

## 86. Discovering the role of rhetorical devices in the text of a political speech through back-translations to improve the translation process

Dolunay KUMLU<sup>1</sup>

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### Abstract

Politics has always been important for civilized societies. It is an amazing tool for rulers aiming to manipulate the masses by the sole magic of words. Thus, the power of language is the most helpful and efficient way of implementing political goals and revealing specific ideologies. The aspect of internationality in – either written or oral – political texts requires translations into different languages in that a better understanding of political texts worldwide is possible through better translations. This study aimed to examine the most common rhetorical devices used in political speeches and find out how the translators of the texts of political speeches deal with these devices in their translation process. To this end, lexical, semantic, syntactic and grammatical aspects of the texts of political speeches including rhetorical elements were identified, and an evaluation was done with respect to the quality and the accuracy of the translations to find out whether it was possible through using back-translation method in the light of theories of translation studies and some back-translation guidelines. The sample political text was a speech delivered by one of the ex-Presidents of the U.S.A. Barack Obama, who was also known as a great orator with his eloquent speeches, at Ebenezer Baptist Church. The research participants were the senior students of the Department of Translation and Interpretation at Trakya University in Turkey. The feedback given to the students when the research was completed were thought to contribute to the prospective translation practices of the students upon rhetorical devices.

**Keywords:** Politics, translation studies, translation of political texts, political speech, rhetorical devices

## Çeviri sürecini iyileřtirmek için retorik araçların siyasi bir konuşma metnindeki rolünü geri çevirilerle keřfetmek

### Öz

Siyaset medeni toplumlar için daima önemli olmuřtur. Salt sözcüklerin büyüğü ile kitleleri manipüle etmeyi amaçlayan yöneticiler için olağanüstü bir araçtır. Bu nedenle, dilin gücü siyasi hedefleri gerçekleřtirmenin ve belirli ideolojileri ortaya çıkarmanın en yararlı ve etkili yoludur. Yazılı veya sözlü siyasi metinlerin uluslararasılık boyutu, farklı dillere tercüme gerektirmektedir; zira dünya çapında siyasi metinlerin daha iyi anlaşılması ancak daha iyi çeviriler yoluyla mümkündür. Bu çalışmanın amacı, siyasi konuşmalarda en sık kullanılan retorik araçları incelemek ve siyasi konuşma metinlerinin çevirmenlerinin çeviri sürecinde bu araçlarla nasıl başa çıktıklarını ortaya çıkarmaktır. Bu amaçla, retorik unsurları da içeren siyasi konuşma metinlerinin sözcüksel, anlamsal, sözdizimsel ve dilbilgisel yönleri tespit edilmiş, çeviribilim kuramları ve bazı geri çeviri yönergeleri ışığında geri

<sup>1</sup> Dr. Öğr. Üyesi, Trakya Üniversitesi, Edebiyat Fakültesi, Mütercim ve Tercümanlık Bölümü, İngilizce Mütercim ve Tercümanlık ABD (Edirne, Türkiye) dolunaykumlu@gmail.com, ORCID ID: 0000-0001-9089-5175 [Arařtırma makalesi, Makale kayıt tarihi: 17.02.2023 kabul tarihi: 20.04.2023; DOI: 10.29000/rumelide.1283694]

çeviri yöntemini kullanmanın mümkün olup olmadığını anlamak için çevirilerin kalitesi ve doğruluğu açısından bir değerlendirme yapılmıştır. Örnek metin, etkili ve güzel konuşmalarıyla ünlü bir konuşmacı olarak da bilinen ABD'nin eski Devlet Başkanlarından Barack Obama'nın Ebenezer Baptist Kilisesi'nde yaptığı bir konuşmadır. Araştırmanın katılımcıları Türkiye'deki bir üniversitesinin Mütercim ve Tercümanlık Bölümü son sınıf öğrencileridir. Araştırma tamamlandığında öğrencilere verilen geri bildirimlerin, öğrencilerin retorik araçlar üzerine ileriye dönük çeviri uygulamalarına katkı sağlayacağı düşünülmüştür.

**Anahtar kelimeler:** Politika, çeviribilim, politik metinlerin çevirisi, politik konuşma, retorik araçlar

## Introduction

Societies have always needed to hold onto some faith, and some politics to adjust their relations with others and live peacefully in an order. Politics has always been important and seems to be a key to a good and happy life in modern communities. It is also an amazing tool for rulers aiming to manipulate the masses by the sole magic of words. Thus, the power of language is the most helpful and efficient way of implementing political goals and revealing specific ideologies. The administration, who ignores the fact it is the rhetoric that brings the masses together for ideals, finds itself in an ideological cul-de-sac that will be difficult to get out of. Language, especially embellished with rhetoric, is the best card of a politician. If the objective of the orator is to speak before foreign language speaking audiences, then translation or interpreting would be necessary.

Translation studies is a comprehensive field of study within the context of social sciences and it has an interdisciplinary relationship with politics. Therefore, written or spoken texts of politics, which are to be translated for any reasons, are considered within the scope of translation studies. It is clear that a better understanding of political texts worldwide is possible through better translations. If the text genre is a political speech, then the rhetorical devices become the integral units of that speech. Thus, translating the text of a political speech requires dealing with the text and these units as a whole during the translation process. This study aimed to reveal the rhetorical devices within a political text and the importance of translating the text with the awareness of such devices. Back-translation method was used to assess the quality and accuracy of the translations of the students. Back-translations were compared with the original expressions including the rhetorical devices. Then, the lexical, semantic, syntactic and grammatical aspects were demonstrated and interpreted. This study focused on finding the answers of the following research questions:

1. What are the most common rhetorical devices used in political speeches?
2. How do translators (in this case, the students) approach to the translation of the texts of political speeches including rhetorical elements?
3. Is back-translation method useful for identifying the lexical, semantic, syntactic and grammatical aspects of the texts of political speeches?
4. How does the back-translation method help translators of the texts of political speeches including rhetorical devices to assess the quality and accuracy of their translations?

## 1. Translation studies and the politics

Translation is currently far more than a simple activity defined as replacing the original text with another text. It is not just a linguistic transfer from the source text to the target text. It primarily aims to bridge the gaps in-between nations and cultures. Thus, it is felicitous to say that translation studies is a comprehensive field for scientific research and practice. It keeps its status as an art and as a science simultaneously. This leads to the scholars having multilateral perspective and doing multidisciplinary research more productively.

The fundamental material of a translator is, of course, the language itself. In his article 'On Linguistic Aspects of Translation', "Roman Jakobson distinguishes three types of translation: (1) Intralingual translation, or rewording (an interpretation of verbal signs by means of other signs in the same language). (2) Interlingual translation or translation proper (an interpretation of verbal signs by means of some other language). (3) Intersemiotic translation or transmutation (an interpretation of verbal signs by means of signs of nonverbal sign systems)" (Bassnett, 2002, p.31). The need for a language comprehension is doubled if translation proper is in question; translation competence in two languages (L1-L2) becomes a prerequisite thereby.

Competence in at least two languages is usually a must for a person desiring to have a career in translation industry. The starting point is to choose a subject field and do myriad practice. The popular and the most demanded subject fields in translation career are within the scope of specialized translation and its applications. Specialized translation is defined by Gotti and Sarcevic (2006) as non-literary translation including specialized subject fields such as science and technology, economics, marketing, law, politics, medicine, mass media, marine transportation, archaeology, geography, genetics, etc. Moreover, specialized translation can be defined as the translation of texts that are produced for practical rather than aesthetic purposes (Borja 1998, Montalt 2005, García Izquierdo 2007). In this study, the focused subject field is politics and political texts. Political texts, even oral or written, have specific terminologies similar with other subject fields of specialized translation. Thus, the translator/interpreter intending to do the translation of a political text is to get prepared as for its terminology. If the political text is not a written document or news but a political speech, then rhetorical features of the text precedes terminological aspects. In both situations, the translator has to deal with his/her core material, which is language. Chilton and Schäffner (1997, p.206) express that politics cannot be conducted without language.

Schaffner and Bassnett (2010, p.12) state that translation also plays a very important political role in international policy making and diplomacy such as, the signing of bilateral and multilateral contracts, delivering speeches during state visits and in national policy-making in particular for officially bilingual or multilingual countries. Thus, the translation of the political text becomes a means of policy making and diplomacy and reusable for different aims.

Jabali (2021, p.83) expresses that what is distinguishes a political text from any other text is that the former depends on thematic and functional considerations; and also directed to a larger public as it is cultural bound. Moreover, political discourse may include the speaker's ideology as the word choice reflects like a mirror. It is also important for a translator to know that political texts, either written or oral, include certain ideologies within the framework of political discourse. Political discourse is to be analyzed in order to understand and comprehend the original text.

The text, which will be analyzed in this study, is an oral political text that is a political speech. Political speeches are classified under operative texts according to Katherina Reiss (1989, p.106). Politicians usually convey their messages, views and ideologies to the target audience (mostly the public), from whom they expect the desired response simultaneously or immediately after listening to the speech. Thereby, policymakers incline to use the political speeches as tools for giving instruction, persuading or manipulating the target audience. The intention of the producer of this text type seems to reveal the rhetorical purpose, constituted and shaped through the nature of the “speech” itself. Hatim and Munday (2004, p.74) stress that all texts are a sort of hybrid, this predominance of a certain rhetorical purpose in a specific text plays a crucial role in assessing the text type “identity”.

## 2. Components of political domain and political discourse

Translation studies is a very comprehensive field for doing various research, nevertheless, there is relatively few research on issues such as translation of political texts, political discourse and rhetoric aspects of political speeches. Preparing for a well-built research requires robust bases. Thus, it would be useful to begin with the basic knowledge for this research that is the definition and scope of politics and its components. According to van Dijk (1997, pp. 16-17) the aim is only to select some relevant categories for the definition of political text and context are as follows: (a) societal domain or field, (b) political systems, (c) political values, (d) political ideologies, (e) political institutions, (f) political organizations, (g) political groups, (h) political actors, (i) political relations, (j) political process, (k) political actions, (l) political discourse, and (m) political cognition. This brief categorization of the structures and processes of the political domain, first of all provides us with a tentative positioning of political discourse among other properties of the political system and process.

This study focuses on political domain and political discourse for analyzing a political speech in terms of rhetorical devices used by the speaker. Thus, it would be fruitful to revise what a political speech is, what the rhetorical devices are and how they are used by the speaker or the orator deliberately.

Charteris-Black (2014) states that a political speech is a stream of spoken language usually prepared for delivery by a speaker to audience for a purpose on a political occasion. Pamungkas (2020, p. 132) underlines that a political speech differs from other types of speech in terms of the one who delivers the speech: a speech can be considered a political speech if the one who delivers it has a political position. Erişen and Villalobos (2014, p. 1) state that presidents strive to convey messages that are deemed important and influential in addressing the public and other political actors. They add that speeches offer presidents an opportunity to set the agenda, signal their policy preferences, and, among other things, strike an emotional chord with the public.

Political speeches usually delivered by high-ranking government officials including the President, Ministers, Governors, Mayors et cetera in national or international events before domestic or foreign guests. The structure of these texts consists of a part of opening remarks, a body part, and a part of concluding remarks. Translating a political speech means an awareness regarding this special text genre with its unique features as well as inclusion of various topics such as history, cultural studies, religious studies, and many others (Pamungkas, 2020, p. 134). The primary tool used by most politicians to reach their goals is a political speech. It is used to convince the audience to accept the proposed idea, action, or beliefs. Civic life was never, and will never be, without rhetoric because the language of politics is essentially rhetorical (Rubinelli, 2017, p. 28). Politicians use political rhetoric as art to manipulate language, propagandize their message to the target audience, and achieve persuasive ends (Onyshchak,

2021, p.133). Since political discourse appeals to the hierarchy of values prevalent at a particular stage of society's development, the translator must stop the fertile and enjoyable play of the signifier between literary systems and take a stand (Gentzler, 2002, p. 200).

### 3. Rhetoric and rhetorical devices

Rhetoric is an issue that makes political speeches difficult to understand and translate. The concept of rhetoric dates back to ancient Greece with Aristotle's *Rhetoric*. Aristotle taught that a speaker's ability to persuade an audience is based on how well the speaker appeals to that audience in three different areas: *logos*, *ethos*, and *pathos*. Ethos has a relation with a speaker's capability to perform a personal character which enables his or her speech believable and trustworthy, Pathos is related to speaker's power of causing and inspiring feelings and emotions of the audience, and logos means the power to provide truth using persuasive and rational argument (Katamba, 2022, p. 73). They are very effective argument tools and some types of rhetorical devices can be considered 'figurative language' because they depend on a non-literal usage of certain words or phrases. Public speakers, advertisers, politicians, journalists and others use rhetorical devices to construct their messages and enhance the way they use language (Bloor&Bloor, 2007, p. 67). Using these devices in a speech seems to bring the advantage of rapid impact upon the target audience. Van Dijk (1998, p. 208) underlines that it is not surprising that rhetorical structures play such an important role in ideological manipulation.

Rhetorical devices are all in current use in the twenty-first century, as most key speeches of leading politicians around the world testify (Bloor & Bloor, 2007, p.68). The rhetorical devices used in this study may shed a light on the matter of how these devices are used in a political speech. There is a list of the rhetorical devices on Jennifer Gunner's website [<https://examples.yourdictionary.com/examples-of-rhetorical-devices.html>], which can be regarded as a guide to identify some rhetorical devices to be examined in this research. The rhetorical devices examined within the scope of this study are as follows: (1) alliteration, (2) allusion, (3) amplification, (4) analogy, (5) anaphora, (6) antimetabole, (7) appositive, (8) enumeratio, (9) epithet, (10) hyperbole, (11) metaphor, (12) metonymy, (13) onomatopoeia, (14) oxymoron, (15) parallelism, (16) personification, and (17) simile.

These were the rhetorical devices included in this research. The expressions including these devices were translated by the students during the research. Then their translations were translated back to the source language to compare the expressions in the original language with the back-translated versions in terms of lexical, semantic, syntactic, and grammatical similarities and differences. This will also help the researcher to realize and assess the quality and accuracy of translations of the students.

### 4. The aim of the research

This study has aimed to examine the most common rhetorical devices used in political speeches, to find out how the translators of the texts of political speeches deal with these devices in their translation process, to identify the lexical, semantic, syntactic and grammatical aspects of the texts of political speeches including rhetorical elements and to search if the assessment of the quality and accuracy of the translations is possible using the back-translation method. There are various rhetorical devices used in literature. However, this study included a sample text of the political speech by Barack Obama, ex-President of the United States, and one of the limitations of this research was that the rhetorical devices used by the speaker were solely analyzed to be able to give concrete examples existing in the text, and illustrate these devices in a better way. This sample speech was named "The Great Speech" by Joe Klein,

who shared the speech text in Time Magazine, as Joe Klein admired Barack Obama as an orator, Dr. Martin Luther King, Jr. who he admired more as a moral leader of his time. The participants of this research were the senior (4<sup>th</sup> grade) students of the Department of Translation and Interpretation at Trakya University in Turkey. During the first half of the academic year (fall semester), they attended a course titled “Translation of Political Speech Texts”. The aim of the course was to teach them features of the political texts including political speeches, and the methods and techniques of translating political texts and political speeches. The practices of translation were done usually based on speeches of well-known people from different countries. These speeches were dealt with carefully to make the students be aware of various factors posing problems during the translation process. The learning outcomes of the course as for Bologna Process were as follows: 1. The students would gain experience in the political issues by doing the translation of political texts; 2. The students would learn how the political speech texts were translated, the techniques and the difficulties of translating such texts; 3. The students would be ready for their prospective career in the translation of political text. These outcomes were the pre-planned, desired and idealized ones for the benefit of the students. The real outcomes would be changeable depending on various factors.

##### **5. The methodology and data collection: back-translation theory and its applications in this research**

This present research focused on the usage and translation of rhetorical devices in a sample text. The data collected from the students illustrate to what degree they were aware of these devices and how they approached to the use and translation of these devices. Thus, the back-translation method was used to evaluate and interpret the data of the research. In this context, it is appropriate to mention what back-translation is and how it helps researchers in cross-cultural studies as in the present study.

Back-translation can simply be defined as a re-translation of a translated text into its original language. Son (2108, p. 89) has stated that “it was historically the first linguistic quality control technique introduced to cross-cultural research and has been considered a standard translation procedure for a long time”. It has been used as a quality and accuracy assessment approach for long years. Though it seems old-fashioned and is preceded by modern technological tools that are used for such assessment procedures, it is still an alternative way to compare translated versions of a text – either written or oral – when designing contrastive research in translation studies.

Paegleow (2008, p. 22) defines back-translation as “the practice of taking a translated document and translating it back into the original language as a means of checking the accuracy of the translation”. Moreover, he adds that the application requires “a qualified second person, fluent in the specific language or dialect, back translate to assure the original meaning”(ibid, p.22). He lists four items, which are important and can be regarded as back-translation guidelines in the table below (ibid, p.24):

<b>Back-translation Guidelines</b>	
<b>1.</b>	A back-translation should follow the same quality control procedures as the original translation.
<b>2.</b>	Comparisons of the source text with the text from a back-translation should focus only on the “differences that matter.”
<b>3.</b>	Ignore the “differences that do not matter.”
<b>4.</b>	Source text ambiguities may arise that should be resolved by the author of the original source text.

**Table-1:** Paegleow’s Guidelines for Back-translation (2008, p.24)

In Nida's terms, "a gloss translation is designed to permit the reader to identify himself as fully as possible with a person in the source-language context, and to understand as much as he can of the customs, manner of thought, and means of expression" (Nida, 2004, p.167). At this juncture, back-translation is required to test and evaluate how fully a translator can identify herself/himself in SL and reflect it to her/his translation in TL. This type of analysis is possible and mostly common in cross-cultural research. Political speech texts and their translations also have embedded cultural elements, which have already been common in text types exhibiting literary characteristics. This study is based on the analysis of the text of a political speech that also embodies literary devices, especially rhetorical devices. Therefore, utilizing back-translation methodology would substantially be meaningful for the assessment and evaluation of the performance of the students while translating the identified rhetorical devices in the speech text. Peagelow's guidelines became grounds for the interpretation of the collected data and functioned as a theoretical basis as well as the theories related to political translation.

The methods used for data collection and conducting the research were interrelated. The students were asked to read the text of the Presidential Speech by the ex-President of the United States (the sample text) and then translate the text as a whole. They were given separate sheets, which gave them the opportunity to check and fill in the table including the potential types of rhetorical devices they could find in the text and suggest translations for just those devices. The population of the students attending this course was so high that groups including 4-5 participants were determined and group work was done to the research data collection. They tried to complete this process in the classroom; however, they had to continue to fill in the tables after the course as the duration of the course was limited to 50 minutes. They sent the tables filled with the alternative translations of rhetorical devices used in the sample text after they completed the group work via e-mail. Data were evaluated in terms of the choices of candidate translators while translating the rhetorical devices existing in the sample text. After the translations were finished, back-translation method was used to assess the quality and accuracy of the translations of the students. Back-translations were compared with the original expressions including the rhetorical devices. Then the lexical, semantic, syntactic and grammatical aspects were demonstrated and interpreted. Thus, the similarities and differences between expressions from the source text and the back translated text were interpreted in accordance with the theoretical framework.

## 6. Findings and Analysis

The student participants of the research were primarily taught about the rhetorical devices and their function in political speeches. Then students were asked to find the rhetorical devices in the sample political text and try to translate the expressions or sentences where these devices existed. The population of the students, who participated in this research, were so high for classroom activities in such a limited time period that they had to study in groups to perform what they are asked to do for this research. They completed the table including the potential rhetorical devices suggested by Jennifer Gunner in her blog, and found the rhetorical devices of the sample text. Having found the rhetorical devices in the speech text, they were asked to translate them. Therefore, different groups produced different translations for the same rhetorical devices. Then, the back-translations of each translation were done by the researcher, who were both an academician and a translator. In this research, these translations were demonstrated and illustrated to discover why these translations were done differently within the theoretical framework following Paegelow's guidelines for back-translation. After finding concrete rationale for the translation preferences of the students, in the light of Paegelow's guidelines and other theories on back-translation, the results were evaluated and interpreted.

### 6.1. Rhetorical Devices Existing in the Sample Text and Comparing the Translations of Students

Some of the existing rhetorical devices in the sample political speech text were defined and demonstrated, and the translations suggested by the participant students were demonstrated and illustrated below. The number of examples demonstrated in this study was limited, and this was one of the limitations of this research since it might challenge the length of this research.

#### 6.1.1. Alliteration

Alliteration refers to the recurrence of initial consonant sounds.

Rhetorical Device	The Expression Including the Rhetorical Device	Translations	Back-translations
Alliteration	1.) ...when innocents are slaughtered in the deserts of Darfur	a) ...Çad çöllerinde masumlar...	a) ...innocents in the deserts of Chad...
		b) ...masum canlar Darfur Diyarında...	b) ...innocent people in the region of Darfur...
		c) ...Sudan'ın ıssız çöllerinde...	c) ...in the isolated deserts of Sudan...
	2) ...it is not enough to bemoan the plight of the poor children in this country.	a) ...müşkül durumdaki muhtaç çocuklarımızı...	a) ...our needy children in hard conditions...
		b) ...sefil çocuklarının sefaletine sadece üzülüp geçmek	b) ...expressing only sadness because of the poverty of the poor children
		c) ...gariban çocuklara gözyaşı dökmek...	c) Shedding tears for the poor children...
	3) ...it is not enough to decry the disparities of health care.	a) ...yetersizlikleri yermek yetmez.	a) ...not enough to vilify the scarcities...
		b) ...eşitsizlikleri sadece eleştirmek...	b) ...just criticising the disparities...
		c) ...ayrılıkları ayıplamak...	c) ...condemning the dissimilarities...

When examples in the translations 1,2 and 3 for the rhetorical device “alliteration” were examined, most preferences for translations included recurrence of initial consonant sounds. They seemed to keep the formal elements of the original. The same consonant sounds were even used when possible: (“D” sound) “Darfur Diyarında” for “Deserts of Darfur”. To adjust the recurrence of consonants in the target language, the translators adapted the names of places into the nearest equivalent though could not use the same consonant sounds. The back-translations, on the other hand, proved that all the translations which were done by students “do not seem ambiguous” and include only one “difference that matter” in the light of Paegelow’s guidelines. In the example “a” and its back-translation “a”, there was a lexical shift as Darfur is actually a region in Sudan, but the translators transformed it into Chad to create a phonological repetition. The students had the tendency to overtranslate just to keep the formal equivalence in Nida’s terms (Nida, 2004, p.41). This resulted in a mistranslation at the end. Back

translations of other examples and translations had differences that do not matter” in line with Paegelow’s guidelines.

### 6.1.2. Allusion

Allusion is a reference to an event, place or person.

Rhetorical Device	The Expression Including the Rhetorical Device	Translations	Back-translations
Allusion	1) ...Memphis and the mountaintop...	a) ...Memphis ve dađın zirvesi...	a) ...Memphis and the summit of the mountain
		b) ...Temizlik iřçilerinin grevi...	b) ...The strike of the cleaning workers...
		c) ...Memphisteki Mountaintop grevi gibi...	c) ... like the strike in Memphis Mountaintop...
	2) ...before the bridge in Selma and the march on Washington...	a) ...Selma’daki köprüden ve Washington’daki yürüyüřten önce...	a) ...before the bridge in Selma and the walking in Washington...
		b) ...Selma’daki protestocular ve onların Washington yolculuđu...	b) ... the protesters in Selma and their journey to Washington...
		c) ...Selma köprüsünde ve Washingtonda yapılan yürüyüřten önce...	c)... before the walking on Selma bridge and in Washington...
	3) ...the bus boycotts in Montgomery...	a)...Montgomery’deki otobüs boykotları...	a)...the bus boycotts in Montgomery...
		b) ...Montgomery’deki otobüs boykotu...	b)...the bus boycott in Montgomery...
		c) ...Montgomery’deki otobüs greviden...	c)...the bus strike in Montgomery...

Allusion means a referring to an event, place or person. Therefore, the translator should do some research on this past event, place or person to learn about the referred one. Then, the event, place or person alluded is dealt with its social, cultural and even political context to make the target reader or audience understand the background knowledge better. When the examples above were considered, most of the names of the places referred by the speaker were preserved and the events mentioned were explained by adding some extra words to create correct connotations for the alluded events, places and persons. When the back-translations were considered, the first example and its back-translation “a” seemed literally the same, but when the translation “b” and its back-translation were compared, it would be seen that the translation included background knowledge and was not an actual translation; the back-translation thus, was the translation of the translators’ version. The second example included translations and back-translations that were very close semantically, but in translation “b” the word of “march” turns into “journey” in back-translation as the translation of the lexical item was “yolculuk”, which literally meant journey. Thus, it was an erroneous shift in that the original word lost the meaning. In the third example, translations “a and b” were syntactically and semantically suitable, but in tr. “b” the word boycott was subjected to singularization and seemed to be a grammatical shift. In “c”, however, the word “boycott” was turned into “strike”, which had a similar semantic scope, but not the same in function. Thus, it seemed that these were the “differences that matter” according to Paegelow’s guidelines.

### 6.1.3. Amplification

Amplification repeats a word or expression for emphasis, often using additional adjectives to clarify the meaning.

Rhetorical Device	The Expression Including the Rhetorical Device	Translations	Back-translations
Amplification	1) This is the unity – the hard-earned unity – that we need right now.	a) Şu anda birliğe, zar zor kazandığımız birlik ve beraberliğe ihtiyacımız var.	a) Now, we need the unity, the unity we earned hard.
		b) İhtiyacımız olan birliktir, sarsılmaz birlik.	b) The thing we need is the unity, the unwavering unity.
		c) Bu birliğe, canla başla kazanılmış bu birliğe, şuanda ihtiyacımız vardır.	c) This unity, the hard-earned unity, is what we need now.

This rhetorical device is based on repeating a word or expression for stressing the sense. In the examples, it was seen that the speaker add some extra adjectives after repeating the same word “unity” making it more prominent in that the gist of his speech was based on this concept. Thus, the translators also used strong and effective adjectives in their translations. When the back-translations were compared, it would be seen that “c” is the closest semantically, but it is nearly the reverse form of “a” syntactically. In “b” the adjective “hard-earned” was transformed into another adjective, which was “unwavering”. Also, “hard-earned” used differently in “a” in that the adjective turned into a verb plus adverb form. So, there seemed to be a grammatical shift. These were the “the differences that mattered” in this example, and there was no ambiguity in translations and back-translations.

### 6.1.4. Analogy

An analogy explains one thing in terms of another to highlight the ways in which they are alike.

Rhetorical Device	The Expression Including the Rhetorical Device	Translations	Back-translations
Analogy	1) ...justice would flow like water, and righteousness like a mighty stream.	a) ...adalet akan bir su gibi, doğruluk ise güçlü bir nehir gibidir.	a) ...justice is like a flowing water, and truthfulness is like a strong river.
		b) ...adalet su gibi, doğruluk da güçlü bir nehir gibi akar.	b) ...justice flows like water, and truthfulness flows like a strong river

Analogy, as a rhetorical device, means expressing the similarity between two things. The examples above were both translated in order to constitute a relationship between an abstract concept and a concrete concept in the way the speaker did. The back translations of the translations of students seemed to have lexical shifts. In Catford’s terms “a category shift, that is a unit or rank shift, which refers to the hierarchical linguistic units of sentence, clause, group, word and morpheme” (Catford, 2001, p. 61). The word “stream” had enhanced semantically as it was translated as “river” in both back-translations and it was translated as “nehir” in the translation of the students. However, stream meant a small river and it is not as big as a river. There was another lexical unit that is the adjective “mighty” in the original text, which was translated as “güçlü” in translations and “strong” in the back-translations and actually meant

“very strong” in Longman Dictionary of Contemporary English. Hence, it seemed to weaken semantically when translated as “strong”. These are “the differences that matter” according to Paegelow’s guidelines.

### 6.1.5. Anaphora

Anaphora means repeating a word or phrase in successive phrases. The examples from the sample text are below.

Rhetorical Device	The Expression Including the Rhetorical Device	Translations	Back-translations
Anaphora	1) I'm not talking about a budget deficit. I'm not talking about a trade deficit. I'm not talking about a deficit of good ideas or new plans. I'm talking about a moral deficit. I'm talking about an empathy deficit. I'm talking about an inability to recognize ourselves in one another.	a) Bütçe eksikliğimizden bahsetmiyorum. Ticaret eksikliğinden bahsetmiyorum. İyi fikirler ve yeni planların eksikliğinden de bahsetmiyorum. Bahsettiğim bir ahlak eksikliği. Bahsettiğim bir empati eksikliği. Bahsettiğim kendimizi başkasının yerine koyamamız,...	a) I do not mention the budget deficit. I do not mention the commercial deficit. I do not mention the good ideas or new plans. I mention a moral deficit. I mention an empathy deficit. I mention being incapable of putting ourselves in others' shoes.
		b) Bütçe açığından, ticaret açığından ya da parlak fikirler ve yeni planların eksikliğinden de bahsetmiyorum. Benim bahsettiğim ahlaki açık, empati açığıdır. Benim bahsettiğim, kendimizi birbirimizde görebilmenin,...	b) I do not mention the budget deficit, commercial deficit or bright ideas and new plans. I mention a moral deficit and an empathy deficit. I mention, seeing each other in one another...

The speaker using anaphora to attract the audience repeated the same phrases successively in the original speech text. When two different translations were examined, the first group of translators reiterated the same phrases successively in parallel with the original text, but in the second example, the translators preferred not to repeat the phrases in the first part and uttered the verb only once, and then repeated the verbs just twice though it was reiterated three times. This gave us the impression that the first group of translators was aware of the intention of the speaker and repeated the phrases to adapt the translation to the existing stylistic aims. However, the second group of translator did not care this stylistic element. When the back-translations were examined, there was certainly a structural and syntactic shift in the examples. Catford (2001, p.61) defined structural shift as “the most common form of shift and involve mostly a shift in grammatical structure”. In back-translations of example “b”, it was clear that the translators changed the syntax and thus the back-translations included different syntactical features when compared to the original.

### 6.1.6. Antimetabole

Antimetabole means repeating words or phrases in reverse order. The speaker may have used this rhetorical device to attract the attention of the target audience to the fact that he would leave his political status behind when the matter was not individual.

Rhetorical Device	The Expression Including the Rhetorical Device	Translations	Back-translations
Antimetabole	1) They don't happen on the presidential stage. They happen in the quiet corners of our lives.	a) Bunlar başkanın ofisinde yaşanmıyor. Hayatımızın sessiz köşesinde yaşıyor.	a) These are not experienced in the President's office. These are experienced in the silent corners of our lives.
		b) Bunlar başkanlık kürsüsünde gerçekleşmez, bunlar hayatlarımızın sessiz köşelerinde gerçekleşir.	b) These do not occur at Presidential dais, these occur in the silent corners of our lives.
		c) Bunlar başkanlık kürsüsünde gerçekleşmez, bunlar hayatlarımızın sessiz köşelerinde gerçekleşir.	c) These do not occur at Presidential dais, these occur in the silent corners of our lives.

If the three different translations were examined, it became clear that the first group of translators preserved the form and translated in two separate sentences. But, the second and the third groups preferred translating the two separate sentences of the original text in one long sentence. The word "stage" was translated as "ofis" by the first group, but the second and the third group translated the same word as "kürsü". It is clear that the perspective of the first group of student translators was different from that of the second and the third group, though both had similar perspectives. When the back-translations were evaluated, "b" and "c" were identical. Example "a" was different from them in that it was made of two separate sentences. When all three back-translations were examined together, there was not a big "difference that mattered" in Paegleow's terms.

### 6.1.7. Appositive

If a speaker uses an appositive, s/he places a noun or noun phrase next to another noun for descriptive purposes. The sample text included two examples for this rhetorical device.

Rhetorical Device	The Expression Including the Rhetorical Device	Translations	Back-translations
Appositive	1) ... Dr. Martin Luther King, Jr., the greatest moral leader of my lifetime. ...King the young preacher...	a) ...Hayatımızın en büyük ahlaki lideri olan Dr. Martin Luther King Jr. ...Genç vaiz Martin Luther King Jr....	a) ...Dr. Martin Luther King Jr., the greatest moral leader of our lives. Martin Luther King Jr., the young preacher...
		b) ...Hayatımdaki en büyük manevi lider olan Dr. Martin Luther King, Jr. ...King genç vaiz...	b) ...Dr. Martin Luther King Jr., the greatest spiritual leader of my life. ...King, the young preacher...
		c) ...Dr. Martin Luther, yani hayatımın en büyük ahlaki lideri olan kişi ...King, genç vaiz,...	c) ...Dr. Martin Luther King Jr., that is the greatest moral leader of my life. ...King, the young preacher...

When the examples were considered, the ex-president of the U.S.A. Barack Obama admired both the personality and the philosophy of Dr. Martin Luther King, Jr. The main idea of this speech was based on the concept of "unity", which was reiterated in the speech multiple times. "Unity is the great need of

the hour”, the famous quote of Dr. Martin Luther King, Jr. became a motto-like utterance for Barack Obama as a cornerstone for his political perspective. Thus, he praised him a lot in his speech and Obama used extra noun phrases which described him to highlight his strong admiration. If the translations were considered, the only difference was the choice of translating the word “moral leader” as “ahlakî lider” or “manevî lider” in two translations. When the back-translations were considered, in example “a”, the word “lifetime” in the original transformed into “lives” in its back-translations as the translators used the plural form of the word in Turkish translation. This could cause ambiguity according to Pagelow’s guidelines in that the translators misinterpreted the information in the expression and pluralized the expression “my lifetime” as “our lives” (“hayatımız” in Turkish version). This gave a wrong idea to the readers as if there were a lot of people, who regarded Dr. King Jr. as the moral reader of their lives. In example “b”, in back-translations, the word “spiritual” was preferred instead of the word “moral” as the translators preferred the adjective “manevî”, and a semantic shift occurred at this point. In Paegelow’s terms, it was an ambiguity somehow and also these are “the differences that mattered”.

### 6.1.8. Enumeratio

Enumeratio makes a point with details. Using this rhetorical device, the speaker listed some details one by one, since he intended to attract the attention of people listening to him.

Rhetorical Device	The Expression Including the Rhetorical Device	Translations	Back-translations
Enumeratio	1) The division, the stereotypes, the scape-goating, the ease with which we blame our plight on others...	a) Ayrışma, basmakalıpçılık, günah keçisi bulma, bulunduğumuz kötü durum için başkalarını suçlamanın kolaylığı...	a) The distinction, the stereotyping, the scape-goating and the easiness of blaming others for a bad situation.
		b) Ayırma, basmakalıp inanışlar, günah keçisi arama.. Kendi kötü hallerimizi başkalarına yükleme rahatlığı.	b) The separation, the stereotype faith, the scape-goating... The convenience of blaming others for our bad experiences.
		c) Ayrımcılık, basmakalıp ifadeler, günah keçisi ilan etme, kendi kötü halimiz için başkasını suçlamanın verdiği rahatsızlık hissi...	c) The discrimination, the stereotype expressions, the scape-goating, the feeling of inconvenience of blaming somebody for our bad situation.

The speaker listed the details to make a point in the original text. Therefore, the groups of student translators tried to give a similar effect and listed the details just like the way the speaker did in his speech. They preferred different word expressions in their translations for some details: “ayrışma, ayırma, ayrımcılık” for “division”, “basmakalıpçılık, basmakalıp inanışlar, basmakalıp ifadeler” for “the stereotypes”, etc. The idiom “blaming one’s plight on others” and the beginning expression “the ease with which...” were translated differently, too. They preferred “başkalarını suçlamanın kolaylığı”, “kötü hallerimizi başkalarına yükleme rahatlığı”, and “başkasını suçlamanın verdiği rahatsızlık hissi” for this idiomatic expression. The first two had closer translations in the sense that the word “ease” played a role as a “facilitating factor”. The last translation included the expression “rahatsızlık hissi” and it is just the opposite of the original expression when its positive connotation was considered. The back-translations were similar in terms of syntax, but the lexical variety in back-translations a, b, and c were remarkable for the word “division” as three different versions for its translations were not synonyms and not suitable for being used interchangeably. Still, the differences did not matter here as there was no ambiguity.

### 6.1.9. Epithet

An epithet is defined as a descriptive word or phrase expressing a quality of the person or thing, such as calling King Richard.

Rhetorical Device	The Expression Including the Rhetorical Device	Translations	Back-translations
Epithet	1) ...before there was King the icon and his magnificent dream...	a) ...öncesinde King figürü ve onun asil hayali vardı...	a) ...priorly, there was the figure of King and his noble dream...
		b) ...Öncü King ve onun muhteşem hayali ortaya çıkmadan önce...	b) ...before the leader King and his marvellous dream revealed...
		c) ...öncesinde ikon King ve onun muhteşem hayalleri vardı...	c) ... beforehand, there was King the icon and his marvellous dreams...
		d) ...King simgesi ve görkemli ideali olmadan önce...	d) ...before King as a symbol and his gorgeous ideal existed...

Some examples of the epithet are above. Most of the translations of the different groups of students included similar suggestions for the expression “King the icon” such as “King figürü”, “Öncü King”, “King Simgesi”. In these translations, King was described with the word “Icon” and most of the translators preferred to translate this descriptive word using the suitable and valid equivalent in the target language. One of the translations included the word “İkon” used when translating the word “Icon”, which was thought to be transliterated and transferred considering the phonetic rules of the target language. When the back-translations were examined, it was clearly seen that the word “icon” was translated differently in all examples (figure, leader, icon, symbol), and “c” seemed to be the closest when compared to the original expression. Thus the translator of example “c” seemed to do the best translation. The conjunction “before” in the original expression was also translated differently in three of the back-translations. The interesting point was that in the first back-translation, it was transformed into an adverb, which was called “a class shift” – as the class of lexical item changed – in Catford’s terms (2001, p.61).

### 6.1.10. Hyperbole

Hyperbole refers to an exaggeration.

Rhetorical Device	The Expression Including the Rhetorical Device	Translations	Back-translations
	1) We can no longer afford to traffic in lies or fear or hate. <u>It is the poison that we</u>	a) Bu politikamızdan arındırmamız gereken bir zehirdir adeta...	a) This is a poison that we must purge from our politics fairly.
		b) Siyasetimizden arındırmamız gereken zehirdir bu.	b) This is the poison that we must purge from our politics.

Hyperbole	<u>must purge from our politics.</u>	c) Siyasi işlerimizden temizlememiz gereken bir zehirdir.	c) It is a poison that we must purge from our political issues.
		d) Siyasetimizi o zehirden arındırmalıyız.	d) We must purge our politics from that poison.

In politics, the orators often exaggerate some feelings to create enthusiasm. This speaker used this rhetorical device to reinforce what he had said formerly. When the translations were revised, most of them are similar and the phrasal verb “purge (sth.) from (sth.)” was translated idiomatically to reinforce the sense of the “poison”. When the back-translations were compared to the original expressions, it is obvious that the back-translation in “d” was syntactically different than the original and the other three translations. All the back-translations preserved the hyperbolic effect of the original.

### 6.1.11. Metaphor

A metaphor is a type of implied comparison that compares two things by stating one is the other.

Rhetorical Device	The Expression Including the Rhetorical Device	Translations	Back-translations
Metaphor	1) We are all tied together in a single garment of destiny.	a) Hepimiz kaderin giysisinde birbirimize baęlı tek bir vücuduz.	a) We are all tied together in a sole destiny and a body.
		b) Hepimiz bir yerde kader ortaęlıyız.	b) All of us share the same destiny somehow.

The speaker used another quote of Dr. Martin Luther King Jr. in this example to draw the attention of his audience to the fact that “whatever affects one directly affects all indirectly”. He tried to give this message and supported his message with this well-known quote. It seemed that as the speaker resembled people sharing the same destiny to the ones wearing the same garment. When the translations were examined, the first translation included a literal translation for the metaphor, and the second translation included an interpretation and prioritized the meaning. The first translation might be said to have a loss in the meaning while trying to be loyal to the original text. The back-translations both had syntactic and semantic dissimilarities. When compared to each other the back-translation “a” had completely different lexical usages except the word “destiny”. Semantically, these two did not have “the differences that matter” in line with Paegelow’s guidelines.

### 6.1.12. Metonymy

Metonymy is a type of metaphor where something being compared is referred to by something closely associated with it.

Rhetorical Device	The Expression Including the Rhetorical Device	Translations	Back-translations
		a) Eęer gençler ülkenin kuzeyinde ve güneyinde yaşanan otobüs koltuklarındaki siyah beyaz ayrımını ciddiye	a) If the young seriously care the discrimination between the black and the white in the bus-seats, a link of the problem of racism in the chain will have been loosened.

Metonymy	1) If teenagers took freedom <u>rides</u> from North to South, maybe a few bricks would come loose.	alırlarsa ırkçılık sorununun bir halkası gevşetilmiş olur.	
		b) Gençliğimiz, Kuzey'den Güney'e özgürlüklerine doğru yürüyüşler düzenlese, belki birkaç adım yol alabiliriz.	b) If the young in our country organize marches towards their freedom, from North to South, we may have taken a few steps.
		c) Gençliğimiz, Kuzey'den Güney'e özgürce otobüs yolculuklarına çıksa, belki de cehaletin duvarından bir tuğla düşer.	c) If the young in our country set out on a journey of freedom by buses, perhaps a brick may fall down from the wall of ignorance.

Metonymy helped the speaker recap what he intended to express. He tried to allude past events including racist treatment towards black population in buses or other types of public transportation, and urge the audience to do something to compensate these ill-treatments. Therefore, he suggested the young people to visit different parts of the country and do something to make a change. He used “rides” instead of “buses” to enhance the sense of the action. Translation preferences were all different from one another as for a few aspects. The first translation clearly referred to the white-black conflict and racism directly, but the original expression did not. The second regarded “rides” as a meeting or action by walking. The third one was the closest semantically. The back-translations of the translations of the students seemed similar in terms of syntax, however, the first back-translation “a” included some background knowledge, which did not exist in the original. The back-translations “b” and “c” were semantically close, though they had different lexical units.

### 6.1.13. Onomatopoeia

Onomatopoeia refers to words that imitate the sound they describe.

Rhetorical Device	The Expression Including the Rhetorical Device	Translations	Back-translations
Onomatopoeia	1) It is why the walls in that room began to <u>crack</u> and shake.	a) Bu yüzden o odanın duvarları çatırdamaya ve sallanmaya başladı.	a) Therefore, the walls of the room began to crack and shake.
		b) Odadaki duvarlar bu sebepten ötürü çatlayıp sallanmaya başladı.	b) The walls in the room, thus, began to crack and shake.
		c) Bundan oda çatlayıp sallanmaya başladı.	c) This caused the room to crack and shake.
		d) O yüzden, o odanın duvarları çatlamaya ve sallanmaya başladı.	d) Therefore, the walls of that room began to crack and shake.

Speakers usually use this rhetorical device to make a connotation with nature and natural sounds. In this speech, the speaker alluded to the Bible to reinforce his argument related to the concept of “unity”. The onomatopoeia added enthusiasm to this expression. When the translations were compared, it was

seen that all of them preferred another onomatopoeic word “çatlamak” that was commonly used in the target language to create the same effect. When the back-translations were compared with the original expression, it is obvious that the onomatopoeic function was preserved with the usage of the verb “crack” in all of them. The third back-translation had one missing lexical unit that was “walls”. In the original the walls of the room began to crack and shake, not just the room. This missed lexical unit caused ambiguity, and was “a difference that mattered” in accordance with Paegelow’s guidelines.

#### 6.1.14. Oxymoron

An oxymoron creates a two-word paradox. Speakers use this rhetorical device to create a contradictory effect.

Rhetorical Device	The Expression Including the Rhetorical Device	Translations	Back-Translations
Oxymoron	1) ...Determination, that can transform <u>blind optimism</u> ...	a) ...körü körüne iyimserlięi dönüřtürebilecek kararlılık...	a) ...determination that can transform blind optimism...
		b) ...kör bir iyimserlięe evrimleşebilen bu kararlılık...	b) ...determination that evolves into a blind optimism...
		c) ...Kararlılık kör kütük iyimserlięi umuda dönüřtürebilir...	c)...determination can transform blind optimism into hope...
		d) ...körü körüne iyimserlięi deęiřtirebilecek kararlılık...	d) ...determination that can change blind optimism...

This rhetorical device was used idiomatically and the connotations of the expression gave the audience the clue to comprehend the real sense. When translations of the expression including this rhetorical device were considered, it was obvious that the expression mentioned was literally translated in three of them, and close in respect to meaning. However, the meaning was deteriorated in the one translated as “körkütük iyimserlik”, since this was a different idiomatic usage. When the back-translations of the translations of the students were analyzed, it could be understood that the syntactic structure was preserved in all of them. Although the word choices were very similar in back-translations, in back-translation “b” the verb “evolve” was preferred instead of the verb “transform”. Still, this is not “a difference that matter” as both verbs are close in semantic terms.

#### 6.1.15. Parallelism

Parallelism uses words or phrases with a similar structure.

Rhetorical Device	The Expression Including the Rhetorical Device	Translations	Back-translations
	1) <u>Brothers and sisters</u> , we cannot walk alone.	a) Kardeşlerim ve yoldařlarım, yalnız yürüyemeyiz. Bu barıř ve adalet mücadelesinde, bu imkan ve eřitlik mücadelesinde yalnız yürüyemeyiz	a) Brothers and fellows, we cannot walk alone. In this struggle for <u>peace and justice</u> , we cannot walk alone, in this struggle for opportunity and equality, we cannot walk alone.

Parallelism	In the struggle for <u>peace and justice</u> , we cannot walk alone. In the struggle for <u>opportunity and equality</u> , we cannot walk alone.	b) Erkek, kadın tüm kardeşlerim, yalnız bu yolda yürüyemeyiz. Barış ve adalet mücadelesinde yalnız yürüyemeyiz. Fırsat ve eşitlik mücadelemizde yalnız yürüyemeyiz.	b) Brothers and sisters, we cannot walk alone in this way. In this struggle for <u>peace and justice</u> , we cannot walk alone. In our struggle for opportunity and equality, we cannot walk alone.
		c) Kardeşlerim, yalnız değiliz. Barış ve adalet yolunda yalnız değiliz. Fırsat ve eşitlik yolunda yalnız değiliz.	c) Brothers, we are not alone. In the way of peace and justice, we are not alone. In the way of opportunity and equality, we are not alone.

The speaker used this rhetorical device in the part of concluding remarks so that he could highlight some important concepts for his political perspective. He used the conjunction “and” to bind the twin concepts. His reiteration of these parallel concepts a few times would give the audience the impression that these were really significant issues to emphasize. The translations seemed to have parallel expressions just like the original expression, the Turkish conjunction “ve” (“and” in English) was used to create parallelism and repetitions were done. In the back-translation “a” the form of address did not meet the same semantic function as it only covers “male recipients”, though the original expression included both “female and male recipients” as it was read as “Brothers and Sisters”. Also, in back-translation “c”, the concept of “walking alone” was transformed into the concept of “being alone”; therefore, the missing lexical unit was obviously observed.

#### 6.1.16. Personification

Personification represents abstractions or inanimate objects with human qualities, including physical, emotional, and spiritual; the application of human attributes or abilities to nonhuman entities.

Rhetorical Device	The Expression Including the Rhetorical Device	Translations	Back-translations
Personification	1) The Scripture <u>tells</u> us...	a) Kutsal kitap bize şöyle buyurur...	a) The Scripture orders us that...
		b) İncil bize şöyle fısıldıyor...	b) The Bible whispers us that...
		c) Kutsal kitabımız bize der ki...	c) The Scripture tells us that...

The speaker used this rhetorical device to refer to the Bible and strengthen his argument by adding human attributes to the nonhuman holy book. When the translations were considered, two of them do not give the exact name of the holy book but one translation included the name of the holy book of Christianity: “İncil”. When the action verbs were considered they used “buyurmak”, “fısıldamak”, “demek” etc. These verbs also included actions specific to humans. The back-translations showed that two of the translators did not prefer giving the name of the holy book and named it “the Scripture” as in the original expression, however one of them in “b” preferred to give the specific name of the holy book and named it “the Bible”. Though, the verb changes were “not the differences to matter”, the denomination of the holy book was “a difference that mattered” in Paegelow’s terms.

### 6.1.17. Simile

A simile directly compares one object to another using "like" or "as."

Rhetorical Device	The Expression Including the Rhetorical Device	Translations	Back-translation
Simile	1) ...justice would flow <u>like</u> water, and righteousness <u>like</u> a mighty stream.	a) ...adalet akan bir su gibi, doğruluk ise güçlü bir nehir gibidir.	a) ...justice is <u>like</u> water flowing, and truthfulness is <u>like</u> a great river.
		b) ...adalet su gibi, doğruluk da güçlü bir nehir gibi akar.	b) ...justice flows <u>like</u> water, and truthfulness <u>like</u> a great river.
		c) ...adalet su gibi, doğruluk ise gür bir çağlayan misali yolunu bulur.	c) ...justice is like water, truthfulness is like a waterfall all right on the night.
		d) Bunun yerine adalet su gibi, doğruluk ırmak gibi sürekli aksın.	d) ...Instead, let justice flow like water and truthfulness like a river.

The speaker used this rhetorical device to add a literary and an aesthetic perspective to what he uttered. He resembled the functioning of justice to a flowing water and righteousness to a mighty stream. In Turkish versions, the most remarkable difference is the translation of the word "stream". In Turkish version, the translators used "nehir", "ırmak", and "çağlayan". These variety means that these words have close connotations in the target culture. The-back translations of the translations of the students were not dissimilar at lexical level, and they were also similar at the syntactic level as the usage of simile required standard grammatical elements, in this study it was "like", in the sentence structure. The last of the four back-translations, "d", could be regarded as different from the other in that it contained "imperative" form usages. In Paegelow's terms, the differences were not the ones that mattered in general.

### Conclusion

The interdisciplinary relations of translation studies with other fields of social sciences extended its scope of research. Especially, theories and practices of specialized translation draw the attention of scholars and readers, who are interested in both learning the terms and terminologies of and reading domain-specific texts.

A well-designed research has always required comprehending the domain and its terminology in depth, the scope of which should be doubled whenever an interdisciplinary study is planned. Hence, the field of politics and political contexts were introduced, and the concepts of political discourse were mentioned, as this research was designed on the basis of the common aspects of translation studies and politics. Then, the rhetorical devices, which the politicians and other high-level state officials used in their speeches for different purposes, were listed and defined. The research focused on revealing how political speeches, and especially the rhetorical devices existing in these speeches, were translated. Thus, a sample speech text illustrating these devices was chosen, and a classroom research was done by the senior students attending the department of translation and interpretation. The research included group works both in the classroom and at home as the population of the research, the number of senior students, was high and there was a time limit due to the durations of the course hours. Students first studied on this speech, and tried to find the rhetorical devices existing in the speech. Then, they tried to

translate this speech text taking these literary devices into consideration. Some of the alternative translations of the parts of the speech including rhetorical devices were tabled and compared considering their preferences and decisions, and the motives behind these decisions.

The rhetorical devices in a speech embellish the text and enhance the literary context. The speech, which was delivered by the ex-President of the U.S.A Barack Obama at Ebenezer Baptist Church, was analyzed deeply for searching the function of these devices in this speech. Barack Obama was good at delivering speeches and recalled as a great orator at the time of his Presidency. His official position required him to impress the audience and even manipulate them to impose his ideology. He used the language and literary devices well in his eloquent speeches. The rhetorical devices also helped him to influence his audience. Thanks to these devices, his utterances were more effective and appealing. All of these factors mentioned should be taken into consideration when it comes to the translation of such a speech. A detailed discourse analysis should be done to be able to read between the lines and understand what is not told but meant. Then, this discourse analysis should be furthered into a political discourse analysis (PDA) in order to create a better understanding of both the context and the co-text. Moreover, the literary devices such as rhetorical devices mentioned in this study should be analyzed. If the translator is equipped with this knowledge before beginning to translate a political speech like this sample text, the result would certainly be better. Because, doing translations, which focus on political discourse, aims to provoke in a target audience a reaction similar to that of the audience of the source text. The translator's task might seem very complicated since political discourse is concerned with hierarchy of values relevant only to the particular culture for which political discourse is created. In this case, that is in this research, the target audience is the Baptist community, who attended Ebenezer Church for their religious service. The translators were expected to do translations considering the target audience so that the function of the speech would be fulfilled.

The original expressions, the alternative translations of the groups of students, and the back-translations of the translations of the students were tabled and demonstrated according to the type of the rhetorical devices, and then they were compared and interpreted considering the similarities, difference and in respect to the motives behind and reasons for the preferences of the translators. After comparing the alternative translations, it was seen that the groups of students, who studied on the translation the same parts of the speech text, produced very similar or very different translations. Then, the back-translations of the translations of the students were compared to the original expressions including rhetorical devices in order to determine lexical, semantic, syntactic and grammatical changes, shifts, or differences that mattered. The evaluation and interpretation of the research findings including the examples for rhetorical devices, their translations and the back translations were significant for achieving a more concrete and transparent research design. The interpretations usually included the motives behind the translators while preferring one word or phrase to the other. Also, the comparison of the back-translations to the original expressions including rhetorical devices was an important evident for the motives behind the student translators. Their rationale for their preferences were tried to be determined and disclosed while evaluating and interpreting the research results. Ultimately, the students were given feedback on their translations in a classroom discussion to contribute to their prospective translation practices if they encounter translation of texts including rhetorical devices in future.

As a conclusion, this study has proven that the rhetorical devices are really important in speeches in to keep a finger on the pulse of the target audience. Thus, translating a speech text including rhetorical devices in its structure requires a great effort to identify with the speaker of the original speech text in order to create a sense as if he were speaking the same things in the target language before the target

audience. In this context, it becomes significant for translators of political speeches to raise an awareness of the rhetorical devices and their functions. This study may enlighten the way of researchers, who are interested in further research on similar topics.

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