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Research Paper

## Persian Translated and Nontranslated News: How Translation Changes Thematic Structure

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### Abstract

Scrutinizing translated and nontranslated texts in a language reveals the characteristics of translationese. Additionally, thematic structure is among the most widely used tools for doing so; therefore, the research aim was to examine how thematic structure was presented in the Persian translated news, translated from English into Persian, and to compare it to the thematic structure in the Persian nontranslated news texts taken from 2: UTPECC<sup>1</sup> and Persica<sup>1</sup>. A total of 2,190 clauses were chosen to examine their thematic structure, employing mainly Halliday and Matthiessen's (2014) classification of the thematic structure as the functional model. Results of the chi-square test revealed no significant difference between the application of the different thematic elements in both corpora, meaning that the Persian translation of news texts reflects the Persian language thematic structure, rather than the original English texts. Moreover, further analysis showed that the 4 categories of the thematic structure present characteristics of the third code.

**Keywords:** Persian News; Translated Texts; Nontranslated Texts; Thematic Structure

### 1. Introduction

Thematic structure is what determines the character of the clause to indicate a message (Halliday & Matthiessen, 2014). Moreover, following Bell (1993, p. 150), "[...] THEME systems provide options for the expression of discursual meaning as required by the textual macrofunction." Therefore, any modification in the thematic structure may change the message. Accordingly, as Baker (1992) puts it, different languages may have different ways in constructing clauses as far as the thematic structure is concerned. Hence, translating from one language into another either retains or changes some of the features of the target language, for instance, the thematic structure. Wodak (2001, p. 8) outlines the importance of "Halliday's grammar and his approach to linguistic analysis in understanding CDA [critical discourse analysis]"; consequently, Halliday and Matthiessen's (2014) classification of the thematic structure seems to be a suitable benchmark for analyzing the text.

There have been a considerable number of studies in English and other languages employing Hallidayan (1985, 1994) framework in comparing original texts with their translated versions, such as Ventola's (1995) study of German scientific texts and their English translations, Ghadessy and Gao's (2000) thematic organization of translation textbooks in English as well as their Chinese translation, Ghadessy and Gao's (2001) English technical linguistic texts with their Chinese counterparts, Rørvik's (2003) study which is an English article with five Norwegian translated versions, Jalilifar's

<sup>1</sup>University of Tehran Persian-English Comparable Corpus

<sup>2</sup>Persian corpus for multipurpose text mining and natural language processing



(2009) work on English linguistics articles and their Persian translations, Alekseyenko's (2013) English National Geographic articles and their Russian translated version of the same articles, as well as the nontranslated Russian articles, Samandi Rahim and Asgari's (2014) English psychology texts with their Persian translation, and Rahneemoon, Ahangar and Nourmohammadi's (2017) English news texts with their Persian translations. All the abovementioned works were done to see what happens to the thematic organization in the process of translation. However, empirical findings regarding translation have led to the fact that the language of translation has specific properties (Dayrell, 2007), not similar to the language of the original text (Eskola, 2004). This translation language may also be either similar to the target language properties or something in between like a third code (Frawley, 1984). In this regard, studies on comparing the translated and comparable or nontranslated texts in the same language expand some horizons into finding translation universals, in general, and translation-dependent properties in the language in question, in particular (Xiao, 2010); this, in turn, is a common quest among translation scholars (Toury, 2004). On the other hand, such research has received almost no considerable attention. However, the only works concerning such an issue are those of Mauranen (2000), Eskola (2004) and Puurtinen (2004) who studied Finnish translated and nontranslated texts as far as text reflexive expressions, clause connectives, and nonfinite structures are concerned, respectively. Moreover, regarding English, Laviosa-Braithwaite (1996) compared Translational English Corpus (TEC) with Non-Translational English Corpus (NON-TEC), focusing on the lexical and stylistic simplification of the translated vs. nontranslated texts. Olohan (2002) also analyzed fiction and biography from TEC as well as some selected texts of imaginative writing taken from British National Corpus (BNC) to investigate the explicitation of some syntactic features in translation. Additionally, some other scholars addressed the issue of translation universals and specific features of the translated texts by comparing translated and comparable nontranslated texts (e.g., Baker, 2007; Dayrell, 2007; Delaere, De Sutter, & Plevoets, 2012; Esteki<sup>1</sup>, 2010; Puurtinen, 2003a; Rodríguez-Castro, 2011; Xiao, 2010). Despite this interest, as far as we know, such a study in the Persian language was only done by Esteki (2010). Nevertheless, to the best of our knowledge, combining the two important issues, the thematic structure and comparison of the translated and nontranslated texts, provides us with a less explored area to study. Knowing how the thematic structure of a translated text deviates from or is similar to the text which has been originally produced in the target language enables researchers in the area of translation studies and text linguistics to elicit some textual features of a translated text, in general, and in Persian, in particular. Besides, according to Chesterman (2004a, p. 39), juxtaposing the translated text with the comparable or nontranslated text highlights "characteristics of the way translators use the target language," that is, T-universals, or "characteristics of the way in which translators process source text," which are called S-universals. T-universals are, to some extent, universal and, to some extent, culture-bound. It also gives us insights on translationese or "linguistic features that are either specific to translations or occur with a significantly higher or lower frequency in translations than in target-language originals" (Puurtinen, 2003a, p. 389). With regard to the lack of such studies in Persian, this study is an attempt to shed new light on the study of the translated news text in Persian concerning the thematic structure as proposed by Halliday and Matthiessen (2014) and the way it is presented in the translated and nontranslated comparable Persian news to underline Persian-based T-universals. Furthermore, Dabir-Moghaddam's (2009) secondary theme and Farshidvard's (1996) as well as Gholam-Alizadeh's (1995) classifications of clauses in Persian are also employed in the analysis of the corpora.

Accordingly, the present study was an attempt to answer the following question and to test the related hypothesis:

1. Is there a significant difference between the various elements of the thematic structure proposed by Halliday and Matthiessen (2014) in the translated and nontranslated news texts in Persian?
- $H_0$ : There is not a significant difference between the various elements of the thematic structure proposed by Halliday and Matthiessen (2014) in the translated and nontranslated news texts in Persian.

A quantitative analysis of the thematic structure has been performed to answer the research question and to test the hypothesis to make decisions about the T-universals as well as S-universals in the nontranslated Persian news texts. This will provide translators with an overview of the characteristics of a translated text compared to a nontranslated (comparable) text in Persian with regard to the thematic structure.

<sup>1</sup>This work is the only study found by the researchers who just focused on simplification hypothesis on a corpus comparing translated and untranslated Persian economic texts.

Because no examples of such a study in Persian and other languages were found by the researchers and the only study which employed nontranslated texts in the study of the thematic structure (Alekseyenko, 2013) focused on thematic progression and connectors between theme and rheme, and not the theme-rheme structure itself, the review of the related literature regarding the studies done in this area is not presented. Additionally, there is no yardstick as such for comparing and contrasting the results of the present study particularly. Moreover, the work done on comparing the thematic organization of the nontranslated Persian compared to nontranslated English texts (Yarmohammadi, Sharif, & Amalsaleh, 2008) is hired to draw a conclusion, although the theoretical framework of their study is not the same as the present study.

## 2. Method

### 2.1. The Corpora and Unit of Analysis

To answer the proposed research question and test the related hypothesis, a monodirectional parallel corpus, University of Tehran Persian-English Comparable Corpus (UTPECC) was chosen, consisting of BBC pieces of news aligned with their parallel Persian translated versions printed in *Hamshahri* newspaper in Iran (the first corpus). The BBC news was published from January 2002 to December 2006 (Baradaran Hashemi, Shakery, & Faili, 2010), alongside with aligned Persian translated versions printed in *Hamshahri* newspaper from 1996<sup>1</sup> to 2007. The second corpus, a Persian corpus for multipurpose text mining and natural language processing (Persica), was compiled from news pieces published in ISNA or Iranian Students News Agency. A total of 2,190<sup>2</sup> (1,095 translated from UTPECC and from Persica and 1,095 nontranslated Persian dependent as well as independent clauses) were chosen for the present study. Because UTPECC aligned the English texts with the Persian translated versions according to similar words, there were many aligned translated versions which were not the exact translation of the aligned texts; therefore, they were not suitable for the analysis. Given that in UTPECC the English original and the Persian translated versions were claimed to be aligned, the researchers manually found the suitable translated versions of the English clauses—though time-consuming and tiring.

### 2.2. Data Analysis Procedure

For the purpose of designating the theme-rheme structure at the first place, Halliday and Matthiessen's (2014) classification of the thematic structure was employed. In addition, different types of the Persian complement clauses (verbal, adjectival, and nominal) as well as adverbial and relative clauses proposed by Farshidvard (1996) and Gholam-Alizadeh (1995) were utilized to classify the different clauses and to identify their thematic elements. Secondary themes in Persian introduced by Dabir-Moghaddam (2009) were also taken into consideration in the process of identifying the thematic structure in both corpora. Hence, for the aim of comparing different theme types in both corpora, all theme types were identified and scrutinized. The determination of the frequency and the percentage of the occurrence of each theme type enabled us to demonstrate the most and the least frequently used theme types in both corpora (Persian translated themes from UTPECC compared to the Persian nontranslated themes from Persica). Accordingly, to determine whether the differences between the application of theme types in the Persian translated and nontranslated clauses were significant or not, a chi-square test was run. A nonsignificant result reveals that the thematic structure of the Persian translated news deviates from the thematic structure of English clauses and follows the thematic structure of the nontranslated comparable text in the process of translating into Persian (see Figure 1):

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<sup>1</sup>The information regarding the years of publication of the news are mentioned by the creator of the corpus (<https://ece.ut.ac.ir/402>).

<sup>2</sup>The present study is as a part of Ph.D. dissertation done. As a part of comparison, English clauses were compared to their Persian translations (1,000 clauses in English translated into 1,095 clauses in Persian). Based on the chi-square test performed, the effect size was calculated by the statistician which showed large different effect size by Cohen; therefore, the number of clauses deemed suitable for drawing a conclusion. In the present study, the Persian translated clauses (1,095) were compared to the Persian comparable nontranslated clauses (1,095) to investigate T-universals or even translationese.

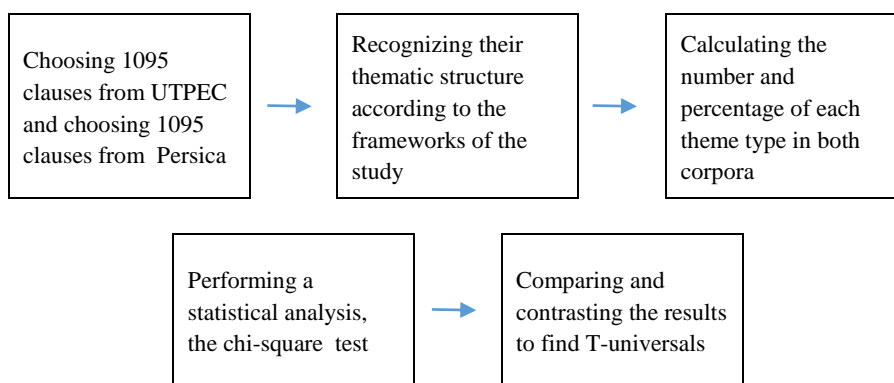


Figure 1. An Overview of Data Collection and Data Analysis Procedure

### 3. Thematic Structure in Persian

Apart from other kinds of clauses in Persian, dependent and independent clauses with finite verbs are believed to have a thematic structure. Many scholars (e.g., Anvari & Ahmadi Givi, 1992; Gholam-Alizadeh, 1995; Golfam, 2010; Natel-Khanlari, 1992; Shefaee, 1974) have asserted that Persian clauses include theme and rheme. Additionally, Halliday and Matthiessen’s (2014) definition of theme and rheme based on their place of occurrence in the clause is comparable to the place of the theme that Shefaee (1974) identified, which is, in turn, also similar to Natel-Khanlari’s (1992) taxonomy of theme and rheme in Persian clauses. Therefore, Halliday and Matthiessen’s (2014) definition and their classification of the thematic structure were employed in order to identify the Persian thematic structure. In Halliday and Matthiessen’s (2014, p.89) words, a theme is chosen as a “point of departure to guide the addressee in developing an interpretation of the message”; the rest of the message is called rheme. In every clause, the theme ends with an element which “construes a quantum of human experience” realized through one of three types of processes as “either participant, circumstance, or process” (Halliday & Matthiessen, 2014, p. 105); this is called the topical theme. There are two other different kinds of themes as textual and interpersonal appearing before the topical theme. Other classifications like complex, marked, and multiple themes are also introduced, which can be found in Persian, too. Moreover, the secondary theme proposed by Dabir-Moghaddam (2009) is another kind of theme in a clause considered in the present study.

#### 3.1. Topical, Marked, and Multiple Themes

Simple unmarked topical themes can be communicated by nouns, nominal phrases, or pronouns. Anything other than these items, the prepositional or adverbial phrases (adjuncts) or even “complement themes followed by the subject” (Halliday & Matthiessen, 2014, p. 98) are labeled as marked themes. In examples # 1 and 2, the topical themes are underlined as a noun and a noun phrase, respectively. Furthermore, a prepositional phrase, the marked theme, is underlined in example # 3:

- (1). ʔakwa      poroze-j-e      moftæræk-e      mijan-e  
 Aqua      project-EZ      joint-EZ      among-EZ  
 ʔejalat-e      motæhede-j-e      ʔamrika      states-EZ      united-HI-EZ      America
- zapon      væ berezil      ʔæst.  
 Japan      and Brazil      be.PRES.3SG
- (HAM2-810412-071-Science-20020703-15420 )

“Aqua is collaborative project among the United States of America, Japan and Brazil.”

- (2). væzir-e olum      dær      ʔæmʔ-e      minister-EZ      sciences      in  
 gathering-EZ
- ostad-an-e      nemune-j-e      kefvær goft.  
 professor-PL-EZ      exemplar-HI-EZ      country      say.PST.3SG.

(Persica, ISNA, 843656)

“The minister of science (research and technology) among country’s exemplar professors said:”

(3). *ʔæzɔmle*                      *ʔæbzar-ha-j-e*                      *besijær*  
 among                      instrument-PL-HI-EZ                      extremely  
*tææsoosi*                      *væ*                      *karamæd-e*                      *mowdɔud*  
 technical                      and                      efficient-EZ                      available  
*dær*                      *ʔakwa*                      *mi-tævan*                      *be radiometr*  
 in                      Aqua                      IMP-power                      to radiometer  
*pajefgær-e*                      *macrovajv*                      (AMSR- E)                      *moteʔæleq*  
 scanning-EZ                      microwave                      (AMSR-E)                      belonging                      *be*                      *kefvær-e*  
*zapon nam bord*  
 to                      country-EZ                      Japan                      name                      take.PAST.3SG                      (HAM2-810412-071-  
 Science-20020703-15420 )

“Among all extremely technical and efficient instruments of Aqua, we could name Microwave Scanning Radiometer (AMSR-E) belonging to Japan.”

In Halliday and Matthiessen’s (2014, p.107-108) view, textual themes can be identified by continuatives (e.g., *yes, no, oh, well, now*), paratactic and hypotactic conjunctions (e.g., *and, or, if, when, in order to*) and conjunctive adjuncts (e.g., *moreover, likewise, nevertheless*). In Persian, similar forms are considered as textual themes, too. Furthermore, to add to the category of textual themes, the complementizer *ke* ‘that,’ introducing verbal, adjectival, nominal complement clauses as well as adverbial clauses, is a textual theme. In fact, multiple themes are made of the combination of textual themes or interpersonal themes or a combination of both with a topical theme. Therefore, *ke dær tej-j-e’!*... ‘that during ...,’ a combination of *ke* ‘that’ and a prepositional phrase, makes a multiple theme with a marked structure, a marked multiple theme as in example # 4 (see 3.3 for more information):

(4). *væ ʔin vaqeʔijæt-i ʔæst*                      *ke*  
 and this                      reality-INDF                      be.PRES.3SG                      that  
*dær tej-j- sal-ha-j-e*  
 in                      during-HI-EZ                      year-PL-HI-EZ  
*pææz enqelab-e eslami vodɔud*  
 after                      revolution-EZ                      Islamic                      exist  
*daft-e væ xahæd daft.*  
 have-PP                      and                      will                      have.PST.3SG  
 (Persica, ISNA, 154915)

<sup>1</sup>Based on Farshidvard (1996, p. 353), “a verbal dependent clause is a clause which is dependent and subordinated to the verb or the sentence which includes predicative, objective or adverbial clauses.” Among the examples of the predicative verbal dependent clauses is the structure *hæqiqæt-i ʔæst* ‘this is a fact’ after which a clause is mentioned with or without *ke* ‘that.’ This structure is similar to that of example # 4 *vaqeʔijæt-i ʔæst* ‘this is a reality.’ Other example of such structures after which a verbal dependent clause is needed are *ʔehtemal daræd* ‘it is probable,’ *behtær ʔæst* ‘it is better,’ and *goman mirævæd* ‘it is assumed,’ among others. Because Farshidvard (1996) postulates that the clause after the mentioned structures is a verbal dependent clause and not a relative clause, *ke* ‘that’ within these verbal dependent clauses is considered to have the characteristics of the textual theme.

“And it is a reality that existed during the years after the Islamic revolution and will exist [in future].”

### 3.2. Complex Themes

A combination of two or more topical, textual or interpersonal themes introduces complex forms. Example # 5 illustrates an instance of the complex topical theme, *fæza pejmaj-e mars eksperes* ‘Mars Express space craft’ plus *bigel* ‘Beagle’ in the dependent clause. A similar instance of a complex topical theme is seen in example # 6, the underlined topical theme, *daneŕđu-j-an* ‘students’ accompanied by *dore-j-e ŕfahar sale-j-e ŕin reŕte* ‘a 4-year long period of this field,’ which is a secondary theme. That is to say, the topical theme together with the secondary theme represent the complex topical theme (for more explanation on the secondary theme, see 3.4):

(5). <u>qærar</u>	<u>ŕæst</u>	<u>fæzapejma-j-e</u>	<u>mars</u>		
appointment	be.PRES.3SG	space craft-HI-EZ	Mars		
<u>eksperes</u>	<u>bigel</u>	<u>ra</u>	<u>be</u>	<u>sæth-e</u>	<u>sæxrei-j-e</u>
Express	Beagle	OM	to	surface-EZ	roky-HI-EZ
<u>Merix</u>	<u>montæqel</u>	<u>saz-æd.</u>			
Mars	transferred	SUB.make. PRES-3SG			

(HAM2-810705-Science-06320020927-23747)

“Mars Express is going to transfer Beagle to the rocky surface of Mars.”

(6). <u>daneŕđu-j-an</u>	<u>dore-j-e</u>	<u>ŕfahar</u>	<u>sale-j-e</u>		
student-HI-PL	period-HI-EZ	four	year-HI-EZ		
<u>ŕin</u>	<u>reŕte</u>	<u>ra</u>	<u>dær</u>	<u>gerajef-ha-j-e</u>	<u>bærq</u>
this	field	OM	in	major-PL-HI-EZ	electricity
<u>nærmæfzar</u>	<u>sæxtæfzar</u>	<u>kontorol</u>	<u>kampijoter</u>		
software		hardware	control	computer	
<u>væ</u>	<u>mohændesi</u>	<u>pezeŕŕki</u>	<u>be</u>	<u>suræt-e</u>	<u>do</u>
and	engineering	medicine	to	face-EZ	two
<u>dore-j-e</u>	<u>do</u>	<u>sal-e</u>	<u>sepæri</u>	<u>kærd-e.</u>	
period-HI-EZ	two	year-EZ	pass	do-PP	

(Persica, ISNA, 395642)

“Students would do a 4-year course in this field in a 2-year period in majors including electrical, software and hardware, control, computer, and medical engineering.”

### 3.3. Extraposed Complement Clauses and Textual-Topical Themes in Persian

The element *ke* ‘that’ in Persian introduces relative and adverbial clauses as well as nominal, adjectival and verbal complement clauses. Relative clauses highlight more information about a noun. Adverbial clauses can express concepts, such as time (*zamani ke*, ‘when’), place (*đjaji ke*, ‘where’), quantity (*hær qædr ke*, ‘how much’), quality (*be tori ke*, ‘how’), provision (*ŕægær*, ‘if’), proposition (*ta*, ‘to’), exception (*mægær*, ‘unless’), and reason (*zira*, ‘because’) (Farshidvard, 1996, p. 290). Nominal clauses, in Gholam-Alizadeh’s (1995, p. 161) opinion, start with *ŕin* ‘this’ or *ŕan* ‘that’ along with or without an abstract noun as in “*ŕin vaqeŕijjæt ke u nemitævanæd dær ŕin ŕentexabat ræŕj bijavææd dærdnak ŕæst*” ‘the reality that he or she cannot gain votes in this election is painful.’ In addition, in nominal and adjectival

<sup>1</sup>All the translations into English are made by the authors.

complement clauses as well as relative and adverbial clauses extraposition may be observed. In this regard, *zæmani ke* ‘when,’ introducing an adverbial clause, is extraposed in example # 7. The underlined *ke* ‘that,’ a textual-topical theme in example # 8, is also an extraposed relative clause, which stresses the new information about *moʔæsese-ha-j-e moxtælef-i* ‘different institutes,’ placed after the verb *dar-æd* ‘it has’ (see also example # 4 for an extraposed verbal complement clause). Determining the thematic structure of the extraposed structures is very crucial and needs laborious attention. For this reason, we consider the grammatical structures before the application of extraposition to recognize the different elements of themes:

(7). *ʔin bohran zæmani dʒeditær fod*  
 this crisis when more serious become.PRES.3SG  
*ke tufan-e ʔestefa dær ʔin hezb*  
 that storm-EZ resignation in this party  
*fodru be væziden kærd*  
 start to blow do.PST.3SG

(HAM2-810423-059-Politics-20020714-16541)

“This crisis became more serious when the storm of resignation in this party started to blow over.”

(8). *goruh-e zist hæmʔæknun dær sæth-e*  
 group-EZ biology now in level-EZ  
*ostan ba moʔæsese-ha-j-e moxtælef-i province with*  
 institute-PL-HI-EZ different-INDF  
*hæmkari dar-æd ke mi-tævan*  
 cooperation have.PRES-3SG that IMP-do.PRES.3SG  
*be ferkæt-e næft væ mohit-ezist*  
 to company-EZ oil and environment  
*efare kærd.*  
 refer do.PST.3SG

(Persica, ISNA, 171428)

“The biology group is now collaborating with different institutions in the province some of which are [National Iranian] Oil Company and [Department of] environment.”

### 3.4. Secondary Theme, Interpersonal Theme, and Elided Topical Theme

Dabir-Moghaddam (2009) maintains that in two place predicates when the direct object of the verb is presented by the postposition object marker (OM) *ra*, that direct object is considered thematic and called the secondary theme<sup>1</sup>.

<sup>1</sup>Because Dabir-Moghaddam (2009, p.46) proposes that a sentence is “a pragma-syntactic unit.” In his opinion, there is a correlation between the syntactic and pragmatic module in a Persian two-place predicates. As shown in examples # 1 and 2, when the object of the two-place predicate *xærid-æm* ‘I bought’ is accompanied by postposition object marker (OM) *ra*, this object is considered to be the secondary theme. However, when the object of the same verb has the indefinite marker *-i*, it is as a part of the comment:

1) <i>mæn</i>	<i>ketab</i>	<i>ra</i>	<i>xærid-æm</i>
I	book	OM	buy. PAST.1SG
Primary Topic	Secondary Topic	Comment	

“I bought the book” (Dabir-Moghaddam, 2009, p. 46)

*Bigel* ‘Beagle,’ *dore-j-e fahar sale-j-e ?in refte* ‘a 4-year period of this field,’ *xod* ‘self,’ in examples # 5, 6, and 12, are secondary themes.

Moreover, another kind of theme in Persian is the interpersonal theme. It is expressed by vocatives and modal adjuncts. The third category of interpersonal themes, finite verbal operators, which Halliday and Matthiessen (2014) list, cannot be applied to Persian. The auxiliary verbs (*do, does, did, will, should, could, have, has* and *had*) in English are not similar to those of Persian. However, *bajæd* ‘must,’ a modal verb (Gholam-Alizadeh, 1995; Meshkato-Dini, 2004) showing obligation or an adverb (Farshidvard, 2013), in example # 9, as well as *moteæsefane* “unfortunately,” in example # 10, expressing regret, are instances of interpersonal themes in Persian.

In example # 9, the clause starts with the coordinating conjunction *ja* ‘or,’ but it does not have a topical theme. That is to say, the topical theme is mentioned in the clause preceding this clause and it is also realized in the personal ending attached to the verb *be-pæzir-æd* ‘it should accept.’ In this case, we have topical elided themes:

(9). <u><i>ja bajæd</i></u>	<i>bærname-j-e</i>	<i>sæxtgirane-j-e</i>			
or must	program-HI-EZ	strict-HI-EZ			
<i>sænduq-e</i>	<i>bejnælmelæli-j-e</i>	<i>pul</i>	<i>ra</i>		
monitory-EZ	international-HI-EZ	money	OM		
<i>be-pæzir-æd</i>					
SUB-accept.PRES-3SG					
(HAM2-810120-015-Economy20020409-07169)					
“Or it must accept the International Monetary Fund’s strict plan.”					
(10). <u><i>?emma moteæsefane</i></u>	<u><i>bæræsær-e</i></u>	<u><i>tæbliqat-e</i></u>			but
unfortunately	based on-EZ	advertisement-EZ			
<u><i>bivæqfe-j-e</i></u>	<u><i>qærbi-ha</i></u>	<i>?emruz</i>	<i>bavær</i>	<i>?omumi</i>	<i>be</i>
non-stop-HI-EZ	westerner-PL	today	belief	common	to
<i>tævanaji</i>	<i>væ</i>	<i>?estedad-e</i>	<i>?irani</i>		
ability	and	talent-EZ	Iranian		
<i>kæmræng</i>	<i>fod-e</i>	<i>?æst</i>			
faded	become-pp	be.PRES.3SG			
(Persica, ISNA,159665)					

“But unfortunately due to western nonstop propaganda, the common belief in Iranian’s ability and talent has not been persisted.”

### 3.5. Clause as a Theme

Halliday and Matthiessen (2014) claims that if a dependent clause starts the clause complex, that dependent clause will be the theme of the clause complex. However, both clauses also reveal the thematic structure inside the clause. Therefore, the underlined clause starting the clause complex in example # 11 is the theme because it has the textual theme, *zæmn-e ?an ke* ‘considering that’ plus *?ægvær* ‘if,’ which is a paratactic conjunction. Nevertheless, according to Eggins (2004), in indirect quotations as well as independent clauses accompanied by a verbal complement clause as in example

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2) <i>mæn</i>	<i>ketab -i</i>	<i>xærid-æm</i>
I	<u>book -IND</u>	<u>buy.PAST.1SG</u>
Primary Topic	Comment	
“I bought a book” (Dabir-Moghaddam, 2009, p. 46)		





# 12, the independent clause starting the clause complex is the theme of the whole clause complex and the verbal complement clause is the rheme. In example # 12, *davtaelæb-an mi-tavn-ænd* ‘the applicants can’ needs a verbal complement clause as its rheme. In this example, *ke* ‘that’ is covert. Furthermore, other clauses requiring a complement clause, placed at the beginning of the clause complex are examples of independent clauses as the theme (see example # 5). In example 5, *qærar ?æst* ‘it is appointed (that)’ is an independent clauses called a verb dependent clause (see Farshidvard, 1996, 2013; Gholam-Alizadeh, 1995); it has a noun and the copula verb *?æst* ‘it is’ and requires a verbal complement clause and is considered to be the theme of the clause complex (independent clause as a theme):

(11). <i>Zemn-e</i>	<i>?an</i>	<i>ke</i>	<i>?ægær</i>	
with-EZ	that	that	if	
<i>ðzævan-e</i>	<i>hufmænd-i</i>	<i>serfæn</i>	<i>bæraje</i>	
youngster-EZ	intelligent-INDF	just	for	
<i>zendegi-j-e</i>	<i>rahættar</i>	<i>dær</i>	<i>xaredç</i>	
life-HI-EZ	easier	in	outside	
<i>mihæn-e</i>	<i>xod</i>	<i>ra</i>	<i>ræha</i>	<i>kon-ænd</i>
homeland-EZ	self	OM	released	SUB.do. PRES-3SG
<i>?in</i>	<i>mæsæle niz</i>	<i>namætlub</i>	<i>?æst</i>	
this	issue	also	undesirable	be.PRES.3SG

(Persica, ISNA, 159665)

“Besides, if an intelligent youngster left his or her homeland just for having an easier life, this is also undesirable.”

(12). <i>davtaelæb-an</i>	<i>mi-tavn-ænd</i>	<i>ba</i>		
Volunteer-PL	IMP-able.PRES-3PL	with		
<i>tævædçoh</i>	<i>be</i>	<i>dærnæzær</i>	<i>gereftæn-e</i>	<i>?in</i>
attention	to	consider	getting-EZ	this
<i>nomær-at</i>	<i>væ</i>	<i>rotbe-ha</i>	<i>nesbat</i>	<i>be</i>
score-PL	and	rank-PL	proportion	to
<i>entexab-e</i>	<i>refte-j-e</i>	<i>xod</i>	<i>?eqdam</i>	
select-EZ	major-HI-EZ	self	action	
<i>kon-and</i>				
				SUB.do. PRES-3PL

(Persica, ISNA, 361379)

“The applicants can choose their major according to their scores and ranks.”

To sum up, the introduced section provides the readers with a comprehensible overview of the thematic structure in the Persian translated and nontranslated texts based on Halliday and Matthiessen (2014). Moreover, Farshidvard’s (1996, 2013) and Gholam-Alizadeh’s (1995) classifications were also employed for recognizing different kinds of clauses and appointing their themes. It seems that these frameworks are considered to be suitable for analyzing the thematic organization in Persian with the help of the secondary theme as suggested by Dabir-Moghaddam (2009).

#### 4. Results and Discussion

A detailed analysis was made to find the similarities and differences between the thematic structure of the Persian translated and nontranslated news. To do this, each theme type was carefully identified and collected, and the frequency and the percentage each theme type was calculated.

Table 1 illustrates the descriptive statistics as well as the results of the chi-square tests for each type of theme in both corpora:

Table 1. *Statistical Analysis of Each Theme Type in UTPECC and Persica*

Theme Types	Frequency	Percentage	$\chi^2$	<i>df</i>	<i>p</i>
Topical in Persian translated	422	22.07	0.08	1	0.97
Topical in Persian nontranslated	416	23.75			
Textual in Persian translated	380	19.87	4.77	1	0.04
Textual in Persian nontranslated	425	24.22			
Multiple in Persian translated	219	11.45	0.07	1	0.98
Multiple in Persian nontranslated	211	12.02			
Independent clause in clause complex in Persian translated	187	9.78	37.41	1	0
Independent clause in clause complex in Persian nontranslated	120	6.84			
Textual-Topical in Persian translated	143	7.47	59.06	1	0
Textual-Topical in Persian nontranslated	76	4.33			
Marked in Persian translated	207	10.82	65.07	1	0
Marked in Persian nontranslated	119	3.71			
Marked multiple in Persian translated	66	3.45	0.26	1	0.92
Marked multiple in Persian nontranslated	62	3.53			
Appositive (the repeated theme) in Persian translated	61	3.19	9.76	1	0
Appositive (the repeated theme) in Persian nontranslated	41	3.33			
Multiple complex topical in Persian translated	55	2.87	2.67	1	0.25
Multiple complex topical in Persian nontranslated	39	1.77			
Multiple complex topical textual in Persian translated	10	0.52	2.67	1	0.25
Multiple complex topical textual in Persian nontranslated	6	0.34			
Dependent clause in clause complex in Persian translated	40	2.09	0.24	1	0.93
Dependent clause in clause complex in Persian nontranslated	37	2.11			
Textual with topical elided in Persian translated	15	0.78	20	1	0
Textual with topical elided in Persian nontranslated	45	2.56			
Multiple complex textual in Persian translated	27	1.41	2.45	1	0.29
Multiple complex textual in Persian nontranslated	20	1.14			
Interpersonal in Persian translated	29	1.51	2.56	1	0.27
Interpersonal in in Persian nontranslated	39	2.22			
Complex topical in Persian translated	11	0.57	12.90	1	0
Complex topical in in Persian nontranslated	31	1.77			
Interpersonal-topical in Persian translated	5	0.26	16	1	0
Interpersonal-topical in Persian nontranslated	1	0.05			
Secondary in Persian translated	100	5.23	128.12	1	0
Secondary in in Persian nontranslated	34	1.94			
Marked complex topical in Persian translated	3	0.15	4.9	1	0.04
Marked complex topical in Persian nontranslated	10	0.56			
Marked multiple complex textual in Persian translated	1	0.05	2.25	1	0.33
Marked multiple complex textual in Persian nontranslated	4	0.23			
Multiple with topical elided in Persian translated	1	0.05	5.14	1	0.03
Multiple with topical elided in Persian nontranslated	7	0.40			
Marked multiple complex topical in Persian translated	2	0.10	0.33	1	0.90
Marked multiple complex topical in Persian nontranslated	3	0.17			

Complex secondary in Persian translated	0	0	3	1	0.19
Complex secondary in Persian nontranslated	3	0.17			
Multiple clausal in Persian translated	0	0	2	1	0.39
Multiple clausal in Persian nontranslated	2	0.11			
Multiple secondary in Persian Translated	0	0	1	1	0.68
Multiple secondary in Persian nontranslated	1	0.05			
Marked multiple complex topical textual in Persian translated	0	0	1	1	0.68
Marked multiple complex topical textual in Persian nontranslated	1	0.05			
Complex textual with topical elided in Persian translated	0	0	1	1	0.68
Complex textual with topical elided in Persian nontranslated	1	0.05			
Interpersonal with topical elided in Persian translated	0	0	1	1	0.68
Interpersonal with topical elided in Persian nontranslated	1	0.05			
Total in Persian translated	1912	100	14.04	26	0.97
Total in in Persian nontranslated	1755	100			

As the credible and holistic approach to find an answer to the first research question and to test the proposed null hypothesis, it may be first necessary to carefully find each theme type and calculate their frequencies. In addition, a chi-square test had to be run to evaluate the significance of the differences. We are aware that our research may suffer from two limitations: The first has been the genre of the corpus on which we have worked. In order to remove that limitation, in the present study, we have just expressed generalizations about news texts in Persian (translated and nontranslated). The second limitation has been the point that the translators of the news texts under study are unknown. However, it seems that it may have been a collection of translators; if so, it can remove this limitation as we do not want to make generalizations based on idiosyncrasies of a particular translator.

According to Table 1, there has been no significant difference between all elements of the thematic structure proposed by Halliday and Matthiessen (2014) in the translated and nontranslated news texts in Persian,  $\chi^2 (26, N = 2,190) = 14.04, p = 0.97$ . As  $p$  was greater than 0.05, we failed to reject the null hypothesis. However, for some examples of themes like the textual themes, independent clauses as themes, repeated themes, textual-topical themes, marked themes, textual with topical elided themes, complex topical themes, interpersonal-topical themes, secondary themes, marked complex topical themes, and multiple with topical elided themes, a significant difference was observed between the translated and nontranslated news texts in Persian.

To look through the tendencies of the translated and nontranslated Persian news texts, the fluctuation of the frequencies of each rheme type was taken into consideration. As shown in Table 1, the number of each theme type decreased in the nontranslated Persian news with the exception of textual theme, textual with topical elided, interpersonal, complex topical, marked complex topical, marked multiple complex textual, multiple with topical elided, complex secondary, multiple clausal, and five more categories with just one difference.

#### 4.1. Topical Themes

The result of the chi-square test showed no significant difference between the topical themes in the Persian translated and nontranslated news texts. Considering the fact that both texts were drawn from a similar text type, we expected the results to be in complete agreement with what Ghadessy (1995) stated about genre-specific characteristics. As there is not such a study with regard to the thematic structure in Persian or probably in other languages, we can just assert that the present results provide additional support for Halliday and Matthiessen's (2014) comments on the necessity of the existence of one experiential element realized as the topical theme in each clause (Eggins, 2004; Thompson, 1972; Yarmohammadi, 1993).

#### 4.2. Textual Themes

A significant difference between the application of textual themes was observed in both corpora. To justify the existence of this high frequency, linguistic motivation can be introduced. According to Farshidvard's (1996, 2013),

Gholam-Alizadeh's (1995), and Natel-Khanlari's (1992) remarks, one example of a conjunction or a conjunctive adjunct (to relate the ideas together) is needed to combine clauses in Persian. This can also justify the existence of more textual themes in the Persian nontranslated versions. This substantiates previous findings in the literature; Bystrova-McIntyre (2012) also found a significant difference in the employment of conjunctions in the nontranslated English literary, scientific and newspaper texts, as well as similar translated texts from Russian into English. As put forward by some scholars (Chen, 2006; Øverås, 1998; Puurtinen, 2003b; Xiao, 2010; Xiao & Yule, 2009), translated texts tend to have more connectives than the original. However, when we look at the number of textual themes in the English original news texts in our study (equals to 230 examples), we realize that it is significantly lower than the Persian translated versions. Moreover, our results about textual themes or clause connectors share a number of similarities with Puurtinen's (2004) findings in comparing and contrasting the translated and nontranslated Finnish children's literature with regard to more frequent clause connectives in the Finnish translated texts. Mauranen (2000) noted that the connectors in the Finnish translated as well as nontranslated academic prose and nonfiction showed roughly equal frequencies. Our results do not appear to corroborate her observation; in fact, the connectives in our study were significantly more in the nontranslated versions compared to the translated Persian texts.

One of the examples of textual themes is *that* in a *that*-clause, which corresponds to the complementizer *ke* 'that' in Persian. The inclusion and exclusion of *ke* 'that' in the translated and nontranslated Persian texts contribute to the significant difference observed in textual themes (see Table 1). Despite the fact that Burnett (1999) found that the occurrence of *that* and zero-connectives in translated and nontranslated English was similar, we found that the incident of the complementizer *ke* 'that' in the translated and nontranslated Persian texts was significantly different.

The higher frequency of textual themes compared to interpersonal themes concurs well with Ghadessy's (1995) results about news articles written in English and also confirms previous findings on Persian short stories (Yarmohammadi et al., 2008). It is useful to take a look at the English original texts to try to draw a conclusion based on the observations. As mentioned earlier, the frequency of the original English textual themes was 230, which was significantly lower than those in the translated version. Comparing the original English texts with the Persian translated versions can introduce the explicitation hypothesis which is "the observed cohesive explicitness from SL [source language] to TL" (Blum-Kulka, 2000, p. 300). According to Chesterman (2004a), this hypothesis could be applied to what he called S-universals. However, when we compare the translated with the nontranslated version in Persian, we see that there is a third code (Frawley, 1984) involved, that is, the number of the textual themes in the nontranslated Persian texts was significantly higher than the original English and also significantly higher than the Persian translated texts. This third code can roughly be matched with the potential T-universal, which is underrepresentation of specific items in the target language (Tirkkonen-Condit, 2000). This means that although the translator tried to produce textual themes in the Persian translated versions significantly more than the original, it was not as many as textual themes in the nontranslated comparable Persian texts.

#### 4.3. Interpersonal Themes

In Halliday and Matthiessen's (2014, p. 108) view, interpersonal themes "express the speaker/writer's judgment on or attitude to the content of the message"; this description is in line with Ghadessy's (1995) account of interpersonal themes on sport commentary. He believed that the author's assessment of the comment can be expressed with interpersonal themes. The expression of attitude expressed by interpersonal themes in both corpora is limited and the differences between Persian translated and nontranslated news texts is not significant. We can attribute the differences to the commentary nature of some pieces of news in the nontranslated Persian texts. Because the differences are not significant, we do not consider it as a T-universal because the frequency of their occurrences is not substantially high. The infrequent nature of this kind of Theme is also observed in scientific texts (Ghadessy & Gao, 2001; Jalilifar, 2009; Samandi Rahim & Asgari, 2014), as well as novels and short stories (Yarmohammadi et al., 2008). Another justification would be related to the location of such thematic elements (e.g., adjuncts), as they can be placed in the rheme part.

#### 4.4. The Clauses as the Themes

Halliday and Matthiessen (2014) postulated that both dependent and independent clauses have their own thematic structures. The same issue is also seen in Persian. However, as shown in Table 1, just the independent clauses as themes in both corpora showed a significant difference. Lack of significant difference in the frequency of the

occurrences of dependent clauses as themes can call for Toury's (2012) "law of growing standardization" (p. 303), revealing similar microstructural properties in Persian translated and nontranslated versions. Toury (2012, p. 79) claimed "translations are simpler, flatter, less structured, less ambiguous, less specific to a given text and more habitual" in law of growing standardization. Munday (2004) concluded "the disruption of the ST [source text] patterns in the translation and the selection of linguistic options that are more common in the TL [target language]" (p. 116) were the specific outcome of this law. Consequently, the observed similarities between dependent clauses as themes in both corpora pinpoint Toury's (2012) law of growing standardization, which is an example of S-universals. If we consider the number of the (in)dependent clauses as themes in the English original (independent = 136 and dependent = 23), our hypothesis about Toury's (2012) law of growing standardization is reinforced, that is, even nonfinite bound structures in the English original have changed into finite (in)dependent clauses in the Persian translated texts. The behavior we have observed here can lend support to the normalcy hypothesis (Tirkkonen-Condit, 2002) and normalization (Baker, 1996), in which the frequent features in the target language are presented with exaggeration in the translated text. According to Ahangar (2002), Mahootian (2006), as well as Khalili Sabet and Youhanaee (2007), Persian has all dependent and independent clauses as finite; therefore, all the nonfinite structures in the English original were translated into independent clauses mostly with a thematic value in the Persian translation. Because the number of the translated independent clauses as themes are significantly larger than the original and the nontranslated versions, we can conclude that there is a sort of a third code (Frawley, 1984), and this property of the Persian language is overrepresented in the translated versions. This lends support to the results shown in Table 1. It can also be considered as a potential T-universal in the Persian translated versions, which is Simplification due to more use of high frequency items (Laviosa-Braithwaite, 1996).

#### 4.5. Multiple and Marked Themes

The frequency of the occurrences of multiple themes in both corpora is comparable. Even though these results differ from some previous studies (Olohan, 2002; Olohan & Baker, 2000), they are consistent with those of Burnett (1999). This can be easily referred to as the similar argumentative nature of both texts (Martínez, 2003; Whittaker, 1995). It should be noted that for making multiple themes, a combination of one or more than one textual theme is needed. Likewise, the complementizer *that* or *ke* 'that' is also considered as a textual theme. The overt or covert presentation of the complementizer *ke* 'that' in Persian verbal complement clauses is asserted by many (e.g., Ahangar, 2002; Browning & Karimi, 1990; Darzi, 1996; Mahootian, 2006; Miremadi, 1997; Thackston, 1978). The explicit and implicit realization of *that* in verbal complement clauses and reported speech in English is also seen. Consequently, the overt representation of such elements substantiates the explicitation hypothesis (Blum-Kulka, 2000), which is an example of S-universals.

Another category with a significant difference was related to multiple themes (a textual + an interpersonal theme), with an elided topical theme. The realization of the subject of the verb in the personal ending (in Persian as a pro-drop language as opposed to English as a non-pro-drop language) in coordinated and simple clauses can explain for this difference between the Persian translated and Persian nontranslated texts (see example # 9). Dabir-Moghaddam (2009) stated that nonemphatic subjects in Persian are deleted and realized in the personal endings. Nevertheless, Persian may have nonemphatic subjects retained in the clause (a less typical option). This is an example of one of the T-universals, proposed by Mauranen (2000) as employing less typical or stable lexical patterning.

In both corpora, the frequency of occurrences of marked themes, unlike multiple themes, shows a significant difference. According to van Dijk (1988b), time and place are important details in news texts. Prepositional and adjectival phrases, used as the marked themes, also have a place in news texts (van Dijk, 1988a). The placement of adverbs of time and location as well as prepositional phrases functioning as adverbs at the beginning of the clause to create marked themes are common in Persian (Farshidvard, 2013). Therefore, through translating from English into Persian, the marked themes could be created without any problem and even adverbs of time and place are to be placed at the beginning of the clause; this is justified by the higher frequency of marked and marked multiple themes in the translated, rather than nontranslated, Persian clauses. As the number of marked themes in the translated versions is both significantly higher than the original and nontranslated versions, the third code is created and the T-universal from which we regard that it is the overrepresentation (Mauranen, 2004) of marked themes in the translated versions. In this T-universal, Mauranen (2004, p. 80) implied "features shared by the source and the target language would have a proportionally stronger representation in the translated texts than originals." It also reminds the researchers of the normalcy hypothesis (Tirkkonen-Condit, 2002) and normalization (Baker, 1996).

#### 4.6. Textual-Topical Themes

Table 1 illustrates that in the case of textual-topical themes, the translated versions included more items than the nontranslated versions. The values are hardly distinguishable from Olohan (2002), who found more examples of relative pronouns in TEC than BNC. Because their frequency of occurrences is significantly different, this difference can be applied to this text type's specific properties. Considering the fact that the differences in both corpora are significant, finding the source of such variance can be useful in understanding the tendencies in the Persian translations. There was a significant difference between the application of textual-topical themes in the English original and the translated versions (Rahnemoon, Ahangar, & Nourmohammadi, 2017). One of the reasons involved is probably the lack of reduced relative clauses in Persian, just similar to the ones in English (Farshidvard, 1996; Mahootian, 2006; Natel-Khanlari, 1992; Thankston, 1978). To be precise, every reduced relative clause was changed into a complete relative clause, which, in turn, justifies the significant difference. Because reduced relative clauses are nonfinite, we can compare the results from previous studies on nonfinite clauses in translation. Despite the fact that Puurtinen (2003c) found that the number of the nonfinite clauses was higher in English into Finnish translation than the original Finnish children and adult fiction, we found that the nonfinite structures were translated into finite ones with significantly higher frequencies. In fact, Puurtinen (2003c) observed the opposite procedure in her study. This is in line with Toury's (2012) law of growing standardization in which a typical structure in Persian was chosen over an untypical nonexistent one as a S-universal. In addition, Frawley's (1984) third code is observed here, as the frequency of occurrences of the textual-topical themes in the Persian translated texts was more than the English original texts (Rahnemoon, Ahangar, & Nourmohammadi, 2017) and far more than the Persian nontranslated texts. This is the manifestation of the normalcy hypothesis (Tirkkonen-Condit, 2002) and normalization (Baker, 1996).

#### 4.7. Textual and Multiple Themes With Topical Themes Elided

Topical elided themes in the present study had four categories (see Table 1). Among these four categories, textual with topical elided themes had the most frequency of occurrences. In addition, there was a significant difference between the application of this kind of theme in both corpora because omitting the subject in two coordinating clauses or making ellipsis is common in Persian and English. However, the representation of this kind of theme in the translated versions was significantly lower than the nontranslated texts. This represents one of the T-universals: underrepresentation (Tirkkonen-Condit, 2000) of the characteristics of the target language. Another kind of topical elided theme, the frequency of which revealed a significant difference, was the multiple theme with topical elided. As the frequency of the occurrences of this theme in both corpora was fairly low due to the scarce nature of interpersonal themes, no decision about T-universals could be made in this regard.

#### 4.8. A More Rigorous Classification

##### 4.8.1. Different forms of complex themes

Complex themes, in Halliday and Matthiessen's (2014) view, are the combination of two or more elements at the position of the theme which can be two or more nominal, adverbial, or prepositional phrases, as well as an appositive structure (this will be discussed in the following). However, in recent studies on the thematic structure between English source texts and their translations in different languages, this category was not mentioned—let alone between the translated and nontranslated data. Yet, such a category was considered in the present study. A significant difference was observed (see Table 1) in the application of the topical complex forms in both corpora. As the frequency of the occurrences of this kind of theme was significantly higher than the original English texts and, at the same time, significantly lower than the Persian nontranslated texts, the underrepresentation of this property (Tirkkonen-Condit, 2000), combining more than one element at the thematic place, had happened. This can be an example of a T-universal and, at the same time, a third code (Frawley, 1984). To make this classification more accurate, we suggest having complex forms not only for topical themes but also for textual themes and a combination of both. Additionally, as for interpersonal themes, no complex forms were found in both corpora. The other categories of complex forms (i.e., complex textual with topical elided themes as well as complex secondary themes) did not illustrate a significant difference in both corpora. Because the frequency of occurrences of these two categories was so low, we assume that these kinds of structures are not so common in the text types studied.

#### 4.8.2. *Multiple and marked themes in the complex forms*

We have identified classifications of the multiple and marked themes in both corpora. Yet, Halliday and Matthiessen (2014) did not make their classification as meticulous, as it has been presented here. We have introduced the notion of complex forms with that of multiple and marked themes or even a combination of them to analyze both corpora. In this regard, anything expressed about multiple and marked themes can also be applied to the complex forms of them. All different examples of marked and multiple complex forms in both corpora were used without a significant difference, with the exception of marked complex topical themes. Owing to the fact that this category had a low frequency (see Table 1), this difference was suggested to be related to the specific text properties, rather than a deviation from the Persian language norm.

#### 4.8.3. *Appositives or repeated themes*

Appositives are considered as complex themes (Halliday & Matthiessen, 2014). Conversely, we believe that appositives should not be complex forms as they express some more information about the theme of the clause, rather than a new idea. Therefore, the appositives were considered as repeated themes. There was a significant difference between the application of the repeated themes in both corpora. Introducing more information, appositives can be presented as the text type-specific properties, offering more information about people or places that can be related to the content of a text. Appositives are common in Persian, too, but the place of an appositive should be after the theme (Farshidvard, 1996; Gholam-Alizadeh, 1995). However, English can have it before or after the theme (Alexander, 1995). However, this difference of the occurrence position did not change the number of occurrences of such themes in the Persian translated versions.

#### 4.8.4. *Secondary themes*

The specific thematic structure particular to Persian is that of secondary themes. This category had the complex form in the Persian nontranslated versions, too. This kind of theme occurred in both corpora with a significant difference. The higher number of this theme in the translated versions just illustrated more examples of two place predicates in the English original versions, the second complement of which had (object marker) *ra* in the translated versions. It also confirms the normalcy hypothesis (Tirkkonen-Condit, 2002) and normalization (Baker, 1996).

These observations provide compelling evidence that the translated versions tend to copy the Persian language thematic structure and norms, which make the translated versions similar to the Persian nontranslated texts.

## 5. Research Implications

### 5.1. *Theoretical Implications*

In order to consider S-universals and T-universals (the focus of the present study) as purely universal features, the researchers are to perform contrastive analysis in different corpora and among different languages to either confirm or reject the hypotheses made based on translation universals (Baker, 1993, Chesterman, 2004b, 2010). As testing these hypothesized universals seems vital, for the sake of their universality, investigation into non-European languages is definitely helpful (Xiao, 2010). It shows us that how a translated text deviates from the norms of a comparable text written in the original (Eskola, 2004). Persian, as a non-European language being used in translating into or from European languages, is among languages on which we need to test the proposed hypotheses. By evaluating these testable hypotheses, we can break new ground in the area of translation studies with the specific features of Persian in mind. We also can make some new hypotheses regarding the specific features to occur in the translated texts with lower or higher frequency with regard to the original and comparable texts in the target language in a different genre.

### 5.2. *Applied or Practical Implications*

Exploiting translation universals in less explored languages, in this respect, Persian, can go some way toward enhancing our understanding of the translationese or specific features of the translated texts. Based on Chesterman (2010), the findings and observations made while studying translation universals have pedagogical implications. With regard to negative features detected in the translated text, a translation teacher can improve the quality of translation students' works by teaching those features (Chesterman, 2010). It is also possible to reinforce some specific features of the target

text as the good translation equivalence of some grammatical structure to ensure the target text to be read as the nontranslated text produced in the target language (generally domestication).

## 6. Conclusion

We presented in this study, a corpus-based juxtaposition of the thematic structure in the Persian translated and nontranslated news texts. The new categories and detailed classification of theme types were identified and employed to make the comparison and contrast more accurate. The results of the present study reveal that the translated versions of the news texts in Persian are not a third code (in every regard, except for some), but a similar language to the nontranslated texts in Persian. One of the significant results, worthy of analysis, were the textual themes in both corpora, which support the explicitation hypothesis as S-universals. Two other S-universals presented were about clauses as themes and textual-topical themes representing Toury's (2012) law of growing standardization. In marked themes, overrepresentation of adverbs in the place of the theme and prepositional phrases in the translated versions (as a T-universal) was observed. The translated versions also had some underrepresented features of the Persian language in the complex topical themes, textual themes, and textual themes with topical elided themes. Two other kinds of T-universals were found as simplification as well as untypical lexical patterning in the clauses as themes and multiple with topical elided themes, respectively. In fact, some of the categories represented the characteristics of the third code, namely textual themes, clauses as themes, marked themes, and topical complex themes, among other features. The normalcy hypothesis (Tirkkonen-Condit, 2002) and normalization (Baker, 1996) were also observed in some categories of themes, namely secondary themes, textual-topical themes and marked themes. This study is the first step toward enhancing our understanding about the similarities and differences between the Persian translated and nontranslated/comparable texts. In our view, the results signify an excellent initial step toward decisions about the tendency of the Persian translated texts, which, in the present work, was toward the characteristics and norms of the Persian nontranslated texts.

As we analyzed only news text, future works need to be done in a variety of other text types to draw a broader conclusion about the translated and nontranslated Persian texts, in general, and about specific text types.

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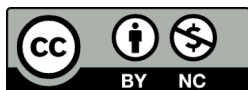
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