and “technical” texts. As she (2006, p.3) believes “technical” means precisely that, something to do with technology and technological texts.”

Some of the scholars including Hervey and Higgins (1992) believe that translators of technical texts face some problems which fall under two categories including lexical problems and conceptual problems. According to Muslat (2012) all types of literature no matter written in the form of prose or verse falls in this category. They include short stories, novels, dramas and essays which all are literary texts.

Every types of text translating literary texts have their own challenges and difficulties. As ZiaulHaque (2012) believes, translation needs a lot of efforts and because of the grammatical, syntax and structural differences between the source and target texts the difficulties emerge in translation process. Xiacong Huang (2011) mentions some of the challenges of literary translation. According to him the complexity of poetic language and subtleness of the effects make translation of literary texts hard for literary translators. Rabbani (2007) holds that in every religion, religious texts are the source of divine lessons and by using words and their holy voice it helps human beings to understand spiritual meanings. Jacobus A. Naudé (2002, 2006, 2008 as cited in Gambier and Doorslaer, 2010) does not consider any difference between translation of religious texts and translation of other texts. Naudé (as cited in Gambier and Doorslaer, 2010) believes that translator of religious texts should try to provide the best translation and use the best approach at hand, and also they should have been trained before translating religious texts. According to Cao (2007), not only language of law falls under the category of legal language but also all the communications which occur in the legal settings do. Cao (2007) argues that because of the nature of legal language the translation of these texts is complex. He (2007) believes that there is a difference in legal culture in the Common Law and in the Civil Law of the two languages the linguistic difficulties occur in translation. This problem comes from the difference in legal histories, cultures and systems.

## **THIS STUDY**

Given the characterizations above and the fact that every text has a specific genre and rhetorical mode, possible effect of them on translator’s work and translation quality must be taken them into account before starting the translation of the text. To address this problem empirically, this study was designed to mix both of these subjects to see if there

any relationship between text rhetorical modes, genre types and translations' quality. The problem, then, was raised into three specific research questions investigated in the form of respective hypotheses.

- Is there any relationship between text rhetorical modes, and genre types and translations' quality?
- To what extent do the translators' perceptions of the errors matches with what happens in reality?
- What are the errors of translators in relation to text rhetorical modes and genre types?

## **METHOD**

### **Participants**

The participants were a group of B.A. students of English Translation from Islamic Azad University South Tehran Branch. They were in their last semester and had passed several courses in grammar, reading, conversation and writing up to advance level, and they had also passed some specialized theoretical and practical courses in Translation Field. So, they were in their advanced level of their translation knowledge. They were selected randomly and were both male and female. All of them were in the age range of 20 to 25 years old.

### **Instrumentations**

To conduct the study a likert scaled questionnaire was designed. The questionnaire had 60 statements, and there were 15 statements for each text. The error types stated in the questionnaire were gathered and put together according to Corder's (1973) and Stienbach's (1981) category. Through the questionnaire the student-translators were asked about the errors that they would face in translating different types of the texts. The reliability of the instrument was estimated using Cronbach's alpha formula proving .95, as an acceptable index.

### **Procedure**

In order to have a homogenous group of participants, the researcher selected the students who were at the 7<sup>th</sup> semester of their study, in the field of English-Persian translation. First a questionnaire was given to the students. The questionnaire, which was designed, based on likert scale, had 60 statements, and there were 15 statements for each text. The errors mentioned in the questionnaire were gathered and put together according to Corder's (1973) taxonomy, and Stienbach's (1981) category. The purpose of using the questionnaire was to find out what the students assumed about the errors they may face in translation of each of the four texts that have been mentioned before. The subjects received four types of texts to translate from English to Persian. Every text was a specific rhetorical mode and genre. The genre types that were focused in this study were

literary, religious and technical and legal and rhetorical modes were narration, explanation, argumentation and exposition respectively, and their perceptions and experiences in the translation of each genre type were solicited through the questionnaire seeking to explore the type of the problems they had in the translation of each genre. Their translations were scored based on Waddington's Model C by two experts to enhance the reliability index reported as follows:

### Inter-Rater Reliability

As displayed in Table 1 there was a significant agreement between the two raters who rated the subjects' translations of: A: literary text ( $R = .87, P < .05$ ), B: legal text ( $R = .89, P < .05$ ), C: Technical text ( $R = .86, P < .05$ ), D: Religious text ( $R = .78, P < .05$ ).

**Table1.** Inter-rater Reliability Indices

		LitR2	LegalR2	TechR2	RelR2
LitR1	Pearson Correlation	.871**			
	Sig. (2-tailed)	.000			
	N	30			
LegalR1	Pearson Correlation		.894**		
	Sig. (2-tailed)		.000		
	N		30		
TechR1	Pearson Correlation			.861**	
	Sig. (2-tailed)			.000	
	N			30	
RelR1	Pearson Correlation				.784**
	Sig. (2-tailed)				.000
	N				30

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## RESULTS

Given the nature of the research questions, both qualitative and quantitative data were collected. The first section is a report of the quantitative data in a bid to answer the research questions 1 and 2. The second section, which accommodates both qualitative and quantitative data, is more concerned with addressing the research question 3.

### Investigation of Research Question 1

The first research question was entitled "Is there any relationship between text rhetorical modes, and genre types and translations' quality?". In order to answer this question a Multivariate Analysis of Variance (MANOVA) was run to compare the subjects' means on the four moods of translation, i.e. literary, legal, technical and religious. Based on the results displayed in Table 2 ( $F(3, 27) = 11.57, P < .05$ , partial  $\eta^2 = .56$  representing a large effect size), it can be concluded that there were significant differences between the participants' means on four translation moods. Thus the first hypothesis was rejected.

**Table 2.** Multivariate Tests

	Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Moods	Pillai's Trace	.563	11.578	3	27	.000	.563
	Wilks' Lambda	.437	11.578	3	27	.000	.563
	Hotelling's Trace	1.286	11.578	3	27	.000	.563
	Roy's Largest Root	1.286	11.578	3	27	.000	.563

As displayed in Table 3, the participants showed the highest mean on the translation of religious texts ( $M = 16.60$ ,  $SE = .36$ ). This was followed by legal ( $M = 15.36$ ,  $SE = .45$ ), literary ( $M = 14.50$ ,  $SE = .56$ ) and technical ( $M = 14.13$ ,  $SE = .45$ ).

**Table 3.** Descriptive Statistics

Moods	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Literary	14.500	.563	13.349	15.651
Legal	15.367	.454	14.439	16.294
Technical	14.133	.554	12.999	15.267
Religious	16.600	.364	15.856	17.344

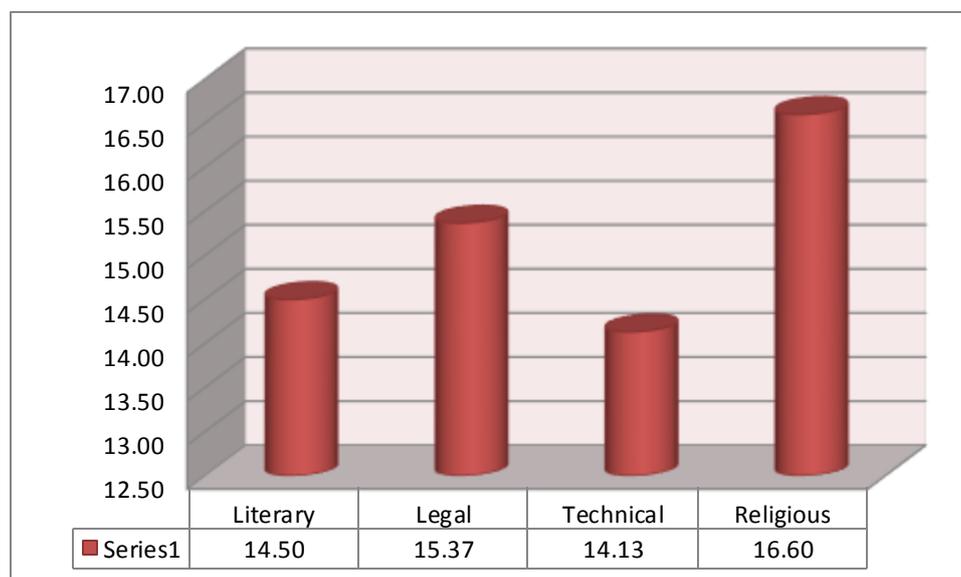
Although the F-value of 11.57 indicated significant differences between the participants' means on the four translation moods, the post-hoc comparison tests should be used to compare the means two by two. Based on the results displayed in Table 4, it can be concluded that:

A: There was a significant difference between the participants' means on the translation of literary ( $M = 14.50$ ) and religious ( $M = 16.60$ ) texts ( $MD = 2.1$ ,  $P < .05$ ). The subjects showed a significantly higher mean on the translation of religious texts. B: There was a significant difference between the participants' means on the translation of technical ( $M = 14.13$ ) and religious ( $M = 16.60$ ) texts ( $MD = 2.46$ ,  $P < .05$ ). The participants showed a significantly higher mean on the translation of religious texts.

**Table 4.** Post-Hoc Comparisons

(I) Moods	(J) Moods	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	95% Confidence Interval for Difference <sup>b</sup>	
					Lower Bound	Upper Bound
Literary	Technical	.367	.768	1.000	-1.808	2.541
Legal	Literary	.867	.641	1.000	-.948	2.682
	Technical	1.233	.469	.081	-.095	2.561
Religious	Literary	2.100*	.615	.011	.360	3.840
	Legal	1.233*	.383	.019	.150	2.317
	Technical	2.467*	.479	.000	1.111	3.822

C: There was a significant difference between the subjects' means on the translation of legal ( $M = 15.36$ ) and religious ( $M = 16.60$ ) texts ( $MD = 1.23, P < .05$ ). The subjects showed a significantly higher mean on the translation of religious texts.



**Graph 1.** Means on Translation Moods

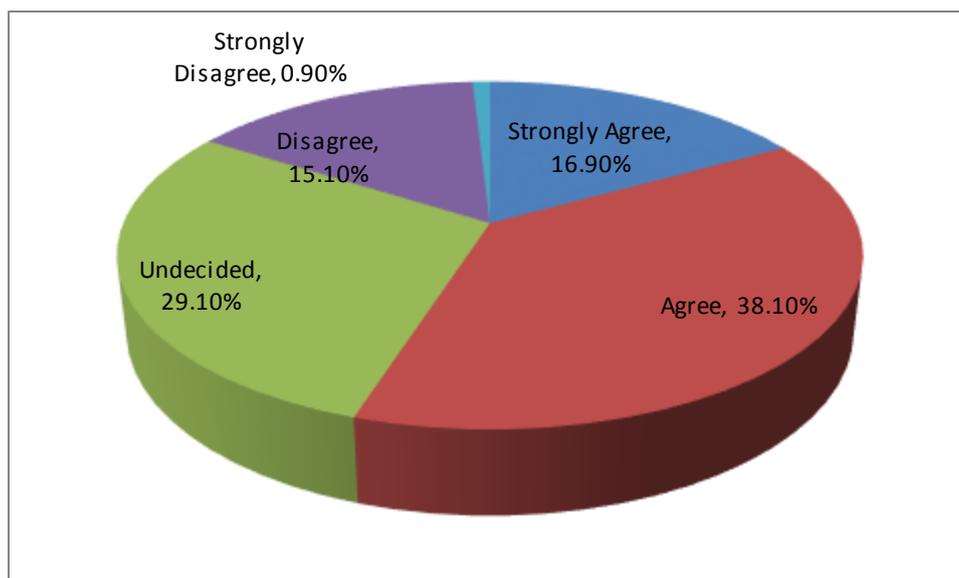
Furthermore, Graph1, in line with the respective statistics, illustrates that the mean score of the translation of the religious texts is the highest of all modes

### Investigation of Research Question 2

The second research question was entitled "To what extent do the translators' perceptions of the errors matches with what happens in reality?" Table 5 displays the frequencies and percentages of the translators' perceptions of the errors matches with what happens in reality. Based on these results it can be concluded that majority of the participants, i.e. 55 percent (16.9% strongly agree + 38.1% agree) believed that their perceptions of the errors matched with what happened in reality. About 29 percent have taken a neutral position and 16 percent (.9% strongly disagree + 15.1% disagree) believed that their perceptions of the errors did not match with what happens in reality.

**Table 5.** Frequencies and Percentages; Perceptions of Errors

	Responses	
	N	Percent
Strongly Agree	273	16.9%
Agree	615	38.1%
Undecided	470	29.1%
Disagree	244	15.1%
Strongly Disagree	14	0.9%
Total	1616	100.0%



**Graph 2.** Percentages Perceptions of Errors

In addition, Graph 2, in line with the respective statistics, illustrates 38.1% of the participants believed that their perceptions of the errors matched with what happened in reality.

An analysis of chi-square was also run to probe significant differences between the participants' perceptions towards the conformity of their errors with what happens in reality. The chi-square results ( $\chi^2 (4) = 653.140$ ,  $P < .05$ ) indicated that there were significant differences between the participants' conformity of their errors with what happens in reality. This means that their perceptions of the errors do not match with what happens in reality.

**Table 6.** Chi-Square Test Statistics

	VAR00001
Chi-Square	653.140 <sup>a</sup>
Df	4
Asymp. Sig.	.000

As displayed in Table 7 the participants have selected the "agree" (Residual = 291.8) and neutral position (Residual = 146.8) more than what was expected while their selections of the other choices were less than their expectations.

**Table 7.** Observed, Expected and Residual Values

	Observed N	Expected N	Residual
Strongly Agree	273	323.2	-50.2
Agree	615	323.2	291.8
Undecided	470	323.2	146.8
Disagree	244	323.2	-79.2
Strongly Disagree	14	323.2	-309.2
Total	1616		

### Investigation of Research Question 3

The third research question was entitled "What are the errors of translators in relation to text rhetorical modes and genre types?" This question was addressed both qualitatively and quantitatively. In order to answer this question the translations of 30 participants were checked to see which of the errors in the questionnaire had occurred most in their translations. Tables 8, 9, 10, and 11 present the type and number of the errors that have occurred in translation of every text.

**Table 8.** Translators' Errors in Translation of Technical (exposition) Texts

Type of error	English	Persian	Number of errors	Percentage
Loan words	1. The Ertel potential vorticity (pv) is an important... 2. For example, viscous effects are not generally restricted to small scales.	۱. ورتیسیتی پتانسیل یکی از مهم (pv) ارتل ترین... ۲. برای مثال، اثرات viscus به عموماً مقیاس های کوچک محدود نمی شوند.	16	53.33%
Selection of wrong words and equivalents	1. theory of large-scale quasi- <b>geostrophic</b> motion 2. PV conservation is fundamental to the theory of large-scale quasi-geostrophic motion in the atmosphere and ocean	۱. تئوری مقیاس بزرگ حرکت شبه گردشی ۲. پایداری پی وی اصل تئوری حرکت نسبت بزرگ شبه زمین گردی در جو و اقیانوس است.	16	53.33%
Source text perception	1. PV conservation is fundamental to the theory of large-scale quasi-geostrophic motion in the atmosphere and ocean. 2. does not imply an inverse energy cascade.	۱. پی وی به تئوری مقیاس بزرگ حرکت شبه زمین گرد در جو و اقیانوس اساسی است. ۲. سرازیری انرژی معکوس را نشان نمی دهد.	13	43.33%
Untranslated elements	1. An <b>important</b> example is QG turbulence, which has <b>quadratic</b> potential enstrophy.	۱. یک مثال توربولانس QG است که آنستروفی بالافوه دارد.	5	16.66%
Addition	1. The Ertel potential vorticity is an important quantity in geophysical fluid dynamics.	۱. حالت گردابی پتانسیل ارتل مقدار مهمی در دینامیک سیالات می باشد.	1	3.33%

**Table 9.** Translators' Errors in Translation of Literary (narration) Texts

Type of error	English	Persian	Number of errors	Percentage
---------------	---------	---------	------------------	------------

Selection of wrong words and equivalents	1. Lord of <b>flies</b> 2. Boys who had not known each other before the <b>evacuation</b> . 3. He passed a hand through his <b>fair</b> hair.	۱. ارباب <b>چیره</b> <b>دستان</b> ۲. پسرانی که قبل از <b>اتمام</b> <b>جلسه</b> همدیگر را نمی شناختند. ۳. دستش را به میان موهای <b>لطیفش</b> کشید	21	70%
Source text perception	1. most of the children, feeling too late the smart of the sunburn, had put their clothes on.	۱. اکثر بچه ها با این احساس که شدت آفتاب سوختگی کم شده باشد لباس هایشان را به تن کردند.	20	66.66%
Untranslated elements	1. The afternoon sun <b>slanted</b> in from the other side of the platform.  2. He passed a hand through his <b>fair</b> hair.	۱. آفتاب عصر در سمت دیگر سکو قرار گرفته بود.  ۲. دستش را به میان موهایش کشید.	7	23.33%
Grammatical error	1. By the time Ralph <b>finished blowing</b> the conch the platform was crowded.	۱. زمانی که رالف در صدف حلزونی می دمید سکو شلوغ شده بود.	3	10%
Loan words	1. The afternoon sun <b>slanted</b> in from the other side of the <b>platform</b> .	۱. خورشید بعد از ظهر از طرف دیگر <b>پلت فرم</b> کج شده بود	1	3.33%

**Table 10.** Translators' errors in Translation of Legal (argumentation) Texts

Type of error	English	Persian	Number of errors	Percentage
Selection of wrong words and equivalents	1. Deter people from committing forbidden act 2. Since according to the jurists, the treat of punishment in.. 3. , deterrence is referred to by the words 'an exemplary punishment'	۱. مردم را از اعمال <b>حرام</b> باز می دارد. ۲. بر طبق نظر <b>علماء</b> ، تنبیه..  ۳. به بازداشت "مجازات" شایان تقلید" گفته می شود.	24	80%
Source text perception	1. Since <b>Sharia-A</b> is a religious law 2. and bring him <b>back</b> to the straight pass	۱. از آنجایی که <b>شریعت</b> - یک قانون مذهبی است ۲. و هدایت کردن او به <b>سمت عقب</b>	14	46.66%
Untranslated elements	1. The rules regarding punishment are, <b>as we shall see</b> , closely intertwined with those of redress by means of damages, not only in the law of homicide, but also with regard to theft and unlawful sexual intercourse.	۱. قوانین مربوط به مجازات با قوانین مربوط به جبران خسارت کاملاً به هم گره خورده اند، نه تنها در مورد قتل بلکه در مورد دزدی و آمیزش جنسی غیر مشروع.	5	16.66%

	2. some of the laws of punishment also have a 'vertical' dimension	۲. برخی دیگر از مجازات ها شامل ابعادی هستند		
Addition	1. The threat of punishment in the Hereafter does not sufficiently deter people from committing forbidden acts.	۱. تهدید به مجازات در جهان آخرت به تنهایی برای دوری و ترساندن مردم از ارتکاب به اعمال ممنوعه کافی نیست	1	3.33%

**Table 11.** Translators' Errors in Translation of Religious (explanation) Texts

Type of Error	English	Persian	Number of Errors	Percentage
Selection of wrong words and equivalents	1. He <b>solidified</b> it till it dried up for a fixed time and a known duration 2. Allah collected clay from hard, soft, sweet and sour earth.	۱. او آن را برای مدت ثابت و زمان معینی به <b>حالت جامد</b> درآورد تا کاملا خشک شود. ۲. خداوند گل را از خاک سخت، نرم، تلزه و <b>مرطوب</b> گردآوری کرد.	15	50%
Source text perception	1. Self-importance withheld him and vice overcame him	۱. شیطان با نگاه داشتن آن خودستایی کرده و با تحریک او به گناه و فسادبر او غلبه می کند.	7	23.33%
Addition	1. Allah placed Adam in a house where He made his life and his stay safe  2. He thus converted his happiness into fear.	۱. آنگاه پروردگار منزل و <b>ماوایی</b> به آدم داد تا در آن زندگی تشکیل دهد و ایمن بماند  ۲. بنابراین شادیش را به رعب و <b>وحشت</b> تبدیل ساخت.	6	20%
Untranslated elements	1. Then his enemy envied Adam's abiding in Paradise <b>and his contacts with the virtuous.</b>	۱. پس دشمن او (ابلیس) به زندگی آدم در بهشت حسادت ورزید.	2	6.66%

It can be concluded that "selection of wrong words and equivalents", "source text perception", "addition", "untranslated elements", "grammatical error", and "loan words" are the errors occurred in translations of the aforementioned texts, and more specifically "selection of wrong words and equivalents" is the most frequently occurred error in all of the four texts.

Also for this research question the researcher went further and tried to determine the perception of the translators toward the possible errors that may happen in translation of different genres and rhetorical modes.

The perceptions of translators toward the possible errors were measured separately by 15 questions, and then by calculating the mean of the answers the perceptions of translators regarding the possible errors were investigated.

**Table 12.** Translators' Perceptions towards the Errors that might happen in Technical (exposition) Texts

Type of Error	Number of Errors	Percentage
Untranslated elements	5	16.66%
Addition	4	13.33%
Selection of wrong words and equivalents	7	23.33%
Punctuation errors	2	6.66%
Orthographic errors	2	6.66%
Spelling errors	3	10%
Errors due to sources of ambiguity in the source text	9	30%
loan words	5	16.66%
Concept errors	8	26.66%
errors at the stage of the source text perception	7	23.33%
Lexical errors	7	23.33%
grammatical errors	5	16.66%
Errors due to lexical ambiguity	7	23.33%
Structural ambiguity	5	16.66%
Not observing the styles of the target language	10	10%

**Table 13.** Translators' Perceptions towards the Errors that might happen in Religious (explanation) Texts

Type of Error	Number of Errors	Percentage
Addition	3	10%
Selection of wrong words and equivalents	1	3.33%
Punctuation errors	1	3.33%
Orthographic errors	1	3.33%
Spelling errors	3	3.33%
Errors due to sources of ambiguity in the source text	3	10%
loan words	4	3.33%
Concept errors	6	20%
Errors at the stage of the source text perception	3	10%
Grammatical errors	4	13.33%
Lexical ambiguity	5	16.66%
Errors due to structural ambiguity in the source text.	4	10%
Not observing the styles of the target language	3	10%

**Table 14.** Translators' Perceptions towards the Errors that might happen in Literary (narration) Texts

Type of Error	Number of Errors	Percentage
Untranslated elements	4	13.33
Addition	4	13.33
Selection of wrong words and equivalents	4	13.33
Punctuation errors	4	13.33

Orthographic errors	2	6.66
Spelling errors	1	3.33
Errors due to sources of ambiguity in the source text	11	36.66
Loan words	7	23.33
Concept errors	4	13.33
Errors at the stage of the source text perception	5	16.66
Lexical errors	3	20
Grammatical errors	6	10
Errors due to lexical ambiguity	5	16.66
Structural ambiguity	6	20
Not observing the styles of the target language	4	13.33

**Table 15.** Translators' Perceptions towards the Errors that might happen in Legal (argumentation) Texts

Type of Error	Number of Errors	Percentage
Untranslated elements	2	6.66%
Addition	5	16.66%
Selection of wrong words and equivalents	6	20%
Punctuation errors	2	6.66%
Orthographic errors	2	6.66%
Spelling errors	2	6.66%
Errors due to sources of ambiguity in the source text	7	23.33%
Loan words	6	20%
Concept errors	6	20%
Errors at the stage of the source text perception	6	20%
Lexical errors	3	10%
Grammatical errors	6	20%%
Errors due to lexical ambiguity	4	13.33%
Errors due to Structural ambiguity if the source text	4	13.33%

Quantitatively, as the tables represent, students predicted that almost all of the types of the error could happen in translation of the aforementioned texts. In order to choose the best statistical test, it was necessary to know about the data distribution. Kolmogorov-Smirnov test was run to see if the distribution of data was normal. The results of this test are shown in table16.

**Table 16.** One-Sample Kolmogorov-Smirnov Test

		technical.text	religious.text	literary.text	legal.text
N		30	30	30	30
Normal Parameters <sup>a,b</sup>	Mean	2.0778	2.0044	2.3778	2.3378
	Std. Deviation	1.17901	.87027	.70125	.58642
Most Extreme Differences	Absolute	.250	.228	.147	.164
	Positive	.161	.126	.147	.087
	Negative	-.250	-.228	-.146	-.164
Kolmogorov-Smirnov Z		1.371	1.252	.808	.898
Asymp. Sig. (2-tailed)		.056	.087	.532	.396

As the results of the table 16 show “Sig” for the variable of “translators’ perception in technical, religious, literary and legal texts in the four texts” is more than 0.05, so it means all of the variables have normal distributions. Then, parametric statistics were run. In this part of the analysis, in order to investigate the perceptions of translators regarding the possible error, the mean of the scores of each text was compared with (3). The number 3 is the number which had been given to “Neither agree nor disagree” option in the questionnaire. In order to do the investigation, a t-test was run. Table 16 shows the perceptions of translators regarding the possible errors that they may face in translating 4 different types of texts.

**Table 17.** Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
technical.text	30	0	3.53	2.0778	1.17901
religious.text	30	0	3.00	2.0044	.87027
literary.text	30	0	4.13	2.3778	.70125
legal.text	30	1	3.13	2.3378	.58642
Valid N (listwise)	30				

Paired-samples t-test results are presented. T-test results for every of the four texts are shown in table 18.

**Table 18.** One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
technical.text	-4.284	29	.000	-.92222	-1.3625	-.4820
religious.text	-6.266	29	.000	-.99556	-1.3205	-.6706
literary.text	-4.860	29	.000	-.62222	-.8841	-.3604
legal.text	-6.185	29	.000	-.66222	-.8812	-.4432

As table 18 shows the amount of “Sig” for all of the four texts is lower than 0.05. According to the amount of mean mentioned in table 18, the perceptions of translator in possible errors that they may face in translation of the aforementioned texts are lower than the average.

A Friedman test was run to see if there was any difference between the translators’ perceptions regarding the errors that may face in translation of the aforementioned texts. The results of this test are shown in table 19.

**Table 19.** Friedman test

	Mean Rank	Chi-Square	df	Sig
technical.text	2.73	4.759	3	0.190
religious.text	2.18			
literary.text	2.33			
legal.text	2.75			

As table 19 demonstrates “Sig” for Friedman test is 0.19 and it is higher than 0.05, so it can be concluded that there is not a significant difference between the perceptions of translators regarding the possible errors they may face in translation 4 types of texts.

## DISCUSSION AND CONCLUSION

The analysis of the data presented indicated that both hypotheses of the study were rejected. The findings are in line with Farrokh’s (2011) study though the focus of her study was on the frequent errors made by English translation students. Her study shows that wrong selection of words (substitution); misordering of elements (permutation) and incorrect use of tenses are the most frequent linguistic errors. Similarly, Silviana’s (2008) report on the analysis of student’s difficulties in translating narrative texts is also sustained as she found some 210 difficulties of the students’ difficulties in translating the narrative texts at the eleventh grade of SMK Hass AshabulYamin Cianjur. It can be concluded that the present study and the second study are to some extent similar as far as they both are concerned with narrative text and the results of the present study show that the most frequently occurred error in literary (narrative) text is wrong selection of words which can be a noun, verb or adverb, and the second study also indicates that the students had difficulties in using nouns, verbs and adverbs. It can be concluded that in spite of minor similarities between these study and other related works it can be said that the findings of this study are in line with the previous studies. The findings then indicated that there is significant differences between the participants’ mean and the highest mean belong to the translation of religious text and it follows by legal, literary and technical texts. So for the first research question it can be said that there is a significant relation between text rhetorical modes, and genre types and translations’ quality, which means genre types and rhetorical modes affect the quality of translation.

Translators had some common errors in translation of the texts. ‘selection of wrong words and equivalents’, “source text perception”, “addition”, “untranslated elements”, “grammatical error”, and “loan words” were the most frequently occurred errors in translation of the aforementioned texts, and more specifically “selection of wrong words and equivalents’ had the highest rank among the errors. The perceptions of translators in possible errors that they might have faced in translation of the aforementioned texts were lower than the average, and the average was the “neither agree nor disagree” option of the questionnaire. This was concluded by the statistically analyzing the scored questionnaires. By running a Kolmogorov–Smirnov test the researcher got assured that the data had a normal distribution, and then parametric were run. A t-test was run to investigate perceptions of translators regarding the possible errors that they may face in translating 4 different types of texts. The result of the t-test showed that the amount of “Sig” for all of the four texts was lower than 0.05, which means the perceptions of translators in possible errors that they might have faced in translation of the aforementioned texts were lower than the average. At the end of the analyses a Friedman test was run and it was concluded that “Sig” was 0.19 and it was higher than 0.05, so it

was also concluded that between the translators there was a significant difference regarding the errors they thought they would have in translation of the four texts.

By analyzing the data gathered from the questionnaires it was concluded that 55 percent believed that their perceptions of the errors matched with what happened in reality. About 29 percent have taken a neutral position and 16 percent believed that their perceptions of the errors did not match with what happens in reality. Also by running a chi-square it was concluded that there was a significant difference between the participants' perceptions towards the conformity of their errors with what happens in reality.

Teachers and professors can benefit from the results of this study in their courses to develop their pedagogical materials, and instructing their students toward translating more efficiently. By knowing which errors are more common in translation of the aforementioned genres and rhetorical modes they can look after these errors in translations of their own students and let them know how they can make less of these types of the errors. Also the official in charge most probably can enjoy the results of the present study so they can make better decisions in planning the programs and courses for the undergraduate students, and provisions of material courses, to make an evolution in the learning progress of the students. They can assemble new syllabus that focus on importance of genre study and make the students familiar with the characteristics of every specific genre and rhetorical mode, and providing them the materials that inform them about the writing features of each genre in the source and target language and on the whole to improve the quality of translation of the future translators. Once the student get to know the linguistic characteristics of the genres and became familiar with rhetorical modes they can deliver the higher quality translation and the translations that sound more natural.

## REFERENCES

- Alamargot, D., Terrier, P., & Cellier, J. (2007). *Written documents in the workplace*. Elsevier Ltd.
- Brooks, C., & Warren, R.P. (1949). *Modern rhetoric*. Retrieved from <http://archive.org/details/modernrhetoric030264mbp>
- Byrne, J. (2006). *Technical translation usability strategies for translating technical documentation*. Published by Springer, P.O. Box 17, 3300 AA, Dordrecht, The Netherlands.
- Cao, D. (2007). *Translating law*. Retrieved from <http://lib.estrorecollege.org/view.php?id=2693>.
- Corder, S. P. (1973). *Introducing applied linguistics* (PP. 274-277). Harmondsworth: Penguin.
- Dickins, J., Hervey, S., & Higgins, I. (2005). *Thinking Arabic Translation: A Course in Translation Method: Arabic to English*. Retrieved from: [www.libgen.com](http://www.libgen.com)

- Dickins, J., Hervey, S., & Higgins, I. (2002). *Thinking Arabic translation, a course in translation method: Arabic to English*. Retrieved from <http://lib.estrorecollege.org/view.php?id=269373>
- Farrokh, P. (2011). *Analysing of EFL learners' linguistic errors: Evidence from Iranian translation trainees*. Retrieved from <http://ojs.academypublisher.com/index.php/tpls/article/viewFile/0106676680/3143>
- Gambier, Y., & Doorslaer, L. (2010). *Handbook of translation studies*. John Benjamins Publishing Company. (Vol. 1). Retrieved from <http://libgen.info/view.php?id=919579>
- Haque, Z. (2012). *Translating literary prose: Problems and solutions*. Retrieved from <http://www.ccsenet.org/journal/index.php/ijel/article/download/22598/14599>
- Hervey, S., & Higgins, I. (1992). *Thinking translation: A Course in Translation Method, French-English*. Retrieved from: [www.libgen.com](http://www.libgen.com)
- Hervey, S., & Higgins, I. (2002). *Thinking French Translation Student Book: A Course in Translation Method: French to English (Thinking Translation)*. Retrieved from <http://elibgen.org/view.php?id=482368>
- Hervey, S., Higgins, I., Cragie, S., & Gambarotta, P. (2005). *Thinking Italian translation method: Italian to English*. Retrieved from [www.libgen.com](http://www.libgen.com)
- Hervey, S., Higgins, I., & Loughridge, M. (2005). *Thinking German translation: A course in translation method, German to English*. Taylor & Francis e-Library.
- Huang, X. (2011). *Stylistic approaches to literary translation: with particular reference to English-Chinese and Chinese-English translation*. Retrieved from [etheses.bham.ac.uk/2949/1/Huang\\_X\\_11\\_PhD.pdf](http://etheses.bham.ac.uk/2949/1/Huang_X_11_PhD.pdf)
- Khanmohammad, H & Osanloo, M. (2009). *Moving toward objective scoring: A rubric for translation assessment*. Retrieved from <http://sid.ir/en/VEWSSID/1032120090108.pdf>
- Kingscott, G. (2002). *Technical translation and related disciplines. Perspectives: Studies in translatology*. (Vol, 10:4, pp, 247-255)
- Meurer, J.L. (2002). *Genre as diversity, and rhetorical modes as unity in language use*. Retrieved from [www.periodicos.ufsc.br/index.php/desterro/article/view/7602](http://www.periodicos.ufsc.br/index.php/desterro/article/view/7602)
- Munday, J. (2009). *The Routledge companion to translation studies*. Simultaneously published in the US and Canada by Routledge.
- Muslat, A. W. M. (2012). *Translation and the characteristics of literary text*. Retrieved from [http://www.awej.org/index.php?option=com\\_content&view=article&id=234:abdul-wahid-mohammed-muslat-phd&catid=39&Itemid=138](http://www.awej.org/index.php?option=com_content&view=article&id=234:abdul-wahid-mohammed-muslat-phd&catid=39&Itemid=138)
- Rabani, H. (2007). *Difficulties of translating religious texts*. Seasonal journal of hadith and scientific research. 4<sup>th</sup> and 3<sup>rd</sup> No, 12<sup>th</sup> year.
- Rothwell, A., Guijarro, A., & Hernández, J. (1998). *Speech analysis essays in English language [Ensayos de Análisis Del Discurso en Lengua Inglesa]*. Servicio de Publicaciones de la Universidad de Castilla-La Mancha.
- Scriven, M. (2007). *Key evaluation checklist*. Retrieved from: [http://www.wmich.edu/evalctr/archive\\_checklists/kec\\_feb07.pdf](http://www.wmich.edu/evalctr/archive_checklists/kec_feb07.pdf)
- Silviana, E. (2008). *An analysis of students' difficulties in translating narrative text*. Retrieved from <http://publikasi.stkipsiliwangi.ac.id/files/2012/12/08220072-erry-s.pdf>

- Steinbach, H.-R. (1981). *On the classification of errors in translation papers with some consideration of interference phenomena*. Pages: 249-25. Retrieved from [http://ifa.amu.edu.pl/psicl/PSiCL\\_13](http://ifa.amu.edu.pl/psicl/PSiCL_13)
- Waddington, C. (2001). *Different methods of evaluating student translations: The question of validity*. Retrieved from <http://id.erudit.org/iderudit/004583ar>
- Williams, M. (2009). *Translation quality*. Retrieved from <http://revinut.udea.edu.co/index.php/mutatismutandis/article/viewFile/1825/1609>