**Research paper**

# Comparing the Performance of Iranian Non-Academic Translators and Academic Translators: A case of Persian Translation of "A man called Ove" novel

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## Abstract

This study aimed to compare the translation performance of Iranian non-academic and academic translators in translating "A Man Called Ove" novel by Asadolah Haghani and Farnaz Teymorazof. The researchers analyzed the whole novel, studied the Persian translations, and compared and contrasted the selected erroneous sentences. The errors were reported based on Vinay and Darbelnet's theory and Keshavarz's translation error model using four categories of errors: interlingual errors, interlingual and developmental errors, and transfer of training errors. The findings revealed that academic translators made fewer errors and had a better understanding of the text while non-academic translators made more errors, particularly in interlingual and developmental error types. The results of this study highlight the importance of academic degrees in providing translators with the necessary skills and knowledge to cope with the complexities of texts. This research contributes to the ongoing discussion of the importance of academic education in the field of translation and provides insights into the factors that can impact translation performance in different contexts. It is hoped that the findings of this study will be beneficial to translation trainees and trainers, leading to a better understanding of the role of academic background in the act of translating.

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## Introduction

In 1980s, translation studies introduced itself as a separate discipline. By knowing a language alone, it is not possible to guarantee the success of translations. According to Newmark (1995, p.79) "any old fool can learn a language, but it takes an intelligent person to become a translator". Despite the fact that the literature of children and translation of

children's literature in the literary system had a secondary role, it has gradually become important and has been the subject of many books, publications and articles. The translation of the book for children is one of the most complex and responsible professions. Regarding the importance of translation, Nida (1974) the process of translating will not be able appropriately based on meaning found in the dictionary but also the context of situation and context based of the texts as well. Therefore, it can be implied that translation work is very technical work as it requires considering various aspects of a text.

One of the key issues in the translation theories from the early beginning has been the nature of translation errors committed by translators. Error analysis is a non-stop area of research (Dessouky, 1990). They can also happen by both taught translators and self-taught translators. According to Yarahmadzehi, Beikian, and Nadri (2013), to be able to make regulations to standardize translations and translators, it is essential to change the common belief that anyone who knows a language can translate easily. Changing this idea does not necessarily mean that only translators with an academic education will translate. If each translation type and field could go through a certification or an accreditation process, this could contribute to the solution of commonly mentioned "unqualified translations" and "translators with no work ethics" (Pataki, 2012, p. 88). Translators complain that their occupation is not considered as a profession, they want translations to be done by competent translators and they want the readers to look for good translations and to criticize the unqualified ones on the other hand they do not want the readers to buy bad translated works.

As long as translation departments are considered to be restricted to foreign language teaching, the approach on translation and translation departments will not change. Until they start academic education in translations, for different reasons the students do not have a solid basis neither for their mother tongue nor for the foreign language. Students should have overcome grammatical issues by the time they start academic education. For this reason, there is preparatory class in most of the departments. The language acquisition is supported with related classes throughout the education process. It is a great misconception that teaching foreign language and culture is more important than other information in the field. The translator will need his mother tongue and culture and the terminology of the relevant field in his own mother tongue more than source language and culture. Improving mother tongue, foreign language and world knowledge is not limited to the years before academic education so during five years of study, students are given classes related to improving both mother tongue and foreign language, other than those lessons about both cultures and history of culture, communication and other specialized field topics are given along with translation theory and methods. Furthermore, the departments aim to create a translator profile with applied translation lessons together with theoretical knowledge and they integrate the studies with project works (Torres-Simón & Pym, 2016).

The way to translation competence is comprised of basic equipment and an improvable array of broad knowledge on culture in other words culture competence and expertise. Expertise can be examined in two categories. The first is the knowledge on translation theory,

translation methods and translation studies and the second is the knowledge on other fields as translation studies is interdisciplinary. Translator has to acquire field information and text culture as well (Torres-Simón & Pym, 2016).

According to what mentioned above this research aims at providing detailed data about different types of translation strategies that might have been used in two Persian translations of a book named "a man called Ove" written by Fredrik Backman and its two Persian translated versions by Asadolah Haghani and Farnaz Teymorazof.

In today's world translation has made communication between different nations with different languages possible. Also, it made people able to read foreign language novels which have opened many new doors toward other cultures' literature and story. While talking about translation, the role of translators as producers of new contents should be considered carefully. There are some factors which show the importance of translators and their decisions in their translation works. For instance, Zandrahimi and Marzban (2017) stated that translators can make interference in different aspects while translating from one language to another.

According to his statement, interference refers to the influence of one type of behavior, by translator, on the foreign language which is learned later. As a result of such interference, various types of errors are likely to occur in their productions. Therefore, the role of translator can be repudiated. For instance, Vinay and Darbelnet (1995) developed a comparative stylistic analysis of French and English. They considered texts in the two languages, determined differences, and identified different translation strategies and procedures (Darznik, 2010). However, in Iran, not many studies have been conducted regarding the academic background of translator as a significant criterion. As there are two types of translators including academic and non-academic translators in terms of their educational background, it seems worth to evaluate the work of these two kinds of translators in one context so as to reach to comprehensive results. The present study aims at finding the different possible strategies used by both academic and non-academic translators.

The main purpose of the present study was considering the role of academic background of translators in the variation of using translation strategies. Consequently, the possible relationship between the strategies used by translators and their academic background was analyzed. Also, another aim of the present study was finding the difference between the frequency and type of the errors made by academic and non-academic Persian translators of "A man called Ove".

## Methodology

As mentioned before, the current study aimed at investigating the role of academic background of translators in the variation of using translation strategies. Consequently, the possible relationship between the strategies used by translators and their academic background was analyzed. Also, another aim of the present study was finding the relationship between the errors made by two translators. In doing so, it required a research approach

framework that helps the researcher in investigating the current status of the translations in the framework of Vinay and Darbelnet's and Keshavarz's theories. Therefore, this corpus-based study took a form of qualitative-quantitative corpus analysis design. The method of data collection is also descriptive analytical corpus study.

**Participants**

In the present study, two translators were chosen as academic and non-academic translators in order to investigate role of background of translators in the variation of using translation strategies. Consequently, the possible relationship between the strategies used by translators and their academic background was analyzed. Regarding the researcher's interest to literary translation, she selected "A man called Ove" by Fredrik Backman with its two translations by Asadolah Haghani (None-Academic Translator) and Farnaz Teymorazof (Academic Translator).

The sampling method in this study is purposeful. First, the researcher analyzed the whole novel. Second, she studied Persian translations and compared and contrasted the selected sentences and put them contrastively in a separate table. Third, erroneous sentences were selected and on the process of comparison ST (Source text) to TT (Target text), error was categorized according to genre.

**Data Analysis**

For the purposes of this descriptive study, the original text of "A man called Ove" by Fredrik Backman with its two Persian translations; namely, Asadolah Haghani and Farnaz Teymorazof, were comparatively analyzed in the following manner: First, "A man called Ove" was carefully read to isolate the strategies used in translation of the novel by academic and non-academic translators.

Second, the translation of the mentioned items was extracted and compared not only with one another but also with the original text in order to see how close the translations were in terms of strategies and errors. Third, the strategies applied by the translators for preserving the beauty and balance of the original text in their renderings were identified. Fourth, the collected data were categorized and sorted out in a number of tables in order to have a complete picture for comparison. Finally, on the basis of the analyzed data drawing on based on Vinay and Darbelnet's theory and Keshavarz's translation error model, the strategies used and errors occurred by the translators were examined to assess the extent of ideational and stylistic success of the two translations.

In doing so, each translations strategy used in translation alongside its Persian versions was considered as a corresponding pair and carefully compared to each other. Afterward, the utilized strategies were reported on the basis of Vinay and Darbelnet's (1995). In this study, the collected data were analyzed using descriptive statistics in terms of the frequency of the types of errors occurred by both academic and non-academic translators. Additionally, to

check if the probable differences between obtained frequencies were statistically significant, inferential statistics, namely Chi-square, was employed to answer the research questions.

## Analytical Framework

To perform the analysis, a basic quality scheme has been created based on the Vinay and Darbelnet framework and Keshavarz's (1996) translation error model. The model consists of three stages including:

**(1) interlingual errors, Sample: He speaks very *good and I understand him. (*well)**

A. Transfer Error: error caused by interference from mother tongue. A student who has not known the rules of target language will use the same rules as he obtained in his native language.

B. Mother tongue Interference: errors are produced in the learners' attempt to discover the structure of the target language rather than transferring models of their first language.

C. Literal Translation: errors happen because a student translates his first language sentence or idiomatic expression in to the target language word by word.

**(2) Interalingual and developmental errors, Sample: I have so *much friends in the university. (*many)**

A. Overgeneralization: it happens when a learner creates a deviant structure on the basis of his experience of other structure in the target language. Littlewood (1984) cites the example of forming plural by adding "s" to even irregular plurals, also generalizing the "-ed" past form.

B. Ignorance of Rule Restrictions: ignorance is specific in the sense that one is normally said to be ignorant of structure; the learner of the second language does not obey the structure of the target language. In this type of error, the learner fails to observe the restrictions of existing structures. Some rule restriction errors may be accounted for in terms of analogy and may result from the role learning of rules.

C. Incomplete Application of the Rules: this error may occur when learner fails to apply the rules completely due to the stimulus sentence.

D. False Concept Hypothesized: learners' faulty understanding of distinctions of target language items leads to false conceptualization. Learners' faulty understanding of distinctions of target language items leads to false concept hypothesized.

**(3) Transfer of training**

A. Transfer of Phonological Elements

B. Transfer of Morphological Elements

C. Transfer of Grammatical Elements

## Results

**Interlingual Errors:** Chelli (2013) defined that interlingual errors are the result of language transfer, which is caused by learner's first language. Richard (1974) states if the learners of a foreign language make mistake in the target language by effect of his mother tongue that is called as interlingual;

Table 1

***A Sample of the Analysis for Interlingual Errors***

| Error type | English | Persian (Translated by Farnaz Teymorazof) |
|---|---|---|
| **Interlingual Errors** | The surrounding row houses lay in silence and darkness as he walked out the door, and there wasn't a soul in sight. | Az dar ke biron raft khane'haye digar hanouz saket va Tarik budand |
| | The neighbors felt "slightly uneasy" about it; plus they felt it would be a headache archiving all the videotapes. | Chon baghiyeye hamsayeha migoftand injouri hese khoubi nadarand va be alave dastebandi va baygani kardane filmha khodash mosibati bud |
| | Fetches the key to the attic from its place behind the radiator in the little hall. | Sepas klid otagh zir shirvani ra barmidarad ke sare jayash posht radiator rahroye kochak ast |
| **Error type** | **English** | **Persian (Translated by Asadolah Haghani)** |
| **Interlingual Errors** | The surrounding row houses lay in silence and darkness as he walked out the door, and there wasn't a soul in sight. | Vaghti oun az dar biroun raft, khane'haye atraf dar sokot vat ariki foro rafte budand |
| | The neighbors felt "slightly uneasy" about it; plus they felt it would be a headache archiving all the videotapes. | Hamsayeha nesbat be oun ehsas naarami dashtand, be alave anha ehsas mikardand baygani kardane navarha dardesar khahad dasht |
| | Fetches the key to the attic from its place behind the radiator in the little hall. | klid otagh zir shirvani ra az posht radiator dar salon kochak avard |

Analyses of the translations revealed that all sentences translated by Farnaz Teymorazof transferred the meaning in right place when she wants to focus attention on the person or thing affected by the action and also more appropriately that the one translated by Asadolah Haghani.

**Interalingual and developmental errors:** Intralingual error is an error that takes place due to a particular misuse of a particular rule of the target language, it is, in fact, quite the opposite of Interlingual error, it puts the target language into focus, the target language in this perspective is thought of as an error cause.

Table 2

***A Sample of the Analysis for Interalingual and Developmental Errors***

| Error type | English | Persian (Translated by Farnaz Teymorazof) |
|---|---|---|
| **Interalingual and Developmental Errors** | If she was in charge the whole house would be full of tramps, whether of the furred variety or not. | Agar be harfe zanash bashad, khaneh por mishavad az janevar velgard che ba mou che bi mou |
| | Her laughter catches him off guard. | Khandeh zan Ove ra moteajeb mikonad |
| | Or because the house was all he had left of his family. | Ya shayad be in dalil ke un khaneh akharin yadegar khanevadeash bud |
| **Sentence type** | **English** | **Persian (Translated by Asadolah Haghani)** |

| | | |
|---|---|---|
| **Interalingual and Developmental Errors** | If she was in charge the whole house would be full of tramps, whether of the furred variety or not. | Agar oun masoul bud tamam khane por az heyvanat velgard mishod che ba mou che bi mou |
| | Her laughter catches him off guard. | Khandeh ou ra ghafelgir mikonad |
| | Or because the house was all he had left of his family. | Ya chon khane tanha chizi bud ke az khanevadeash baghi mandeh bud |

On average, Farnaz Teymorazof did better on translating sentence structure at the end in comparison to Asadolah Haghani. She considered sentences as a construction in which some element in a sentence is moved from its normal position into a separate clause to give it greater emphasis.

**Transfer of Training Errors:** A transfer error occurs when the person is translating in the target L2 language using their L1 grammar. For example, a study made by Ellis (1994) states that interference errors occur as a result of 'the use of elements from one language while speaking another;

Table 3

***A Sample of the Analysis for Transfer of Training Errors***

| Error type | English | Persian (Translated by Farnaz Teymorazof) |
|---|---|---|
| **Transfer of Training Errors** | He was doubtful about whether he'd be any good at being someone's dad. | Porsideh bud aya be onvane yek pedar monaseb va shayeste ast |
| | The pedal on the far left is the clutch, he grunts in the end. | Dast akhar zir labi migooyad akharin pedal samt chap pedal ast |
| | All people want to live dignified lives; dignity just means something different to different people. | Har kasi mikhad yek zendego khub dashte bashad vali khub az nazar har kas ye ma'naei dare |
| **Error type** | **English** | **Persian (Translated by Asadolah Haghani)** |
| **Transfer of Training Errors** | He was doubtful about whether he'd be any good at being someone's dad. | Ou dar mored inke mitavanad pedar kasi bashad shak daht |
| | The pedal on the far left is the clutch, he grunts in the end. | Ba narahati migooyad pedal samt chap kelaj ast |
| | All people want to live dignified lives; dignity just means something different to different people. | Hame mardom mikhahand zendegiye aberomandaneie dashte bashand, keramat baraye har kasi mani mokhtalefi darad |

In analyzing transfer of training errors in sentences, in comparison to Asadolah Haghani, Farnaz Teymorazof translated the sentences as a way of emphasizing part of a sentence by considering a clause as its subject or complement, with a form of 'be' as the main verb.

Both translators have probed into the functions of the transfer of training erroneous sentences in different contexts and came up with appropriate methods for translating these sentences into Persian. Firstly, the knowledge of the proposed functions was used to help us understand the meanings of transfer of training erroneous sentences in various contexts as well as be used for judging the translated version of transfer of training erroneous sentences. Mostly, the translations were applied in the future translation practice of transfer of training erroneous sentences. Both translators played important role in transforming both the semantic meaning and function of original sentences into the target language.

Table 4
***Descriptive Statistics of the Error Types in both Translation***

| **Farnaz Teymorazof** | | | **Asadolah Haghani** | | |
|---|---|---|---|---|---|
| Error type | Frequency | Percentage | Error type | Frequency | Percentage |
| interlingual errors | 21 | 42.9 | Interlingual errors | 29 | 39.7 |
| Interalingual and developmental errors | 17 | 34.7 | Interalingual and developmental errors | 25 | 34.2 |
| Transfer of training errors | 11 | 22.4 | Transfer of training errors | 19 | 26.1 |
| Total | 49 | 100 | Total | 73 | 100 |

In both versions, as Table 4 shows, three main error types were made by Farnaz Teymorazof and Asadolah Haghani in both translations, in Farnaz Teymorazof's translation, which interlingual error type was the most frequent one with 42.9% and about 34.7% was interalingual and developmental error type while only 22.4% was transfer of training error type. In Asadolah Haghani's translation, interlingual error type was the most frequent one with 39.7% and also 34.2% was interalingual and developmental error type while only 26.1% was transfer of training error type.

**Addressing the Second Research Question:** The second research question of the present study was: Is there any significant difference between the frequency and type of the errors made by academic and non-academic Persian translators of "A man called Ove"? The aim of this research question was to assess the relationship between the academic background of translators and their strategies used in Persian translation of book named A Man Called Ove.

For a better understanding of the difference between the two translation (Farnaz Teymorazof and Asadolah Haghani) considering error types, the Chi-square test was conducted. As Table 5 shows, there was a significant difference between error types made by Farnaz Teymorazof and Asadolah Haghani since the p value was less than the level of significance (Chi-square= 53.629, df= 4, $p< 0.05$).

Table 5
***Result of Chi-square test***

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 53.629 | 4 | .000 |
| Likelihood Ratio | 59.542 | 4 | .000 |
| Linear-by-Linear Association | 12.224 | 1 | .000 |
| N of Valid Cases | 394 | | |

***Pearson chi-square is significant at 0.05 level (2-tailed).**

According to Table 5, there is a difference in translating in error types in both translations by Farnaz Teymorazof and Asadolah Haghani. Table 5 shows that the translation level of Asadolah Haghani as non-academic translator is lower than Farnaz Teymorazof as an academic translator in terms of error types made in translation. Furthermore, the difference is statistically significant because the *p*-value (.000) of the chi-square test is lower than 0.05. Put in short, there is significance difference in terms of error types used in the translations by Farnaz Teymorazof and Asadolah Haghani.

Analyzing the results, we readily find out that the Farnaz Teymorazof' performance was better in term of translation errors based on Vinay and Darbelnet framework and Keshavarz's (1996) translation error model. Neither of the two translators is completely consistent in applying Vinay and Darbelnet framework. In order to evaluate these two from the point of view of inconsistency, the number of erroneous application modes was used.

The more the number of these modes for each translator, the more inconsistent that translator will be. We readily find out that the Asadolah Haghani' work is more inconsistent in applying the procedures.

**1.** Generally speaking, there should not be a relationship between the performances of the translators and the chronological order of their translations. Each translation should be judged on its own merits at its own time because each period of time possesses its own translating conventions and in order for a translation to become a successful translation, it should conform to these conventions; and since the conventions change over time, judging two or more translations on their chronological orders seems not to be reasonable. However, in this research study, *A Man Called Ove* translated by Asadolah Haghani as non-academic translator, had a poorer performance according to the result.

**2.** 1st translation, by Farnaz Teymorazof as an academic translator had a higher performance than the translation done by Asadolah Haghani followed the rules in applying Vinay and Darbelnet framework and Keshavarz's (1996), transliteration, which could be ignored. Farnaz Teymorazof's work had a more communicative translation, at the same time more faithful and more beautiful translation than Asadolah Haghani's.

**3.** Neither of the two translators was completely consistent in applying Vinay and Darbelnet framework and Keshavarz's (1996). Asadolah Haghani's work was more inconsistent according to the result. According to the result, Farnaz Teymorazof' Persian translation of *A Man Called*

## Discussion

The translation error phenomenon has traditionally been investigated from a product-oriented perspective since contemporary Translation Studies started in the late 1950s. This entails a lack of process-oriented definitions and classifications of this phenomenon. This also means that its characterization is far from being complete and deserves some attention. With this study, we have tried to make a modest contribution to this characterization from a process-oriented point of view.

In a world of fast change and development, translation is also faced with great changes and challenges, and so is the teaching of translation. First, there is the continued change in the type of texts to be translated. As Nida has noted, among the estimated two billion pages of translation being done each year throughout the world (not counting the output of some five hundred thousand members of professional translators association), the translation of literary texts probably represents not more than one percent of the total production of translations (Deng & Yu, 2022). The translation of political, juridical, technological and commercial texts is expanding so incredibly rapidly in the modern information world that the traditional patterns of translation with hands is no longer able to handle the task efficiently. Demand from the market, therefore, calls for able and qualified translators equipped with efficient technologies. Second, the enormous volume of translation work in demand has led to the flourishing of translation agencies and the development of translation programmes across the world in the past decade (Zhou, Zhao, & Groves, 2022).

Pressure on translation speed and efficiency has consequently led to the rapid development of translation machines, including translation memory tools, terminology software and the Internet. Wu (2021) has pointed out, quite rightly, the development of translation competence in student translators today not only means the training of their linguistic-cultural skills, but also skills, marketing and other related problem-solving abilities as well. Obviously, this new definition of translation competence is very different from that of the more traditional translator and interpreter.

In view of these rapid changes and developments in the actual field of translation, some scholars complain about the lesser progress with the teaching of translation, saying that translation teaching in universities across the world has to a great extent been separated from translation practice since translation theory is considered to be at best irrelevant to the professional translator and at worst distracting and misleading. No doubt, there is truth in this kind of complaint (Nosirbekova, 2022).

The results also revealed that academic background of translator give them the opportunity of acquiring various specific skills and knowledge associated with their translation profession to cope with the unfamiliar or the difficult character of the texts to be translated. Therefore, being aware of theoretical knowledge as well as having a general knowledge of other disciplines may positively affect the translators' performance and practice. In other words, translators transit knowledge from theory to practice. By doing this, they become aware of why the translation strategies, skills or information are essential, and this gives them the opportunity to utilize the materials they have theoretically learned, in real life situations. A translator is expected to have good knowledge of other fields to perform a better job. Translators are expected to have a very good knowledge of all the domains with which their work interferes. To sum up, academic background is one of those factors that seem to affect the translator's performance and his/her translation quality.

Additionally, the findings of present study indicated that indicates that translators' academic background positively affect the quality of the translation product, the process of translating and producing a good translation; these findings are further supported by the results of the present study. Our results are in agreement with the results of similar studies by Shojaee and Sahragard (2012), Farahzad (2010), Malkiel's (2006), Saridakis and Kostoupolou's (2003). Our results are also in agreement with the results reported by the committee on cultural psychiatry group for advancement of psychiatry (2002), Dongfeng and Dan (1999) and Albustan (1993).

Finally, according to Shojaee and Sahragard (2012), the translator's academic experience may play an important role in predicting the quality of his/her translation. Translation trainees being aware of theoretical frameworks and having knowledge of theories of translation may affect the quality of the translation product.

The finding of present study is in accordance with those of Sari (2019) who aimed to describe the level of students' error in translating text. The qualitative research approach was used to describe the level of students' error in translating text. The technique of data collection was done in two ways, namely observation and written documents. Data processing included the activities of identifying and categorizing data, exposing and interpreting of problems and drawing conclusions. The stage of writing report included writing report activities and presenting the results. The results showed that students make errors in terms of vocabulary, use of prepositions, and incomplete sentences. Error analysis was implemented in teaching translation through five stages, namely test, correction, discussion, revision, and evaluation.

The result of present study is also in line with Haddadi and Salehi (2016) who examined the errors in translating literary texts in order to improve the education and ability of literary translation. They aimed to strengthen this capacity by examining and arguing the barriers, problems, and errors of literary translation, as well as providing translation solutions and suggestions by looking back at translation products, and then providing educational solutions to teach. Literary translation as a skill should be done more effectively in the university environment and at the same time improve the quality of students' translations. The approach of the present paper is to explain the importance of language style and the function of translation in the target language and to address this issue by citing the translation of an anecdote by Heinrich von Kleist.

Additionally, the result of present study is in in congruence with Presada and Badea (2014) who aimed. to demonstrate the effectiveness of error analysis within the translation classes attended by students. As it represents an important classroom procedure that allowed teachers to identify the degree to which students master the target language (English), it proved its major role in improving students' linguistic performance. The study developed on the basis of a theoretical framework (contrastive and error analysis) and an investigation of students' achievements as regards their translation skills, the main aim being to identify the most frequent types of errors and their causes. the findings constituted a data base necessary to conceive a

more effective teaching and learning process that focuses not only on translation classes, but also on the acquisition of English as a foreign language in general.

## Conclusion

The main concern of the study was to compare the performance of Iranian non-academic translators and academic translators in terms of translation errors. Summing up the results, it can be concluded that the difference between the frequencies of different types of English-to-Persian errors reached statistical significance; therefore, the direction of translation affected the quality of translation of "A man called Ove" novel. From the research that has been undertaken based on Keshavarz's model (1999) of error analysis, types of errors and their frequencies were identified.

In analyzing transfer of training errors in sentences, in comparison to Asadolah Haghani, Farnaz Teymorazof translated the sentences as a way of emphasizing part of a sentence by considering a clause as its subject or complement, with a form of 'be' as the main verb. Both translators have probed into the functions of the transfer of training erroneous sentences in different contexts and came up with appropriate methods for translating these sentences into Persian. Firstly, the knowledge of the proposed functions was used to help us understand the meanings of transfer of training erroneous sentences in various contexts as well as be used for judging the translated version of transfer of training erroneous sentences. Mostly, the translations were applied in the future translation practice of transfer of training erroneous sentences. Both translators played important role in transforming both the semantic meaning and function of original sentences into the target language.

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