

The Arab translation students' hindrances in translating political culture from English into Arabic

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Abstract

This study empirically investigated the hindrances that encounter the fourth year students of Translation when translating political terms and expressions from English into Arabic. To do so, 40 graduate students of translation, whose ages ranged from 22 to 23 years old, translated three authentic texts of seven political terms and expressions from English into Arabic. Their translations of political culture were analyzed and classified into institutions, terms and abbreviations. The students' percentage of errors reached 64% and the percentage of those who used the dictionary to solve the translation problem is 38%, which revealed the students' considerable difficulty in translating such political expressions. The students' errors in translating the political terms and expressions were attributed to the students' insufficient knowledge of English political culture (i.e. declarative knowledge) and lack of training in translating political culture (i.e. procedural knowledge).

Keywords: political culture, translation, errors, translation approaches

Introduction

Differences between the Arab and Western political systems induce cultural gaps between English and Arabic, which complicate the process of rendition English political culture into Arabic. Such cultural gaps are represented in differences in situations, concepts, ideas and behaviors between the source language (SL) and the target language (TL) communities. Schäffner(2001) argues that political texts, including political speeches, tend to be quite cultural bound, meaning that they tend to possess many cultural-specific references as for example references to history, important places or persons. These cultural-specific references make the task of the translator complex as the translator needs to be bicultural as he is already bilingual. Not only that, he or she needs to be trained of how to render such political culture-based texts into Arabic.

The main concern of this paper is to explore the difficulties encountered by student translators when translating political expressions and terms from English into Arabic. To achieve such objective, the article first shows the scope of political culture and the problematicity of its translation. It then summarizes the major approaches that deal with translating political texts and accounts for the previous relevant studies on translating culture in general and political expressions and terms in particular. Besides, it rationalizes the methods used to investigate the research questions. Finally, it discusses the implications of the findings and suggests areas for further research.

The political cultural references come in the form of terms, expressions, abbreviations, names of government institutions or organizations. One of the major problems of translating political terminologies or expressions is comprehension due to the difference of the SL political situation from the TL situation. In case of solving the comprehension problem, the absence or lack of cultural equivalence in the TL constitutes problems to the translator in rendering the SL term into the TL. Clear examples of this case are shown in the text below.

Text 1

Britain has an upper new class: the super class which is built on old professions and institutions. Being British, they have solid base in tradition, whether in, Downing Street Oxbridge, the Inns of Court, the House of Lords or the City of London. (The Observer 21.9.97 cited in Olk, H.2002:174)

The terms 'Downing Street, Oxbridge, the Inns of the Court, the House of Lords are specific British political terms that may not be perceived by Arab student translator due to their lack of knowledge of English political culture. The student translator' lack of exposition to SL political culture creates comprehension problem for the translator. The problem does not lie in in the students' ignorance of certain political items, but it is in their inability of how to deal with such political terms in the process of comprehension and production. Declarative knowledge (i.e. knowing what) and procedural knowledge (i.e. knowing how) are prerequisites for translators. (Molina & Albir: 2002).

The first political sign 'Downing Street' refers to British government. The transliteration procedure may not be more appropriate since the term remains ambiguous to the TL reader. Therefore, the dynamic equivalent is more appropriate, i.e.' the British government' so that it can be clear to the TL reader. This can be applied to other political terms in the text above such as 'Oxbridge, White Hall, the Inns of Court, and the House of Lords, which stand for the great political and teaching institutions in Britain. Without such knowledge, the students cannot translate them adequately into the TL since they are specific English political terms. In spite of the development of communication technology, which makes the world like a small village, it

cannot be relied on such development of communication technology in understanding the culture of English. There is a necessity to expose students of English and translation to various types of authentic texts that reflect English culture such as politics and train them to translate such types of texts. To sum up, the problem in translating the political terms above lie in the process of comprehension and production. The comprehension problems is ascribed to the students' lack of exposure to the TL culture and the production problems occurs because the students are not trained enough to translate such political terms.

Cultural Model

It is one of the best models to translate culture. It consists of two methods- semantic method and dynamic equivalence method that will be sketched below.

As for the semantic method, it is based on the theory of language, which defines meaning in terms of its cultural fields and contexts. According to this method, translating is describing and explaining the world view of one people to another. The proponents of this method believe that cultural gaps among languages are inevitable and are not always bridgeable. Ghazala (2004) comments on such a case, saying that culture is one of the most difficult topics in translation, however, it is not right to say that it is untranslatable. The translation practice all around the globe proves the translatability of alien and remote cultures and languages concerned. In terms of translation teaching, teachers following this method concentrate on contrasts between various cultures, demonstrating to the students how different people conceptualize and view the world differently. The students are trained to attain the maximum degree of sensitivity to the culture-bound elements inherent in each lexical item (ibid).

Dynamic equivalence method is defined by Nida (1964: 166) as "the closest natural equivalence to the source language message". Newmark (1981) develops this method and calls it 'communicative translation' due to its focus on creating a successful communication between the translator and his or her readership. Unlike semantic translation, the priority here is given to the TL readers over faithfulness to the SL. It takes different forms such as alterations, paraphrasing, description, omission, borrowing with some added explanations of the foreign terms and substitution of different concepts and images.

There are six studies devoted to translation problems from English into Arabic and vice versa, taking account of the cultural dimension in translation. It is noteworthy to mention these studies with their objectives and findings to show how they differ and relate to this study. They can be classified into empirical and theoretical studies. The works of Bahumaid (2010), Deeb (2005), Moharram (2004) and Mansouri (2004) are empirical studies that aim at developing the teaching situation of translation while Thawbteh (2006) and Kashoob (1995) are theoretical studies.

As for Bahumaid (2010), he investigated the level of post-graduate students' competence in translating culture specific expressions from English into Arabic. He found that the low level of the students' performance in translating cultural expressions. He ascribed such low level to informants' inadequate knowledge of English culture, inappropriate use of dictionaries and inability to use translation procedures.

Deeb (2005) aimed at classifying the translation problems from English into Arabic in the context of a teaching situation. Among her findings, the main translation problems were micro-language problems and macro-text level problems. The micro-language problems were grammar, vocabulary and spelling. The macro-text level problems are rhetorical and stylistic devices, cohesion, register and style, background knowledge and culture. From her classification, it is

clear that cultural translation problems come under textual problems. The researcher's main concern was to provide a taxonomy of translation problems rather than to go in depth in translation problems so that cultural translation problems were not given due considerations. Moharram (2004) studied the undergraduate students' error in translating general texts from Arabic into English. She used texts of different topics from different sources such as magazines, newspapers, etc. which students translated from Arabic into English. She found that Yemeni students' errors are due to interference of the native language, range of vocabulary items and cultural differences in terms of concepts and values.

Mansouri's study (2004) was conducted on the third-year students of translation at Batna University in Algeria. It was on the importance of linguistic and cultural knowledge as prerequisites for translation. One of her main findings is that the linguistic and cultural competence is essential for translators, so translation training programme should take these dimensions into account. Besides, the prior linguistic competence leads to better learning of translation; this would be also true of cultural knowledge. Thus, culture should be taught as language taught in translation.

Thawbtteh (2006) studied the translation of cultural signs from Arabic into English from a discourse perspective. The study works within Descriptive Translation studies; hence the study described the TT (target text) and compared it to the ST (source text) for potential shifts. Then, it measures and analyses those shifts. The data of the study comprised a collection of ten Arabic short stories. He revealed that the problematic areas in translating from Arabic into English are religion, politics, habits and customs due to their differences from Arabic to English. Kashoob (1995) investigated the cultural translation problems with references to soft-sell advertisements. He showed how cultural differences between English and Arabic constitute problems for translators in rendering various elements of humour, irony, persuasion, taboos, conceptual sarcasm and cultural intertextuality, etc into Arabic.

Having introduced the problematicity of translating political expressions and terms, approaches to translating culture-based texts and the relevant studies, one can find that there is a need for extensive studies on what hinder students in the process of translating political texts in the process of comprehension and production. Diagnosing the students' problem is the first stage in the process of finding successful solution. Therefore the study aimed to find out what hinder students in the process and production of culture-based texts, namely politics. Accordingly, the research questions that study attempts to empirically answer take the following form:

Do the fourth year students of translation have problems in translating politics-based texts from English into Arabic? If yes, what are these problems?

Methodology

The Participants

The participants of the study were native speakers of Arabic, enrolled in the undergraduate program of Translation in the Faculty of Arts, Ibb University, Yemen. They were in the fourth level of undergraduate translation program. In the first two years, the students had extensive courses in language skills. In the last two years, they had courses in Translation in addition to some modules in Linguistics and Literature. The students' level was classified as an upper intermediate level of English, based on their performance in placement test of translation administered by their department. The students scored in the placement test between 10-15 out of 20. It was expected that the students make a good use of courses in language skills in the first two levels and courses of Translation in the last two levels to practice translation. 40 students,

representing half of the population, whose ages ranged between 22 and 23 are chosen randomly as the study sample. The participants were male and female students, selected randomly.

The test was administered to the students in the classroom. The students were given instructions of how to translate and what type of texts they are going to translate. They were given one hour and half to translate the five texts, expecting that each text will take eighteen minutes. The students were motivated to translate the texts. The participants who translated the texts were given a remuneration -soft copies of translation books and papers. Besides, the teachers of the course gave them five mark bonus in the module of translation. The students were allowed to use dictionaries and other sources so as to see whether the students can use dictionaries and other sources to overcome the problems that encounter them in translating the texts.

As for Readability of texts, the texts readability was evaluated by applying the Lix (Schulz, 1981) Formula. The readability scale, as determined by the Lix formula, was, indicating that the texts were fairly easy, that match the students in the seventh grade whose age ranges between 13 and 17. That means that texts are readable and the structure of the sentences can be understood. However, the texts are cultural loaded, which aim at examining students' ability to comprehend the political culture- based texts and render them into their native language, which may make the Lix formula cannot account for the readability of such texts.

The design of the test took account of the objectives of the study either in the selection of the texts and their length. The main criterion of selecting the texts to be translated by the students was that they exhibit as many varied problems of translating the political cultural references as possible. They were selected on the basis of the translation theorists' classifications of the problematic areas in translating culture such as Newmark (1981) and Baker (1992). The second criterion was that they were authentic texts since they best represent English political culture. Authentic texts were chosen from different sources such as online British newspapers, namely Guardian and Sunday. Besides, presenting political terms and expressions in context is supposed to be of great help to the students translate adequately.

The test consisted of three texts that covered different types of political terms. The texts were short so that the respondents react positively to the translation test. It is composed of seven items that represented the types of cultural references; every item was given one grade. The full grade was seven. It was refereed by five professors in Applied Linguistics and Translation.

Dictionary Use

'The dictionary use' is used as a supplement to the translation test because the use of multiple measures gives a more reliable picture of second language learners' output. The students' writing of the symbol 'D' before the items or sections they looked up in a dictionary aimed at showing the difficulty the students encountered in the process of translation. They were concrete evidence about the difficulty of translating some items. They were analyzed quantitatively and verbally. It is an indirect way to elicit data from the students about the items and sections that hinder them while translating. This technique is expected to solve the problems of avoidance. Some students avoid translating the texts because of some difficult items or sections, so this technique frees the students from worry and then they start translating the task when they feel that there is no restriction on the use of different resources. It also denotes to what extent the use of dictionary is helpful in translating.

Results

Political Culture

Due to the differences between the political system of the English society and the Arabic one, the students encountered problems in translating the political concepts. The students' problem in translating the political culture was attributed to the lack of background of such concepts. The literal translation of such concepts induced the students to deviate from their real sense. Although, the English political concepts have their functional equivalents into Arabic (Ghazala, 2008), most of the students could not render them into Arabic. The problematic areas in translating the political concepts can be classified into government institutions, abbreviations and titles. These are some elements of English political system that existed in the texts used in the study. There are of course other elements of the English political system that are not mentioned in the study. This classification is based on the texts used in the translation test. The students can use the dictionaries and other resources to overcome the comprehension problems but few students used them which demonstrated that most of the students were not aware of the problematicity of the texts they translated.

Table (1) The Frequency of the Students' Errors in Translating Political Culture

2- Political Culture						
N	Category	Items	Frequency of Errors	Percentage	Dictionary use	
1-	Institutions	Home office	33	0.825	17	
		House of commons	12	0.30	20	
		Shadow cabinet	33	0.825	20	
		Conservative party	5	0.125	25	
2-	Titles	Chancellor	32	0.80	20	
		Shadow minister	36	0.90	10	
3-	Abbreviations	MP	29	0.725	5	
Total			180	0.642857	117	0.38

From the table above, the more problematic items to be translated by the students are 'shadow minister', 'home office', 'shadow cabinet' and 'chancellor' and 'MP'. In spite of the students' use of the dictionary, it was of little help for most students to translate them appropriately. The items 'home office', 'chancellor', 'shadow minister', and 'shadow cabinet'

constituted problems for the students to translate into Arabic even if they looked them up in a dictionary as it is shown clearly in the table above. This was due to poor skills of using the dictionary. In this case of 'chancellor, the students had a problem of selecting the right equivalent. In the case of 'home office', 'shadow cabinet' and 'shadow minister', the students' main problem lay in their literal translation of such items or unjustified omission of the part of the concepts as in the case of omitting the classifier 'shadow' from the phrases 'shadow minister' and 'shadow cabinet', which induced the students to deviate from their real meanings. This reflects that the students did not have background of such political concepts. Besides, they did not know how to deal with translating the political concepts. This was attributed to the students' lack of skills of using the context and dictionary to render the SL items into the TL appropriately.

The fourth column shows that translating the political concepts was difficult for the students. The percentage of errors committed by the students was 64%. The percentage of correct translations was 36%. This percentage was attributed to the students' use of a dictionary as it has been shown in the table above. This implies that the students had severe problems in translating political concepts. As it has been mentioned in the literature review, translation problems are what hinder the students in translating directly from the SL into the TL, e.g. dictionary use or result in error. In so doing, the students' use of the dictionary is concrete evidence for the problematicity of translating the political culture into Arabic. Twenty-five students used the dictionary in translating 'conservative party'. Twenty students used the dictionary in translating 'shadow cabinet' and 'chancellor'. However, many of them could not use the dictionary to solve translation problem as in the case of 'chancellor and 'shadow cabinet' because of the students' poor skills of using the dictionary on the one hand and the cultural load of SL items on the other hand.

In sum, translating the political culture remains difficult for the students since the percentage of the students' errors reached 64% of the whole items of the political culture. That is, the subjects committed 180 frequent errors and have 100 frequent correct answers in translating political culture. Besides, 38% of the students used the dictionary in translating the political concepts, which is concrete evidence for the students' severe problems in translating the political culture. This means that many of the students' correct translations are attributed to the use of the dictionary.

Use of the Dictionary

In the process of translation, the students used the dictionary to solve the translation problems. In spite of that, some of the students could not solve the translation problems. This reflected that the students could not use the dictionary well. Besides, they did not use the dictionary in the light of the context, which caused them to deviate from the SL meaning. The students should use the dictionary with an idea about the context in order to select the right meaning from the dictionary.

The number of the political concepts represented in the texts used in the translation test is seven. The students used the dictionary in translating all such items. About 50% of the students used the dictionary in translating 'House of commons, 'chancellor' and 'shadow cabinet'. This indicates that the students encountered difficulty in translating such items. However, the

problems of translating such items remain because the students could not use the dictionary well to solve these problems as in the case of 'chancellor and 'shadow cabinet'.

Regarding 'conservative party' and 'home office', about 38% and 43% used the dictionary respectively to solve the translation problem. Many students solved the translation problem as in the case of 'House of Commons' and 'Conservative Party'. This might be attributed to the fact that they have only one meaning in the dictionary. However, more than 75% of the students could not solve the translation problem in translating 'chancellor', 'shadow cabinet', and 'home office'. This may be attributed to the multiple meanings they have as in the case of 'chancellor'. Besides, the students used the dictionary wrongly to search for 'home office' and 'shadow cabinet'- they looked them up in a dictionary not as whole units but as separated words. This induced the students to deviate from their real meanings.

The problematicity of translating political culture is attributed to these causes:

1. the students' lack of background of such concepts;
2. many of the political elements are not lexicalised in Arabic;
3. the students' lack of knowledge of translation strategies;
4. the SL items of political culture are more implicit;
5. the students' poor reading skills; and
6. inability to use the dictionary and context to recognize the meaning of such concepts.

Types of Errors

Omission

It was one of the most common errors in translating the three English culture-based texts into Arabic. The students relied heavily on omission to solve the translation problem. Omission here means leaving parts of the whole items or sections to make the meaning acceptable or because of comprehension problems. The table below is divided into four groups- the items translated by the students, the frequency of errors, the error and the model of translation. It is clear that students' use of the dictionary facilitate to some extent the students' task in translating the political concepts.

As for the political terms, the students committed errors of omission in translating 'chancellor', 'shadow minister', 'shadow cabinet' and 'MP'. They did this because of the lack of schemata of such terms. The students might not realize that these are specific concepts in the political system of the English society. Unlike the political culture, these terms are lexicalized into Arabic. To put it another way, their functional equivalents exist in Arabic. However, the students did not know how to deal with such items to solve their problematicity either in the process of comprehension or production into Arabic. The items 'shadow minister' and 'shadow cabinet' were translated as "وزير" and "مجلس الوزراء" respectively by about 70% of the students. The problem was that the students did not comprehend the meaning of such concepts and this was reflected in their translations. Besides, the students' use of omission indicates that they did not use omission properly. This means that they did not know the meaning of the item, so they omitted it, which is not a right procedure.

Table (2) The Students' Errors of Omission

	The item	The Error	Model of Translation
1.	Chancellor	وزير	وزير المالية
2.	Shadow minister	وزير	وزير الحزب المعارض
3.	Shadow cabinet	مجلس الوزراء	مجلس حكومة المعارضة
4.	MP	عضو	عضو البرلمان

Deviation

Deviation means that the students' translations did not have any relation with the SL meaning. Besides, the students' procedure in solving translation problem is not correct since it results in deviation from the SL meaning Table (3) shows the students' errors of deviation.

No	Item	The Error	Model of Translation
1.	Home office	الحكومة البريطانية-المكتب الوطني-المكتب الرئيس-المكتب العام	وزارة الداخلية
2.	House of Commons	وزارة الأعلام-استديو بيت الشائعات	مجلس العموم البريطاني

Table (3) The Students' Errors of Deviation

The students deviated from the meaning of the SL in two items 'home office' and 'House of Commons'. As for 'home office', it was translated literally as "المكتب الوطني", "المكتب الرئيس", and "المكتب العام" and by guessing as in the case of "الحكومة البريطانية". These indicate the students' lack of background of such concepts.

Selection

The problem with these types of errors was the wrong selection of the TL items that resulted in ambiguity and distortion of the translated text. The problem that encountered the students in translating the cultural items is that some of them are not lexicalised into Arabic. The students' problem in translating such cultural items is that they did not know how to deal with such problems. That is, they did not know when to add, paraphrase and omit, etc.

Table (4) The Students' Errors of Selection

No	The item	The Errors	Model of Translation
1	Chancellor	المستشار- رئيس الوزراء رئيس جامعة	وزير المالية
2	Shadow cabinet	حكومة الظل	مجلس حكومة المعارضة
3	Shadow minister	وزير الظل	وزير الحزب المعارض

The students' prominent error in translating the political culture, namely, 'chancellor' was the incorrect selection of the TL items- "المستشار", "رئيس الوزراء" and "رئيس جامعة" as an equivalent for 'chancellor'. These are possible meanings for translating the item 'chancellor'. However, in this context, it should be rendered as "وزير المالية". This indicates that students used

the dictionary and selected one of the multiple meanings of this item without thinking of the context. Some students had problems in selecting the appropriate TL item that already exists in their minds. Furthermore, they could not select the right translation from the entries, list of meanings for one item. This shows that the students could not make a good use of the context because of poor reading skills as in the case of 'chancellor'. The other problems in errors of selection are the choice of TL items that are not clear for the TL readership and are not used in Arabic as in the case of 'shadow cabinet' and 'shadow minister.'

Avoidance

Avoidance means that the students leave the item or utterance without translation. It is an error that is difficult to analyze. The students did not allow us to see how their minds work. This type of errors shows that the students could not use a dictionary or guessing to translate the SL items into Arabic. The main problem that induced the students to leave items or sections without translation is non-existence of comprehension.

Table (5)The Students' Errors of Avoidance

No	Item	Model of Translation
1.	House of commons	مجلس العموم البريطاني-البرلمان
2.	Conservative party	حزب المحافظين
3.	MP	عضو البرلمان

Causes of Errors

With regard to the causes of errors, the findings of the relative severity of errors in different areas have a significant implication for watching students' performance and what can be read from their error behavior. For example, the high level of comprehension errors is an indication that the problem is more than mere lack of transfer skills; it is in fact a manifestation of limited knowledge of English and particularly culture in the first place. The main cause of the students' errors is that the students could not identify the problematic areas in the texts they are going to translate because of:

1. The students' lack of background of English political culture.
2. The students' lack of knowledge of translation strategies that enable them to deal with translation problems such as non-equivalence, i.e. some SL items are not lexicalized into Arabic
3. The students' poor reading skills.

All such findings entail teachers of translation, syllabus designers, material writers and students of translation to take account of such findings. This is the concern of the following sections.

Pedagogical Implications

This study generates some pedagogical implications for instructors and curricula designers. The components of political culture should be taken into consideration by syllabus designers and teachers of translation. It can be used as a model for representing the political cultural dimension in the syllabus design of translation courses in terms of the contents and activities of the syllabus. Besides, it can be used in writing the translation material in terms of determining the topics of the material and the selection of texts.

The texts used in the translation test can be used as representative examples for training the students to translate the cultural dimension. They can be used as useful exercises inside and outside the class. The list of the students' errors presented by the study can help the teachers of

translation to write or choose translation materials bearing in mind such errors, which are expected to help the students of translation to avoid such errors in the process of translating the political cultural dimension from English into Arabic. The study suggests presenting the cultural dimension in teaching translation systematically. This can be done through considering the classification of the political translation problems, the use of authentic texts in presenting the cultural translation problems since they best reflect English culture and the norms of language use because they are written by native speakers, who know their language and culture well. Then, the students can be trained to solve translation problems systematically through analyzing the SL texts so that they can identify the problematicity of translating the texts they encounter and hence solve their problematicity. Identifying the problematic areas in translating the texts is the first step towards the solution of their translation problems.

With regard to the teaching situation of translation, the process of change should take place. This can be done through the systematic teaching of translation modules, analysis of the students' needs, selection of experienced specialists in translation and re-evaluating the policy of translation programme by the principles of the program. They should re-think of the demands of the changes inside and outside the country. To be specific, the students' skills should be developed rather than knowledge about English and translation. The most important thing is the nature of situations and the needs of the curriculum going to be implemented. When developing translation curricula, the theory should be an integrated with practice not combined as a separated items. In other words, curriculum objectives should be reflected in the skills and competence model as integrated scheme not as separate notions.

Regarding school teachers, they can use translation as a method of teaching English since it assures the clarity of some concepts and idioms for the students. Besides, teachers should encourage students to translate sentences rather than words since it develops students' thinking and understanding of the language.

Suggestions for Further Research

Since the study is limited in its scope to the political cultural problems that encounter the students of translation in translating the culture-based texts from English into Arabic, it cannot cover many topics that are of relevance to it. Therefore, I call researchers to investigate these study areas:

1. First, it would be enlightening if a further empirical research is carried out to investigate whether translating from Arabic into English would create parallel or different problems for both Arabic and native speakers of English.
2. It would be useful if the same study was conducted on post-graduate students of the translation to see whether the study will get the same results, which reflect the common problems and drawbacks of current translation programmes at undergraduate and postgraduate levels.
3. There is a need for empirical and theoretical studies of each type of political cultural translation problems such as abbreviation, terms and expressions, institutions and organization etc. which will be a useful contribution to English-Arabic translation in the teaching situation of translation at the academic and professional level.
4. It would be useful if there were extensive studies of students' strategies in translating political culture from English into Arabic, particularly in the process of translation.
- 5.

Conclusion

Translating political culture is one of the problematic issues that encounters the foreign language students of English either in the process of comprehension or production. Such problematicity is due to the students' limited cultural knowledge of English since they learn it in a formal setting, i.e. inside the classroom. Besides, the students' problems in the process of production into the TL are attributed to unsystematic teaching of the translation modules in the undergraduate programme. Therefore, the task of English language programmes generally and translation programmes particularly is to compensate the students for such lack of knowledge of English culture either in the contents of the courses or in the methods of teaching. Besides, the translation modules should be taught systematically, focusing on training the students to use translation strategies appropriately to solve translation problems.

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Appendix 1

Translation Test

1. Text (1)

Fish rots from the head!!

Damian Green gave a brief on-camera interview after learning today that he would not be charged in relation to his involvement in the leaking of information from the Home Office. However, afterwards he gave a much fuller briefing to journalists in the House of Commons press gallery. (Guardian.Co.Uk. Thursday, April 16, 2009)

2. Text(2)

Members of the shadow cabinet have repaid a further £25,000 in response to demands from the Commons auditor, Sir Thomas Legg, the Conservative party said today. The sum represents the amount paid back by 13 shadow ministers in response to final letters recently sent by Legg which said how much money ought to be repaid by individual MPs. (The Guardian.Co.UK, Friday, December 18, 2009)

3. Text(3)

Under plans announced by the chancellor Gordon Brown in the 2002 budget, 16 sports are set to receive £60m over three years between them to improve facilities at clubs, with the first tranche of funding due in March (...) of the money has been earmarked for the four main sports - football, rugby, tennis and cricket, each of which will receive £9.4m. (The Guardian. Co. UK, Friday, January 2, 2004).