Investigating the difficulties encountered by Students of Foreign Languages while Translating from English to Arabic: Case of Second and Third Year Students in the Department of English at Tiaret University

A Dissertation Submitted to the Department of English in Candidacy for the Degree of Master in Linguistics

Presented by   **supervised by**

MESSABIH Khadidja   Dr. BELARBI Khaled

MEDJROUD Ahmed Chafik

Board of Examiners

Chairman: MOULAI Hacene Yacine MCB   Ibn Khaldoun University- Tiaret

Supervisor: BELARBI Khaled   MCB   Ibn Khaldoun University- Tiaret

Examiner: BENAMOR Youcef   MCB   Ibn Khaldoun University- Tiaret

Academic Year: 2021-2021

Dedication

This work is dedicated in memory of my dearest person, my first teacher, whose presence brought life to everything and whose absence brought hurting pain. The person whose words of encouragement are still in my memory…who had always been proud of my continuous success…and who would have been the happiest to see this work accomplished: My Father may his soil rest in peace.

I dedicate this work also to my loved precious Mother.

To my teachers, for their efforts and honesty.

To my brother Abed el razak the best gift that Allah gave me.

To my friends for their help, encouragement, and sympathy.

Above all, to almighty God who always give me strength, knowledge, and wisdom in everything I do.

Khadidja Messabih

Dedication

I dedicate this dissertation work to my family and my friends.

A special feeling of gratitude goes to my mother for her guidance and support.

I also dedicate this work to my sisters.

To my dear friend Khadidja who always be with me in need, I'm so proud of working with you.

To all who made this research possible?

MEDJROUD Ahmed Chafik

ACKNOWLEDGMENTS

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

First and foremost, praises and thanks to ALLAH, the almighty, for his showers of blessings throughout our research work to complete the research successfully.

This project would not have been possible without the support of many people.

First, we would like to acknowledge and give our warmest thanks to our supervisor Dr Khaled Belarbi who made this work possible.

We are also especially thankful for all our teachers for the efforts they made and the help they provide us during our first year of post graduation.

Finally, we are grateful to all students (our sample) of the English department in Tiaret University for their immense help, and participation in the accomplishment of this study.

Abstract

This research is entitled″ investigating the difficulties which students of foreign languages encounter while translating from English to Arabic″ .The translation process is a very sensitive and subtle task of language studies; it involves some serious issues to deal with. However, it becomes a more complex task when we translate from English to Arabic. As English and Arabic are of different and distant origins, any translation from one script into the other poses a lot of difficulties such as in the areas of vocabulary, grammar, sound, style and usage. The present paper attempts to find out the problems that second and third-year students meet in the process of translation from English into Arabic, and the strategies they employ and resort to whenever they come across any difficulty. It can be seen that this is the qualitative research. The research work examines, through a test and questionnaire, it is clearly demonstrated that they like translation, but they meet some problems; of lexical nature. The results show that, the students' solutions resort to some strategies like guessing the meaning form the context, using approximate synonym, or just leaving it empty.

Keywords: Translation, language, difficulties, strategies

List of tables and graphs

List of figures

List of Abbreviation and Acronyms

BC: before Christ

CAT : Computer- Assisted Translation

CE: Common Era

E.g: example

L_2 :second year license

L_3:third year license

RP: received pronunciation

SL: source language

TL: target language

VS: versus

Table of Contents

Chapter one: Literature Review

Chapter two: Translation Problems

Chapter three: Translation Strategies

Chapter Four: Fieldwork and Data Analysis

General

Introduction

General Introduction

Nowadays, the teaching of foreign languages has become very essential, and a complex process in the Algerian educational context. Because of the worldwide changes, teaching and learning foreign languages in Algeria has witnessed development at the level of many aspects. In fact, learning English needs the mastery of the translation skills.

Translation is one of the language skills, which is very crucial to be learned by students in the relevant field of study who are eager to be a professional translator in the future.

Translation is the act, process or result of changing from one form or language into another. (Merriam-webster.com)

The Aim of Research

This research paper is dealing with difficulties of translation from English into Arabic. It is noticed that most L_2 and L_3 students level perform translation task with difficulty. Therefore, the main objectives of this research are to find out what is the concept of translation, and the problems, which the translators are facing during the process of translation. Finally, to find out what are the strategies that they employed or adapted by most of the students?

Research Questions

This investigation is conducted to answer the following questions**:**

A. What types of problems are encountered students while translating from English into Arabic?

B. What type of strategies that are employed or adopted when they are translating?

C. How to translate text without errors?

Research Hypothesis

1. Denotative meaning of the sentence is one of reasons for translation problems because it does not give the intended meaning of the sentence. The translators must know the difference between denotative and connotative meanings.

2. The reasons behind the problems of translation from English into Arabic are due to lexical, stylistic, semantic, idiomatic, and grammatical problems.

3.   Lack of equivalence between Arabic and English at the level of tenses.

Research Methodology

Investigating the difficulties which students of foreign languages encounter while translating from English to Arabic can be best realized through a quantitative method. The materials which are intended to be used in this research are both a questionnaire and a test is given to the same second and third years students who are randomly chosen at Ibn Khaldoun University of Tiaret to know their abilities in translating process. The present study will be done through a descriptive work.

Structure of the Study

At first the research is proceeded by literature review in which, we try to talk globally about translation, including the historical development of Arabic language throughout centuries (Arabic in pre-Islamic Era), then introduction to the history of the English language, it also deals with the history of translation in different languages .finally; it is followed by the definition of translation.

The second chapter tackles the issue of translation problems; the difficulties that are most expected to be encountered by the students during the process of translation.

The third chapter is devoted to the translation strategies, in other words it is an attempt to prescribe some solutions via which the translators can cope with the problems that they may come across while translating.

The fourth and the final chapter deals with the empirical work about the data collection and analysis. It lists and describes the research instrument utilized in gathering data. Our two major research tools consists of the questionnaire and the students' test, it also gives a description of the sample population. We devote the last part for the interpretation of the data and summarize the major findings obtained from the investigation related to our objective. Thus, this chapter is intended to answer the research questions raised above, and to prove or invalidate the hypotheses put forward; results are presented and analyzed in the general conclusion.

Chapter I: Literature Review

Literature Review

Introduction

The current chapter deals with the review of the literature; it's organized into several parts. The first part tries to highlight the historical development of Arabic language throughout centuries (Arabic in pre-Islamic Era). Introduction to the history of the English language are in the second part .the third part is significant to review the history of translation in different languages .finally; it is followed by the definition of translation.

I.1. History of the Arabic language

Arabic has been regarded as a member of Semitic languages, which include a number of languages in the Middle East and North Africa. It is originally generated from Afro-Asiatic languages, which include besides Arabic different languages such as Hebrew, Ethiopian and other languages. The first emergence of Arabic as a world language goes back to the seventh century CE.

The century of Islam diffusion that followed the death of Prophet Mohammed Peace Be Upon Him brought both Islam as a religion and Arabic language to the attention of a world that had possessed only the vaguest notion of what went on in the interior of the Arabian Peninsula (Versteegh, 1997).

In his argument about the Arabic emergence, Farghaly (2010)shows that Arabic language evolved from an obscure and non-prestigious language to a major world language after the Islamic conquests, the period after Prophet Mohammed' death.

Among Semitic languages, Arabic has been described as the most widely spoken with a number of over 330 million speakers according to the CIA report for 2008 besides being the sacred language of more than a billion Muslims around the world. It is the sixth most widely spoken language in the world and one of the six official languages of the United Nations. Of the 330 million native speakers of Arabic, many millions are Christians and few are Jews. However, the great majority of Arabic speakers are Muslims. Arabic is spoken not only in one variety but also rather in different varieties across the Arab World.

I.1.1. Arabic in Pre-Islamic Era

Historically, Arabic belongs to the Afro-Asiatic family of languages which consists of over three hundred languages (Abu-Absi, 1986). Arabic and Hebrew are two unique examples of the living languages. In the early times, Arabic was found as an inscription in the Syrian Desert dating back to the fourth century. During this period, Arab tribes, who lived in the

Literature Review

Arabian Peninsula and neighboring regions, had a thriving oral poetic tradition. Ryding (2005) indicates that because of the paucity of the written records, little is known about the nature of Arabic of those times, between the third and seventh centuries. He adds, "The only written evidence is in the form of epigraphic material (brief rock inscription and graffiti) found in the Northwest and Central Arabia" (Ryding, 2005). Consequently, the literary treasure of poetry was not recorded and documented in a systematic written form until the eighth century, the period of advent Islam and revelation of Holy Quran. Holes (2004) asserts that "the only direct evidence we have of the linguistic structure of Arabic before the time the Prophet Mohammed (570-632) is to be found in orally composed and transmitted poetry" (Holes, 2004).

As far as the writing system of Arabic before Islam is concerned, Arabic writing system has undergone progressive changes over the centuries. Arabic script before revealing the Holy Quran occurred in form of inscriptions on rocks or stones.

Historically, the Arabic writing system is an adaption of Syriac and Nabataean scripts, both of which were derived from Aramaic (Abu-Absi, 1986). Abu Absi (Ibid) mentions that although this script was known to the Arabs in Pre-Islamic times, it acquired its sanctified status only after it was put into the service of Islam.

I.2. English language History and its Study

As everything else in the world, languages, too, change over time. The most easily noticeable aspect of change is in vocabulary: new words are born almost day by day, or old ones acquire new meanings. Think of words such as *facebook*, for instance, which came into existence a couple of years ago, or *net*, which is an ancient word with a new meaning (= 'internet'). You may also find, though examples are more rare, that words which were used earlier have become old-fashioned or even obsolete, such as the pronoun *thou*, which was used in the sense of 'you', but originally only to address one person (like Hungarian).

However, the pronunciation and the grammar of languages also change, but much more slowly, so such changes are more difficult to spot, at least for the non-linguist. However, even if the changes are even more difficult to spot, though not impossible. In standard British English pronunciation, called Received Pronunciation (RP), words such as sore, boar, and storywere pronounced with a diphthong ɔəin the early 20th century. Nowadays, this sounds old-fashioned, the diphthong having been replaced by a long monophthong.

Literature Review

The branch of linguistics which studies language change is called historical linguistics,it has two aspects. First, it deals with language change in general: how and possibly why languages change. It describes the mechanisms of language change and attempts to discover the common types of change in all human languages. This aspect can be called theoretical.

On the other hand, historical linguistics also studies the history of individual languages: this aspect can be called applied. Of course, the two aspects are not independent of each other: you can hardly make generalizations about language change unless you study the history of individual languages; on the other hand, to explain the developments found in a given language, you will need to use theoretical linguistic methods. It is beyond the scope of the present textbook to give you a detailed outline of theoretical historical linguistic issues, although some theoretical notions will have to be used.

I.3. A Brief History of Translation

The history of translation is stressed out from 3000 B.C. Rosetta Stoneis considered the most ancient work of translation belonged to the second century B.C. Livius Andronicus translated Homer's Odyssey named Odusiainto Latin in 240 B.C. All that survives is parts of 46 scattered lines from 17 books of the Greek 24-book epic. In some lines, he translates literally, though in others more freely.

Before then, the Mesopotamians and Egyptians had translated judicial and religious texts, but no one had yet translated a literary work written in a foreign language until the Roman Empire. Livius' translation made this fundamental Greek text accessible to Romans, and advanced literary culture in Latin. This project was one of the best examples of translation as artistic process. The work was to be enjoyed on its own, and Livius strove to preserve the artistic quality of original.

Then Quintilian, Cicero, Horace, Catallus and Younger Pliny tried their hand to theorize translation and practiced it. Cicero and Horace were from the later generation of translation history who differentiated between word for word and sense for sense translation.

The most significant turn in the history of translation came with the Bible translations. The efforts of translating the *Bible* from its original languages into over 2,000 others have spanned more than two millennia. Partial translation of the Bible into languages of English people can be stressed back to the end of the seventh century, including translations into Old English and Middle English.

Literature Review

The 16thcentury marked a good turn in translation other than the Bible translation only. George Chapman (1559?-1634) translated Homer's Iliad and Odyssey in a metrical form (iambic pentameter and iambic heptameter) which became his most famous works. From 1598, he published his translation of Iliad in installments and in 1616, the complete Iliad and Odyssey appeared in The Whole Works of Homer, the first English translation, which until Pope's was the most popular in the English language and was the way most English speakers encountered these poems.

The seventh century is the notable age of translation history, because according to Suka Joshua:

> "The seventeenth century is the great age of French classicism. Translation of
> the French classics increased greatly in France between 1625 and 1660, and
> the French writers were in turn enthusiastically translated into English. Sir
> John Denham in his theory stated that the translator and the original
> writer are equals differentiated only by the social and temporal contexts.
> Abraham Cowley in his 'Preface' to Pindarique Odes argued for freedom
> in translation and established imitation as a branch of translation. John
> Dryden devoted most of his last twenty years to translate the ancient
> classics and update the modern. His preface to Ovid's Epistles served
> as the starting point for nearly every discussion of translation in the
> eighteenth century."

The seventeenth century knew the birth of many influential theorists such as Sir John Denham (1615-69), Abraham Cowley (1618-67), John Dryden (1631-1700)—who was famous for his distinction between three types of translation; metaphrase, paraphrase and imitation—and Alexander Pope (1688-1744).

In the eighteenth century, the translator was compared to an artist with a moral duty both to the work of the original author and to the receiver. Moreover, with the enhancement of new theories and volumes on translation process, the study of translation started to be systematic; Alexander Fraser Tytler's volume of *Principles of Translation* (1791) is a case in point.

During the century translators strove for ease of reading. Omitting whatever they did not understand in the text or whatever they thought would be boring to the reader. At the end of this century, much interest shown by the British East India colonial administrators in the

languages, literature and culture of their subjects, and the discovery and the translation of ancient Indian works was highly encouraged. According to 18th century scholars, translators should have the contemporary reader in mind while translation and convey the author's spirit and manner in a more natural way.

The nineteenth century was characterized by two conflicting tendencies; the first considered translation as a category of thought and saw the translator as a creative genius, who enriches the literature and language into which he is translating, while the second saw him through the mechanical function of making a text or an author known. This period knew also the enhancement of Romanticism, the fact that laid to the birth of many theories and translations in the domain of literature, especially poetic translation.

In the twentieth century, translation was viewed as a social action by religious and political forces with many societies and organizations. By the second half of the 20th century, accuracy and style was the main criterion in the translation

In the 80s; studies on translation became an important course in language teaching and learning at schools. It also saw the development of translation research products, such as Machine Translation and Computer- Assisted Translation (CAT) tools.

I.4. Translation Definition

 Translation is considered an independent art in itself, as it depends on creativity, linguistic sense, and the ability to bridge cultures, and it enables all humanity to communicate and benefit from each other's experiences, God Almighty says in the ruling of his verses:

"يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُم مِنْ ذَكَرٍ وَأُنْثَى وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ

عَلِيمٌ خَبِيرٌ"(13)[1]

And the different languages of the people in the Almighty saying, where he says:

"وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِلْعَالِمِينَ"(22)[2]

---

[1]-"O mankind, indeed we have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is knowing and acquainted"

[2]-"And of his signs is the creation of the heavens and the earth and the diversity of your languages and your colors .indeed in that are signs for those of knowledge"

Literature Review

Language is the image of the society, vehicle of civilization, and medium of communication. It is used to express thoughts, feelings and beliefs. Each language varies from one speech community to another. Additionally, because of the world-wide changes learning and teaching foreign languages becomes very essential, especially English which is considered as the language of the World, and the dominant language in many areas of life. Furthermore, no one can deny the vital role of translation by helping people who do not speak the same language, or they are not from the same speech community to communicate effectively. Through translation,

People are introduced to different languages and ways of thought. It is important to understand the relation between language and culture in order to train translators and interpreters. (Roxana, 2016)

"Communication between cultures can be achieved through translation. Through translation, people are introduced to different languages and ways of thought. It is important to understand the relation between language and culture in order to train translators and interpreters." (Roxana, 2016).

Moreover, Catford defined translation as the replacement of textual material in one language (source language (SL) by equivalent textual material in another language (target language (TL)).

Nida and Taber (1982), on the other hand, state, "Translating consists in reproducing in the receptor language the closest natural equivalent of the source language message".

Generally,Translation defined as:

- Words that have been changed from one language into different language.
- Words that have been translated.
- The act or process of translating something into a different language.
- The act or process of changing something from one form to another.
- The act, process or result of changing from one form or language into another. (Merriam-webster.com)

Conclusion

Literature Review

No one can negate the important of language in communication process .furthermore; no one can ignore the crucial role of translation by helping people who they are not from the same speech community to communicate effectively. That is to say that He would not be able to communicate with people out of his own speech community; that is why translation is considered as a remedy for such communicational problems .Consequently, these difficulties require some methods and strategies to cope with. In the coming chapters we will do our best to account for such difficulties as well as their solutions respectively.

Chapter II: Translation Problems

Translation Problems

Introduction

When a translator attempts to translate a given piece of discourse; written or spoken, he may face many problems or let us say difficulties while translating. These problems are various; each one is different from the other. It is generally agreed that in translation process, translators were not doing translation without difficulties. In t-his chapter we will discuss some problematic issues that might be encountered students while translating. Translation problems confronted almost all the times by translators can be of multiple causes; it can be grammatical, lexical, and stylistic.

II.1. Grammatical Problems

II.1.1.Translation of the Verb "be"

A.   Forms of Verb Be
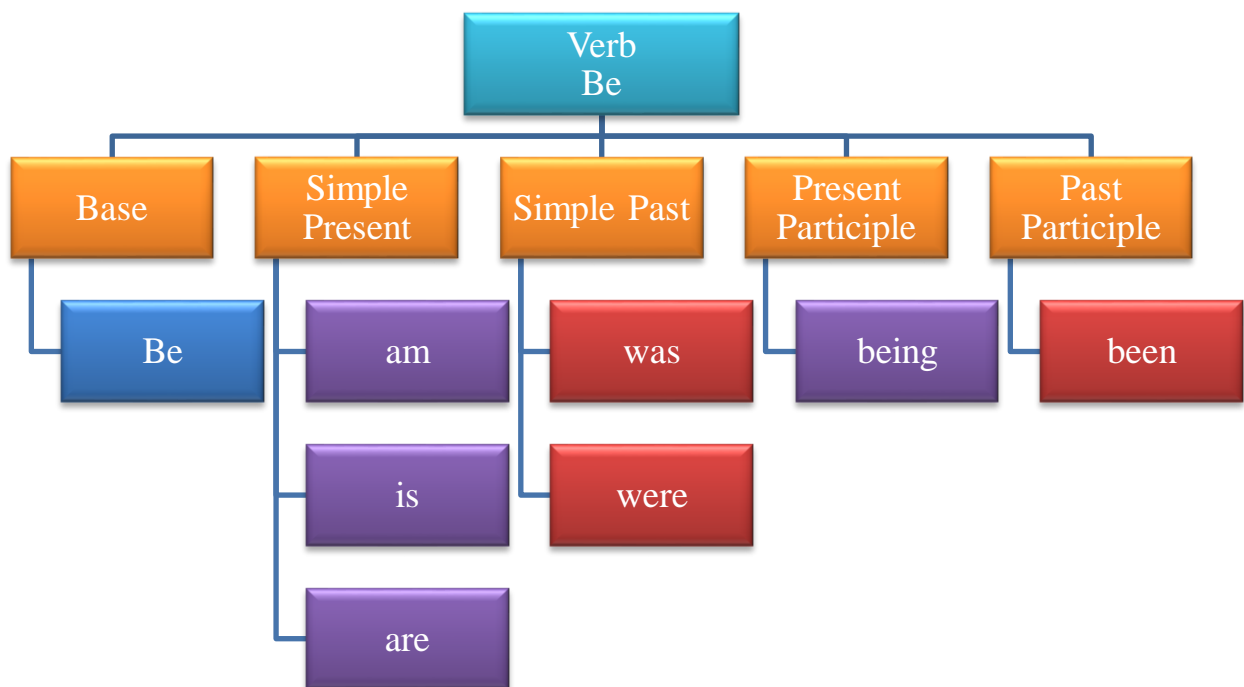
Translation Problems

B.   Functions of Verb Be

```
                          ┌─────────┐
                          │  Verb   │
                          │   Be    │
                          └────┬────┘
    ┌──────────┬───────────────┼───────────────┬──────────────┐
┌───────┐ ┌──────────┐ ┌──────────────┐ ┌──────────┐ ┌──────────┐
│ Main  │ │ Aux. in  │ │ Aux. in      │ │   In     │ │ In yes-no│
│ Verb  │ │ present  │ │ present      │ │negation  │ │ questions│
│       │ │ & past   │ │ & past       │ │          │ │          │
│       │ │progressive│ │ passive voice│ │          │ │          │
└───┬───┘ └────┬─────┘ └──────┬───────┘ └────┬─────┘ └────┬─────┘
```

She is fine.	He is playing tennis.	The pen is broken.	Jack isn't a doctor.	Are you here?
He was sick	I was making a call	The letter was written	They weren't here	was he crying?
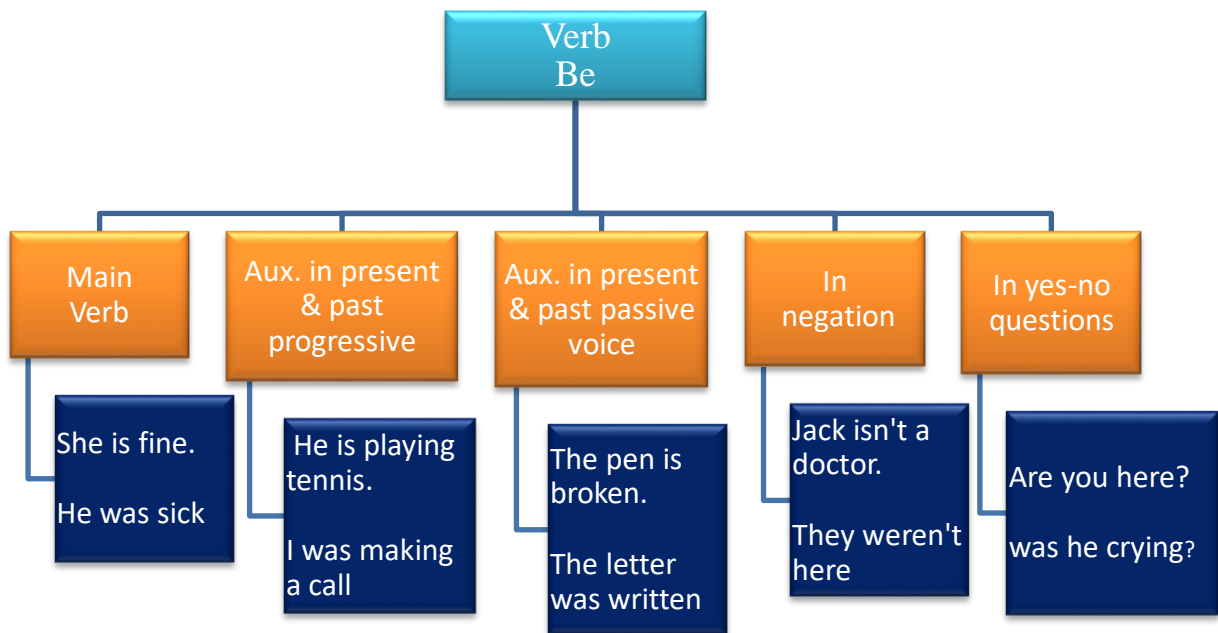
II.1.2. The Literal Translation of "Am, is, are"

When am, is and are, are main verbs in a sentence, some students translated into يكون, which is not acceptable as a good translation: e.g.

1.   I am a nurse   (أنا أكون ممرضة)
2.   You are a father (أنت تكون أب)
3.   She is kind   (هي تكون طيبة)

When the verb "Be" is used in the present simple usually, it omitted completely in Arabic because there is no equivalent tense in Arabic.

Therefore, Delete the verb "Be" to change the English verbal sentences into Arabic nominal ones: i.e. into a topic and a comment مبتدأ وخبر.As in the following sentences:

1.   I am a nurse   (أنا ممرضة)
2.   You are a father(أنت أب)
3.   She is kind   (هي طيبة)

Furthermore, translators are advised to pay attention to the translation of the verb "Be" when it is used as an auxiliary to form the present progressive, and the present passive voice: e.g.

Translation Problems

a) <u>The present progressive</u>

1. I am swimming (أنا أكون أسبح)
2. We are speaking French (نحن نكون نتكلم الفرنسية)
3. Mohamed is eating a chocolate (محمد يكون يأكل تفاحة)

The original translation of these examples, as follows:

1. I am swimming (أنا أسبح)
2. We are speaking French (نحن نتكلم الفرنسية)
3. Mohamed is eating a chocolate (محمد يأكل تفاحة)

Translation problems

a) <u>The present passive voice</u>
1. They are lived in the same city (هم يكونون يعيشون في نفس المدينة)
2. Ali is invited to royal wedding (علي يكون مدعوا للزفاف الملكي)
3. They are put in the same class(هم يكونون موضوعون في نفس الصف)

The acceptable version of Arabic translation of theses sentences as:

1. They are lived in the same city (هم يعيشون في نفس المدينة)
2. Ali is invited to royal wedding(علي مدعوا للزفاف الملكي)
3. They are put in the same class(هم موضوعون في نفس الصف)

So, When the verb "Be" is used in the present simple "am, is, are" usually it disappears completely in Arabic because there is no equivalent tense in Arabic.

As well as auxiliary to form the present progressive, and the present passive voice. It is unacceptable and considered as a poor in Arabic grammar to translate it into يكون

II.1.3.The Literal Translation of "was/were"

The past simple of "Be" was and were, are translated literally into (كان) both as:

a) <u>As a main verb like:</u>
1. It was a sunny day (كان يوم مشمس)

2. We were at home   (كنا في المنزل)

3. I was absent   (كنت غائبا)

   b) <u>As an auxiliary:</u>

   1. John was baking a cake (كان جون يخبز كعكة)

   2. He was crying (كان يبكي)

   3. They were playing with ball   (كانوا يلعبون بالكرة)

   c) <u>The past passive voice:</u>

   However, the literal translation is inappropriate when are used as axillaries to form the past passive voice, as follows:

   1. My bike was stolen (دراجتي كانت مسروقة)

   2. I was slept (آنا كنت نائمة)

   3. The boy was excluded   (الفتى كان استبعد)

 In this case the verb "Be" should be dropped in Arabic language as the following examples

   1. My bike was stolen   (سرقت دراجتي)

   2. I was slept(نمت)

   3. The boy was excluded(استبعد الفتى)

II.1.4.The literal translation of "been"

The past participle of "Be" been, are translated literally into (كائن) is strictly unfavorable in Arabic to use: e.g.

- Where have you been ?(أين كنت كائنا؟)

Yet been is changed into the past simple: e.g.

Where have you been? ⟶ Where were you? (أين كنت؟)

On the other hand, the verb "Be" with the modals or to, in this case is translated as

(يكون):e.g.

You can be a good teacher   (يمكن آن تكون مدرس جيد)

To be or not to be, that is the question   (أن تكون آو لا تكون هذه هي المشكلة)

Translation Problems

II.2. The Translation of the Verb "Do"

A. Forms of Verb Do:

```
                          Verb Do
        ┌──────────┬──────────┬──────────┬──────────┐
      Base     Simple     Simple    Present     Past
               Present     Past    Participle  Participle
        │         │          │          │          │
       do         do        did       doing       done
                  │
                does
```

B. Function of verb Do

```
                          Verb Do
   ┌──────────┬──────────┬──────────┬──────────┬──────────┬──────────┐
  Main     Aux. in    Aux. in    In yes-no   pro-form   Emphatic
  Verb     negation   making     questions
                      information
                      questions
   │          │          │          │          │          │
 I do my   She didn't  Where do   Does he    what does   He does
 homework  laugh.      you live?  speak      jack do?    believe in
                                  English?               God.
```
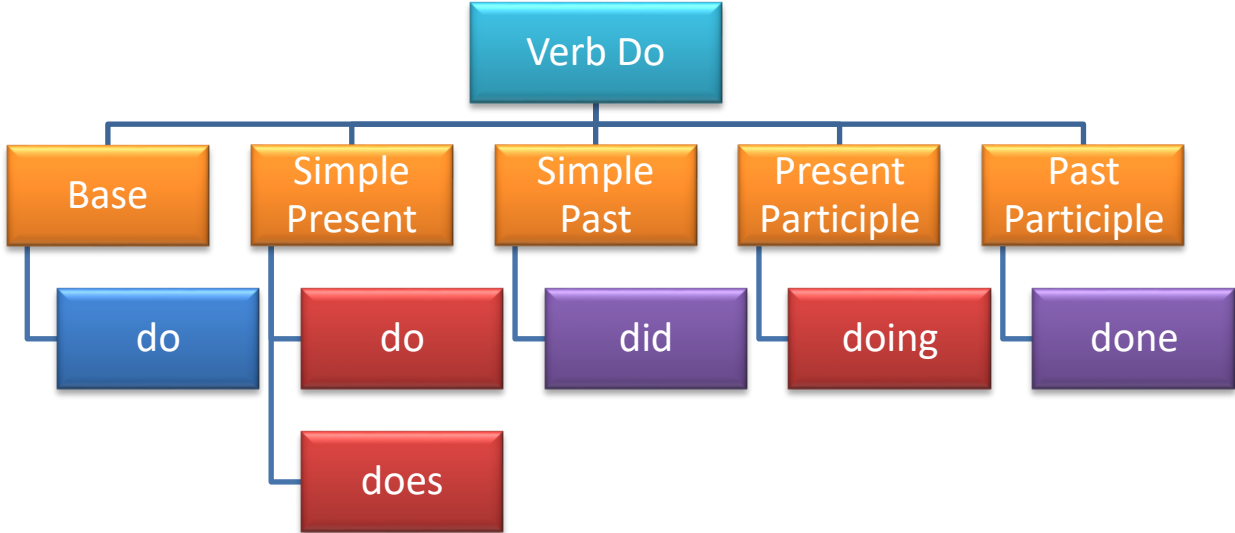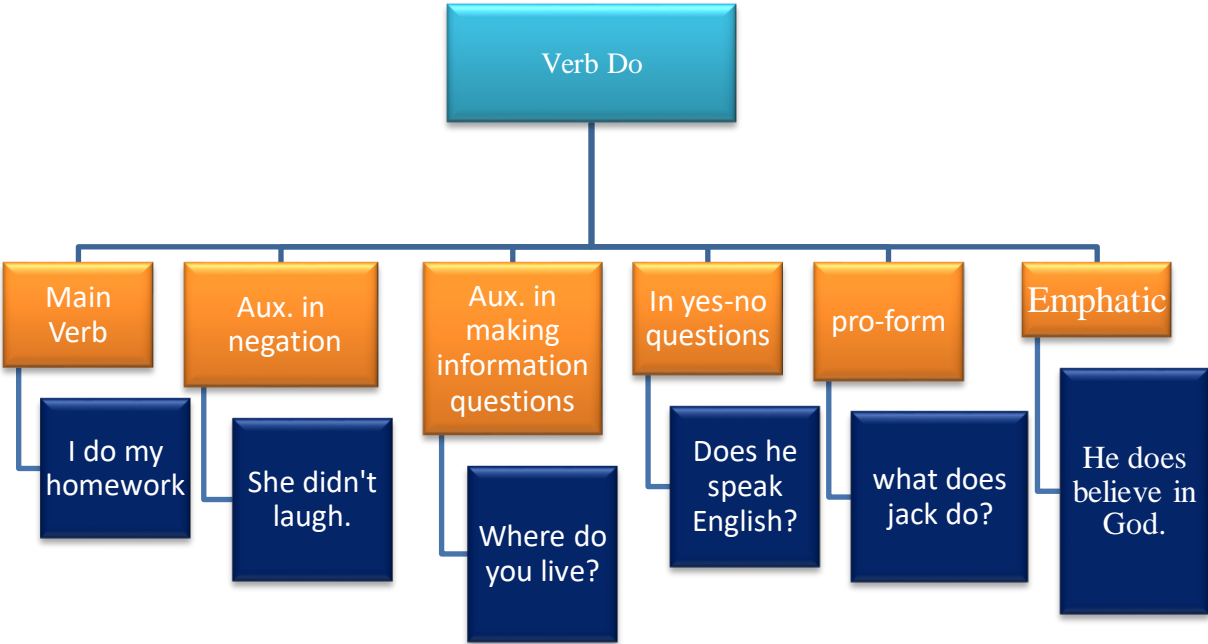
II.2.1. Translation of verb" DO"

Translation Problems

II.2.1.1. Do as Main Verb "do, does"

Do, as a main verb does not pose a grammatical problem. The translation depending on the context.It is translated into Arabic asأفعل،أؤدي،أعمل

For example :

- I Will do my best(سأفعل ما بوسعي)

II.2.1.2. Do as an Auxiliary in Present Negation

Do and does are used with the present simple. This form is meaningless in Arabic .The negative Word "does not, do not "usually translated into (لا).

For example :

- He does not like orange juice(هولا يحب عصير البرتقال)

II.2.1.3. Do as Auxiliary in Past Negation

Did is used in the past .The negative word "did not "is translated into (ما) and usually translated (لم) with the present.

For example:

- The horse did not fall down   (ما سقط الحصان)

- Shedid not eat an apple   (لم تأكل التفاحة)

II.2.1.4.Do on question

At translating the verb do into Arabic, it always implies the question particle (هل) whether in the present or in the past.

For example :

- Did you love children? (هل تحب الأطفال ؟)

- Did Salma wake up early?   (هلاستيقظت سلمى في وقت مبكر؟)

II.2.1.5. Do as Substitute Verb

It is used as substitute verb to avoid repetition, especially as an answer to a question.

Translation Problems

Here, the better solution is to translate do into (يفعل) or to translate it into the main verb of the first sentence.

For example :

- Did she swear? (هل أقسمت؟)

- Yes, she did (نعم فعلت)   or   (نعم أقسمت)

II.2.1.6. Do as an Emphatic Device

It can be used as an emphatic device.

For example :

- That Child does fear cows   (ذلك الطفل يخاف الأبقار فعلا)

They can be translated equally into any of the following Arabic emphatic words and phrases.
(بالتأكيد،من المؤكد،لاشك،مما لاشك فيه،لا ريب،وما إلى ذلك.فعلا،حقا)

II.3. Translation of verb "have"

A. Forms of verb Have
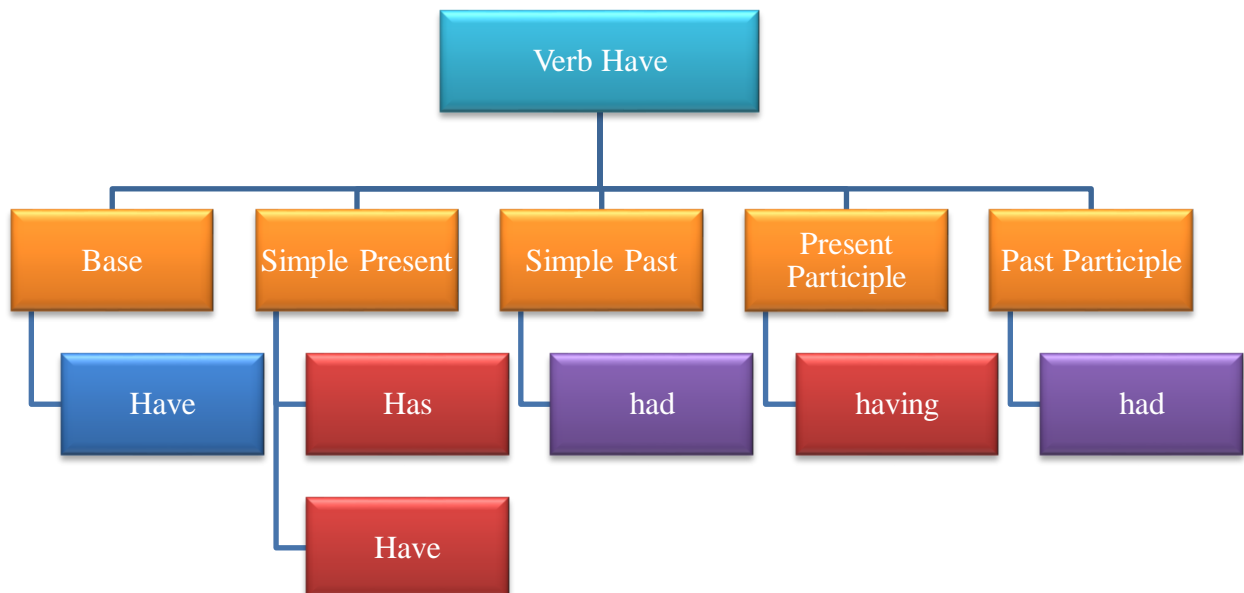
B. Functions of verb Have

Translation Problems

```
                          ┌─────────────────┐
                          │    Verb Have    │
                          └────────┬────────┘
        ┌──────────────┬───────────┼───────────────┬──────────────────┐
┌───────┴───────┐ ┌────┴─────┐ ┌───┴──────────┐ ┌──┴───────────────┐
│   Main verb   │ │ Aux. in  │ │ Aux. in all  │ │ in yes-no        │
│               │ │ negation │ │ perfect      │ │ questions        │
└───────┬───────┘ └────┬─────┘ │ tenses       │ └──────┬───────────┘
        │              │       └───────┬──────┘        │
  ┌─────┴──────┐ ┌─────┴──────┐ ┌──────┴───────┐ ┌──────┴─────────┐
  │ I have     │ │ She hasn't │ │ He has just  │ │ Has ali done   │
  │ money      │ │ come.      │ │ entered.     │ │ his homework?  │
  └────────────┘ └────────────┘ │              │ └────────────────┘
                                │ He had gone. │
                                │              │
                                │ They Have    │
                                │ been         │
                                │ watching TV  │
                                │ for hours.   │
                                └──────────────┘
```
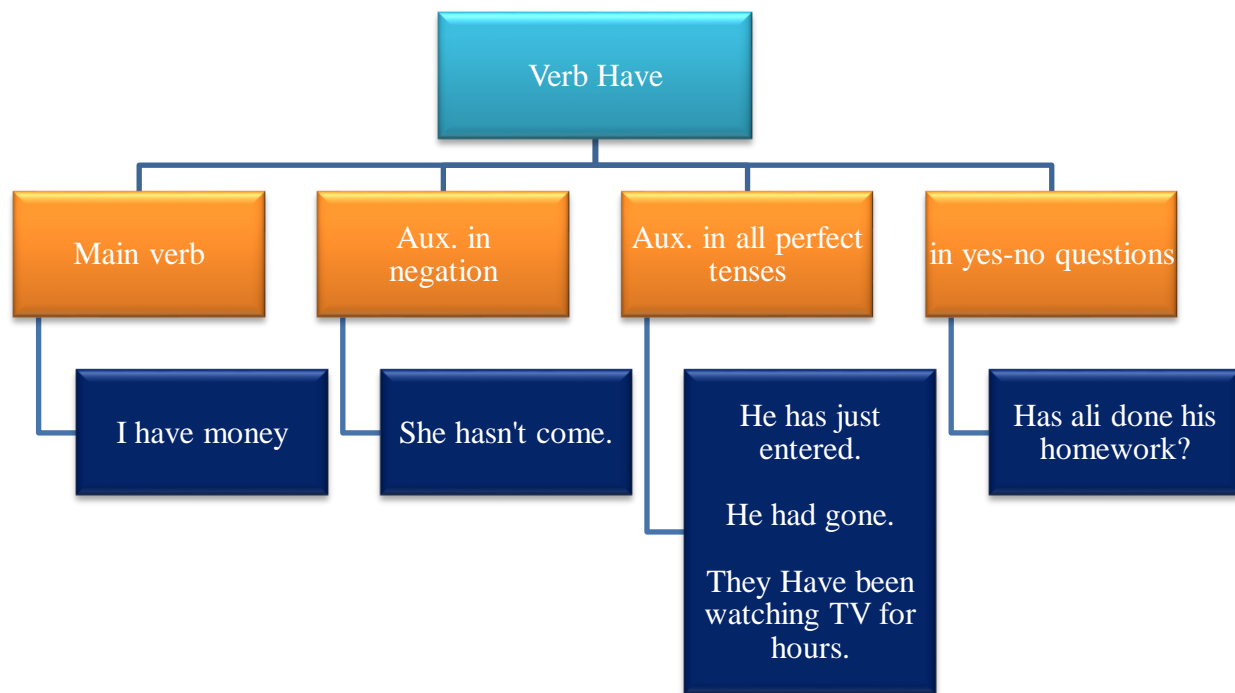
II.3.1.Verb have as a main verb:

Verb "have" that is to say have, has, had is used both as an auxiliary and a main verb. As an auxiliary doesn't cause problem for the students. However, as a main verb, it can pose a few problems.

For example :

- She had a nice holiday (قضت عطلة جميلة)

- They have money (لديها نقود)

Therefore, when we have word have as a main verb, we have to pay attention to their context. It does not have one specific translation.

II.4.Translation of Modals

There are ten main auxiliary verbs in English:" ought to". They are creating several problems of translation because they have complex and complicated functions in English.

Translation Problems

Here is a list with the main function of each of these verbs.

Can (or cannot/can't): Shows ability in the sense of knowing how being able to do something. In informal situations, it expresses permission, in the sense of being allowed to do something. It also shows possibility, in the sense that an action is theoretically possible. It expresses or inquires about willingness. Lastly, in the negative, it shows inability or impossibility.

Could (or could not): shows ability in the past, and expresses or inquires about permission or willingness in a more polite form. It also identifies a possibility in the present, or a possibility in the future that is dependent upon a present action. Lastly, it can be used to make requests or for giving suggestions.

May: is used in formal situations to express permission, in the sense of being allowed to do something. It also expresses possibility in the present and future.

Might: is used in formal situations, and also to express permission in the sense of being allowed to do something. It also expresses possibility in the present, future, and past.

Will (or will not): shows willingness or interest, expresses intention, and makes predictions. It is also used to reassure someone or help them make a decision, to make a semi-formal request, to show habitual behaviour, to make a promise or a threat, and to talk about the future or the past with certainty

Would (or wouldn't): enquires about willingness, shows habitual activity, comments on someone's characteristic behaviour, comments on a hypothetical possibility, and comments on a likely truth. It also is used for asking permission, making a request, and to express preferences. It can be used to talk about the past, talk about the future in the past, or to talk about a situation that is dependent upon another action.

Shall: is used in England, to form the simple present for I and we, and to indicate a promise in the future. It's used in the United States to form polite questions that include a polite request for permission, and universally in formal or legal situations. It can also be used for offering someone help, for suggestions, or for asking what to do.

Should (or shouldn't): conveys the idea of an obligation or makes a suggestion.

Translation Problems

Ought to: is used in the same situations as should, but with a stronger sense of obligation or intensity.

Must (or mustn't): makes a conjecture, but with some certainty. It also makes a command in a more respectful way, and it is used in similar contexts to should and ought to, but with a sense of external obligation. It can also express prohibition in the negative form.

II.4.1.The translation of can, may and must

Can (يستطيع)،may (يمكن)،and must (يجب) are usually understood by the students to mean one word. But is not so, they imply two words.

They are translated into the following: يجب أن , يستطيعأن، يمكنأن،because (أن) grammatically it is obligatory in Arabic.

For example:

I can sleep   (استطيع أن أنام)

But we cannot say   (أستطيع أنام)

We must sleep (يجب أن ننام)

But we cannot say   (يجب ننام)

We may sleep   (يمكن أن ننام)

But we cannot say(يمكن ننام)

II.4.2.The translation of shall and should

Usually should is understood by many students as the past tense of shall. In fact should and shall is used in the sense of "must "only

For example

• He should come to the meetings on time

يجب أن يأتي إلى الاجتماعات في الوقت المحدد

• You shall try this soup!

يجب أن تجرب هذا الحساء

Translation Problems

II.4.3.The translation of could, would, might

The common use of these verbs is in the sense of possibility, permission and expression of politeness/request.

Therefore, they have the same meaning of "May″.

For example :

- She could ∕might∕ would believe him(قد/يمكن أن تصدقه)

II.4.4.These modals are not verbs in Arabic when they are used to refer to future. They are translated into (سوف) or (س).

For example

- He will forgive me!(سوف يسامحني)

II.5.Translation of Negation

Negation in English includes the following words "not, do not, does not, did not, never, neither, nor & no ″. The translation of these words is not always easy.

Problem one: ″Not" has more than one equivalent:

Most of the students translate not as (لا) in Arabic.

But it is not always so (Not) has more than one equivalent. It can be either (لا), (لن), (ليس) or (ما).

For example :

- She can not write a letter(لا تستطيع كتابة رسالة)

- She will not come(هي لن تأتي)

- She has not money(ليس معها نقود)

- All that glitters isn't gold (ما كل ما يلمع ذهبا)

Problem two: a difference between do not, does not, and did not

Translation Problems

"Do not" and "does not" it is equivalent to (لا)،is used in Arabic to make negation in the present .But "did not" (لم) is to negate something in the past

For example :

- My sisterdoesn't speak English (أختي لا تتحدث الإنجليزية)
- My son did not sleep early yesterday (ابني لم ينم في وقت مبكر أمس)

Problem three: Never

Never is a strong negative word in English. We cannot translate it into only one word (أبدا).But we translate it into:

(لا...أبدا)

(لن...أبدا)

(لم...أبدا)

For example:

- I am never wrong(أنا لا أخطا أبدا)
- Ahmed had never mentioned that story (لم يذكر احمد هذه القصة أبدا)
- I will never give up (لن أستسلم أبدا)

Problem four: no

No it can not be always translated into (لا) only. But it have other words to translate it which are:لا،ليس،ممنوع

For example:

- No need to panic (لا داعي للذعر)

- I have no idea (ليس لدي فكرة)

- Sorry, sir. No one gets in or out (أسف سيدي ممنوع دخول أو خروج أي أحد)

Problem five: neither...nor, either....or:

The two constructions are opposite to one another. The first (ولا.....لا)is negative,whereas the second (أو.....إما) ispositive.

Translation Problems

For example:

- You can have eithertea or coffee (يمكنك إما تناول الشاي أو القهوة)

- I like neither tea nor coffee (أنا لا أحب الشاي ولا القهوة)

II.6.Translations of Questions

Problems could arise at translating the different types of questions, because making questions is not the same in Arabic.

In Arabic, for Yes/no- question "هل" can beused in bothpresent and past tenses.

For example

- Do you play football? (هل تلعب كرة القدم ؟)

- Did you play football?(هل لعبت كرة القدم؟)

However, for WH- questions ,we may the equivalents such as :ماذ/ما(what), أي,(when)متى,(where)أين(how),كيف,(why لما/لماذا), whom(ممن،من/لمن/من)who(من (which),لمن(whose).

For example :

- **English:** where is Ali from?

- **Arabic:** من أين علي ؟

II.7.Translation of word order

The normal order of the words of the Arabic sentence is sometimes different from that of the English sentence whose normal order is as follows:

For English, it is as Subject+ Verb + Object/Complement, but in Arabic, we have the following two structures:

a. Nominal: Subject + (Verb) + Object/Complement:

God like us (الله يحبنا)

b. Verbal: Verb + Subject + Object/Complement:

Translation Problems

The diplomat left for London (غادر الدبلوماسي إلى لندن)

Usually, English has only nominal sentence structures (i.e. SVC).Arabic is syntactically more flexible than English. In Arabic, there are generally three accepted word orders: VSC, SVC and VCS. But a typical Arabic structure of a sentence is as VSC: the 'verb' followed by a 'subject' which is further followed by an 'object' or 'complement' but in English, it is as SVC: the 'subject' followed by a 'verb' which is further followed by an 'object' or 'complement'. But with some change of meaning, the English word order could be different too.

II.8.Translation of Adjective

Adjectives are words that give more meaning to nouns by describing them. So the adjective describes the person, animal, thing or place we're talking about.

For example

- I had a **long** day yesterday and had a **disturbed** sleep

- **Long** and **disturbed** are adjectives, they describe my day and my sleep.

Adjectives in English have quite variable forms, they are ordered in the sentence in a way different from Arabic.

A. An adjective -noun order

The adjective occurs before the noun in English, whereas in Arabic it comes after the noun

For example

- That tall man is my brother (ذلك الرجل الطويل أخي)

B. The ordering of a series of adjectives

Successive adjectives in English can be translated either from left to right, or from right to left in Arabic.

For example

- Throw that small, round ball

- ارم تلك الكرة المدورة الصغيرة

Translation Problems

C. Imitation of the English sequence of adjectives

When and is used before the last adjective in English, it's repeated before every adjective in Arabic.

For example

- Her dress is blue , soft, comfortable and cheap

- ثوبها أزرق وناعم ومريح ورخيص

D. The use of adjectives as nouns

Adjectives used as collective nouns are translated into plural nouns in Arabic, not into adjectives or singular nouns.

For example

- **The rich should help the poor**

- يجب على الأغنياء أن يساعدوا الفقراء

II.9.Translation of Genders and Numbers

English does not have any grammatical genders whereas Arabic has.

For example (معلم**)** that is to say a Male teacher vs. (معلمة) that is to say a female teacher

Also English has two types of numbers (singular and plural)

For example

- Teacher as singular and teachers as plural.

While, in Arabic has three types of numbers.

For example

معلم(Teacher) as singular,معلمان(teachers)/معلمون(teachers) =Two teachers

Singular "معلم"(a teacher), معلمان(two teachers) and plural معلمون(teachers)

II.10. Translating English Tenses into Arabic

Translation Problems

There are no precise equivalents for various English tenses. According to Ghazala:

"In English there are fourteen tenses" (1995: 69). However, Arabic consists of only two tenses which cause some problems for translators. In this discussion Ghazala tries to give some insights concerning the translation of English tenses:

II.10.1.The Present and the Past

It is difficult for students to convey the same time of the action of these two tenses since they do not have precise equivalents in Arabic. According to Ghazala (ibid.), some translators suggest (قد) for the present perfect and (لقد) for the past perfect to precede the verb in the past. Moreover, it is unnecessary and imprecise because these two particles (لقد/قد) can be used both to express any kind of tense in the past either near or far. Some other words such as (قبل قليل/ التو)are used to indicate the present perfect which is not precise. However, the proper easy way of translating these two tenses is by regarding them exactly as the past tense, for example:

- I wrote a letter (simple past).

- I have written a letter (present perfect). كتبتُ الرسالة

- I had written a letter (past perfect).

So, these two tenses, present and past perfect, are translated into the past simple in Arabic.

II.10.2.The Present and the Past Progressive

If these two tenses are transmitted literally, the meaning will be destroyed because they have no equivalent in Arabic. According to Ghazala (ibid.), the present progressive equals the simple present. The appropriate way to express the time of the present progressive in Arabic is to add some adverbs of time such as (الآن), for instance:

1- They are doing their exercises. (إنهم ينجزون تمريناتهم)

2- It is raining, now. (تهطل الأمطار الآن)

3- Students are writing their thesis these days(يكتب الّطلبة رسالات تخرجهم هذه الأيام)

There are a few examples where the present progressive is translated into a topic and a comment such as:

Translation Problems

1- We are going to meet some friends.(نحن ذاهبون لِلقاء بعض الأصدقاء)

2- I am leaving. (إنّي مغادر)

However, in Arabic the two translations express two different meanings:

According to Ghazala (1995:70) He is dying is translated into Arabic as (إنّه يحتضر) because we cannot say: (إنّه ميت) which implies that he passed away since this is not true and he is still alive and he can be healthy again. A common point in these examples is theneglectionof the verb (to be).

Ghazala suggests that the past progressive equals (كان) + present tense (the simple present of the verb in Arabic).

(a)- He was wandering in the garden (كان يتجول في الحديقة)

In example (a) above the verb 'to be' is translated into (كان) in Arabic. So, it is not neglected when occurring in the past simple in English.

II.10.3.Present and Past Perfect Progressive Tenses

These two tenses are more complex than the four preceding ones. They do not have exact equivalents in Arabic. The Arabic version may be broken if students translate these tenses literally. Both tenses can be translated into (كان) + present tense. (Ghazala, 1995).

 For instance:

1- I had been studying the whole night (كنُت أدرس طوال اللّيل)

2- Children have been playing football all day (كان الأطفال يلعبون كرة القدم طوال اليوم)

II.10.4.The Future Progressive (will / shall + be + ing)

This tense is problematic for students because they may translate it as (present +present) such as (أكون أدرس) which is false. So, the future progressive equals (يكون)+ present participle (اسم الفاعل) / present only. For example:

1- I shall be eating. سوف آكل

2- My father will be listening to the news at 8 o'clock سوف يستمع أبي إلى الأخبار على الساعة الثامنة

II.10.5.The Future Perfect (shall / will + have + pp)

The reference of the future perfect is not easy to be translated. In Arabic, it may havethe following form, which is(قد + /قد انتهى) (+ propositional phrase such as

1- The doctor will have gone to the hospital. (سوف يكون الّطبيب قد ذهب إلى المستشفى)

II.10.6.The Translation of Conditional Sentences

In English, there are three types of conditional sentences; however, there are only twoin Arabic. The translation of the modal "would" and the combination of the modal "will" andthe auxiliary (have) into Arabic is problematic:

1- "If you finish work early, I will visit you".

2- "If you finished work early, I would visit you".

3- "If you had finished work early, I would have visited you".

The first example represents the future present, which is in fact translated in Arabic as:

(إذا أنهيت العمل باكرا فسوف أزورك)

The second example represents the future past, which is translated into Arabic as:

(لو أنهيت العمل باكرا لزرُتك)

The third example is translated into:

(لو أنّك أنهيت العمل،لَكنُت زرتُّك) .

(Ghazala, 1995: 75-76).

II.2.Lexical Problems

II.2.1.Literal Translation of Meaning

Literal translation it is also known as word for word translation, or word for word translation, is the rendering of text from one language to another.
In other sense, is to translate each word in an English sentence into its common equivalent in Arabic in the same word order E.g.

Who are you?   (من تكون أنت؟)

Translation Problems

Yet, the translator may find himself in a dilemma, because some items in the source text are not lexicalized in the target language.

These problems are due to the misunderstanding of the words meaning. E.g:

Fast salary   (راتب سمين)

If you were in my shoes   (لو كنت في حذائي)

These literal translations are not understandable, can be described as a dangerous translation and unacceptable.

Literal translation is possible in a few cases, whereas in many other cases it is not, which is still debatable, anyway.

II.2.2.Translation of Synonymy

Synonymies are words which have the same meaning or similar meaning, for examples:

Freedom =liberty

Broad =wide

Big=large

Car=automobile =vehicle

The translation of synonymy is sometimes difficult and complicated especially those with emotive charge and the differences of meaning in a context between the SL (the source language) and the TL (target language).

II.2.3. Translation of Collocation

A collocation is a combination of two or more words that always occur together consistently in different contexts in languages. That is, a certain nouns occur with a certain adjectives .e.g. (يعير الانتباه pay attention) .e.g. (net weight الوزن الصافي) ،a verb with noun .e.g. (etc.

There are several types of collocations

1. Adjective +noun collocations: e.g. warm reception استقبال حار
2. Verb +noun collocations: e.g. win confidence يكسب الثقة
3. Noun +noun collocations: e.g. honey moon شهر عسل
4. Noun +and +noun collocations: e.g. food and drink الطعام والشراب
5. Adjective +adjective collocations: e.g. a live and kicking حي يرزق
6. Adverb +adverb collocations: e.g. wholly and heartedly بالتمام والكمال
7. Noun +verb collocations: e.g. cats news مواء القطط
8. Prepositional collocations:

8.1. Noun +prepositional collocations: e.g. a pride in تفاخر ب

8.2. Prepositional +noun collocations: e.g. on the contrary على العكس

8.3. Adjective +prepositional collocations: e.g. full of مليء بـ

8.4. Verb +prepositional collocations: e.g. dream of يحلم بـ

9.   Collocations of similes :e.g.

As quick as lightning أسرع من البرق

As strong as a lion   قوي كالأسد

10.   Parts of countable nouns 'collocations: e.g.

A bouquet of flowers   باقة من الورود

11.   Parts of uncountable nouns 'collocations: e.g.

A glass of water   كأس من الماء

These translations of English collocations into Arabic have two main general problems:

The first one is the difficulty of generalization; some English words collocate with the same word, but they do not necessarily do so in Arabic (Faris&Sahu.2013:64).For example, we say in Arabic (بشرة ناعمة) for soft skin, but we cannot say (مياه ناعمة) for soft water, nor (مشروبات ناعمة) for soft drinks but (ماء عذب) and (مشروبات خفيفة).

Thus, the students of translation cannot generalize about the meaning of a word that collocates with several words. It can be different from one collocation to another and from one language to another.

The second problem lies in the variability of collocations. In English, we can have different collocations for the same meaning, but in Arabic, each collocation has one single meaning, such as well and good, hale and hearty, right and proper all equate to بصحة وعافية.

II.2.4. Translation of Idioms

An idiom is expression or phrase that has a figurative meaning conventionally understood only by native speakers.

Idioms do not mean exactly what the words say .they have hidden meaning. The meaning of an idiom is metaphorical, indirect and flexible rather than literal.

For examples:

Kick the bucket   to die

Spill the beans   to tell people secret information

A piece of cake   really easy

II.2.5.Translations of Proverbs

Translation Problems

Like idioms, proverbs are special, fixed, unchanged phrases, which have special, fixed, unchanged meanings.

Everybody so easy, and almost knows some proverbs, they do not need a lot of attention and knowledge in order to be translate into the TL.

For example:

There is no smoke without fire   لا دخان من دون نار

Therefore, they have their own problems of translation.

For example:

Honesty is the best policy   الصدق مناجاة

So, where the TL has the equivalents for the SL proverbs, the translator should translate the proverb by its equivalent proverb, not by giving its explanation literally.

II.2.6.Translations of Metaphors

Metaphors are an indirect, non -literal language. They are used to say something but mean something else.

For example:

He is cunning   (هو ماكر)

He is fox   (هو ثعلب)

In the first example, language is clear and direct, whereas in the second example is metaphorical language because it describe the same person in an indirect way as "a fox".

Thus, both examples say the same thing, but in two different ways and two different types of language.

II.2.7.Translations of Polysemy and Monosemy

A word which has more than one meaning is described as polysemous, for example "spring"(يقفز،ربيع،نبع،نابض). On the other hand, a word which has only one meaning is monosemous, for example "telephone "(هاتف).

Problems of translation arise when a polysemous Word is mistaken for a monosemous one, with one meaning wrongly assigned to it in all texts and contexts.

II.3.Stylistic Problems
II.3.1.Style of Formality vs. Informality

Translation Problems

According to Martin Joos (1976), a linguist and German professor, a speech style refers to the form of language that the speaker utilized which is characterized by the level of formality. Speech style is identified into five types: frozen, formal, consultative, casual, and intimate.

II.3.1.1.Frozen Style

Also known as **fixed speech**, it is the highest form of communicative style, which is often used in respectful situations or formal ceremonies like Shakespearean plays, weddings, funerals, and more. It uses the complex grammatical sentence structure and vocabulary that are only known by experts in that field.

II.3.1.2.Formal Style

This type uses formal words and expressions and is mostly seen in writing rather than speaking. It also disallows the use of ellipsis, contractions, and qualifying modal adverbials.

II.3.1.3.Consultative Style (informal)

The third level of language; it is basically unplanned speech since the speaker uses the participation and feedback of the listener. The speaker will supply background information; while again, the listener participates continuously.

II.3.1.4. Casual Style (colloquial)

Also known as informal style, it is usually used between, friends, or even insiders who have things to share. In this type, there is a free and easy participation of both speaker and listener.

II.3.1.5.Intimate Style (vulgar or slang)

The last type is used in talks between two very close individuals. It is described by an economy of words, with a high chance of nonverbal communication. Like casual, there is also a free and easy participation of both speaker and listener.

Examples:

1. Frozen: be stead   (اجلس)

2. Formal: have a seat (تفضل بالجلوس)

3. Informal: sit down, please   (اجلس لو سمحت)

4. Colloquial: feel at home   (ارتاح)

5. Vulgar or slang: sit bloody down (اقعد في مكانك)

Here it is clear that the five expressions mean the same thing; which is "seating down ".

Translation Problems

The first one is more official and impolite; the speaker may be a person of a high status talking to a lower rank person or a stranger. The second is polite and acceptable; it can be used with friends and aquaintenances, as it implies the speaker is polite. The third and the fourth are more kind and polite than the first and the second; though they are not official. The fifth one is so rude with the possibility of occurring in humorous contexts when the speaker addresses a very close friend (Ghazala, 1995: 204).

The translator should be careful and take in consideration the SL text style in order to reserve it in the TL text.

II.3.2.Style of Fronting

It means to move a word, a phrase or clause form its original place into the middle or at the end of a sentence to the front position of that sentence e.g.

Allah she worshiped (fronted)   (عبدت الله)

She worshiped Allah (normal)   (عبدت الله)

Such fronting is done on purpose to achieve a stylistic function of some kind: emphasis of the fronted word, or drawing attention to its special importance to the meaning of the sentence.

Translation may be unfamiliar with such a stylistic function, and ignore the style of fronting. But this not advisable since meaning will be affected, however indirectly. It creates fewer problems in Arabic than in English.

II.3.3.Style of Parallelism

Tow clauses or sentences may have the same structure. Parallelism can be important to meaning implying a balance between two or more messages.

For example:

My father is I'll. My mother is sad. My sister is worried

والدي مريض.أمي حزينة.أختي قلقة

Other possible translation are:

أبي مريض، لذا أمي حزينة عليه، وكذلك أختي قلقة عليه

أبي مريض،مما سبب الحزن لامي،والقلق لأختي

The structures of these three short sentences are parallel. That is when my father feel ill, my mother felt sad for him and my sister was worried about him.

Translation Problems

Such style of parallelism is not always easy to translate because languages are not identical, not structured the same way. Sometimes it can be easy to find its equivalent, so it's translatable.

However, in some cases, when it has a stylistic function it can be directly relevant to meaning, it would cause a lot of problems to translators. That is why translators are required to attend to it carefully (Ghazala.1995; 23).

II.3.4.Style of Ambiguity

Ambiguity can be defined as a word, phrase, or sentence, is ambiguous if it has more than one meaning.

For example :

• Nails

1. The hard parts on your fingers and toes are your nails.

2. Nails are also thin, sharp metal pieces used in construction

Another example :

• Jam

1. The noun Jam means a sweet paste made out of fruit. It is also called jelly

2. The verb can mean to put something into a space that is too small for it. For example ; you would jam a week's worth of clothes into a small backpack

3. A traffic jam is when the cars on the road are very slow or stopped.

Ambiguity in translation is inevitable context of situation plays a far major rule in disambiguating the ambiguous words or expressions.

When a writer of a SL text uses the passive or the active voice he mean it, he chooses to transmit his message through.

Since these styles are contradictory and each of them has its own function, so they are treated, translated carefully and differently.

Usually these two styles make a lot of problems to translators. Some translators believe that the passive in Arabic is usually changed into the active.

Rather both must be retained in it. (Ghazala.1995:24).

For example:

• That fat murder killed five children yesterday.

• Five children were killed yesterday.

Translation Problems

At first they seem to be alike; whereas they are not the first is active, while the second is passive.

The first sentence makes it clear, showing the doer of the action of killing. On the other hand, the killer is hidden in the second sentence.

There is a big difference between both styles; the first one (active) may be used for human reasons.

On the contrary, the second one (passive) aims at ignoring or hiding the identity of the killers, and at the same time focuses more on the action and it result.

We may conclude that the two styles of passive and active are used in language to express different stylistic functions and achieve different aims in relation to the message.

II.3.5.Style of Irony

It is the most difficult types of style of any languages. Irony is defined as a method of humorous or subtly sarcastic expression in which the intended meaning of the words is the direct opposite of their sense.

For example:

• It's irony to call stupid plan (clever)

The differentiation is made between three major kinds of irony:

1. Verbal irony occurs whenever a speaker tells us something that differs from what they mean, what they intend, or what the situation requires. For example: a mother said to his son:" you could win an award for cleanliness!". this means that the mother isn't proud of her son for being clean, she is made at him for being messy

2. Dramatic irony: is when the audience knows something usually a lot of things that the characters don't. For example: Juliet drinks a sleeping potion to make her family think she is dead, but the audience knows she is only sleeping. Unfortunately, Romeo doesn't know the truth. The audience wants to tell Romeo what they know, but they cannot. In despair, Romeo chooses to kill himself, the audience knows the truth that Romeo does not know, and this makes his decision still more tragic.

3. Situational irony : is when what actually happens is the opposite of what is expected

For example:

• Student wake up thinking he is late for school and rushes to school to find out it is Saturday.

The concept of irony in language known as major or stylistic problem of translation.

Thus, the very first step prior to translating an irony is to recognize it in the SL text.

If the translator fails to do so he might distort the central point of the original.

II.3.6.The Stylistic Importance of Punctuation Marks

Punctuation is the name of the marks used in writing. They are very essential signs to understand a sentence in correct way. They represent the expression and feeling in a sentence. There are 14 punctuation marks that are used in the English language. They are: the period (.), question mark (?), exclamation point (!.), comma(,). colon(:), semicolon(;), dash(-), hyphen(-), brackets([]), braces({}), parentheses(()), apostrophe('), quotation mark("), and ellipsis(...).

II.6.1.Period

The period denotes the end of a sentence. A full sentence is considered as one that is complete and declarative. E.g.

• This is an Elephant.

Periods are also used in abbreviations, such as in names or titles. E.g.

• Dr. Smith read his patient's chart.

II.6.2.Question marks

A question mark ends a sentence that is a direct question. Typically, sentences that are questions begin with what, how, when, where, why, or who.

E.g.How do you like your eggs?

II.6.3. Exclamation

An exclamation point is used when that sentence expresses an intense emotion. The expression can be a variety of things, from excitement, disgust, anger, joy, or anything else. Exclamation points are meant to add emphasis to a sentence. e.g.

• Don't pick that!

II.6.4. Comma

A comma is used to organize thoughts into logical groups. It indicates a much shorter pause than a full stop. It separates the different parts of a sentence or names in a list.

Commas have a few different uses. Commas are used for a direct address, such as:

• We were late, although it didn't matter.

They're also used to separate two complete sentences:

• He went to the library, and then he went out for lunch.

Commas can also be used to list items in a sentence:

- You will need eggs, butter, salt and cheese.

II.6.5. Colon

A colon has three primary uses. One way to use it is when introducing something, such as a quote, an example, a series, or an explanation.

They didn't have time to waste: it was already late.

- They didn't have time to waste: it was already late.

II.6.6.Semicolon

Similar to a colon, a semicolon links two independent clauses. However, in this case, the clauses are more closely related than when you would use a colon. For example:

I have a meeting tomorrow morning; I can't go out tonight.

Both clauses are independent enough to be their own sentences, but instead of using a period, it's possible to use a semicolon to show both clauses are connected.

Another less common use for semicolons is within a list that uses commas.

Last summer we travelled to London, England; Paris, France; Rome, Italy; and Athens, Greece.

II.6.7.Dash

There are two types of dashes that vary in size and use.

- En dash: Typically shorter in length, the en dash is used to denote a range, such as between numbers or dates. For example:

The company was operational from 1990-2000.

- Em dash: this dash is longer, and is sometimes used instead of other punctuation marks, like commas, colons, or parentheses. Here's an example:
- Her answer was clear — yes!

II.7.8.Hyphen

Is used in compound words when two or more words are connected. Here are some examples of hyphenated words:

Step-by-step

Mother-in-law

II.6.9.Brackets

Brackets are used to clarify something or for technical terms or explanations. It can also be used to clarify a subject when quoting another person or text. For example:

- She [Mrs. Smith] agrees that cats are better than dogs.

II.6.10.Braces

It's unlikely you'll need to use braces very often unless you're writing a mathematical or technical text. However, it's still good to know so you don't accidentally use them instead of brackets or parentheses. Braces are usually used in operations, for example:

6{3x+ [28+2]} =xy

II.6.11.Parentheses

Parentheses are used to supply further details or information or as an aside. Parentheses can often be replaced with commas and the sentence would retain its same meaning. Here's an example:

Kate (who is Matt's wife) likes to go for walks.

II.6.12.Apostrophe

Apostrophes are meant to show that a letter or letters have been omitted and also to indicate the possessive or contractions. It can also be used to pluralize lowercase letters. Here are some examples:

I've been working from home for 6 months and it's great.

Rebecca's dog had surgery yesterday.

II.6.13.Quotation Marks

Quotation marks are used to denote text, speech, or words spoken by someone else. It is also used to indicate dialogue.

"I don't like this," said Mark.

She told him that she "prefers not to think about that."

Single quotation marks (''), not to be confused with apostrophes, are often used for a quote within a quote.

Jill told her mother "Jack ran up the hill and he said he was going to 'fetch a pail of water' before he fell."

II.6.14.Ellipsis

An ellipsis is three periods used together to represent an omission of words or letters. They are often used to jump from one sentence or phrase to another while omitting unnecessary or obvious words. It is also used when quoting someone and unnecessary words are left out.

The teacher moaned, "Look at this floor … a mess… this class."

Translation Problems

Punctuation plays a vital role in the interpretation of a certain text. So using it haphazardly leads to misunderstanding the text and consequently the wrong translation.

Conclusion

This chapter looks at some problems, which face the students of foreign languages. It has been shown that no one can translate correctly without encountering any difficulty during the translation process. Thus, translation from English into Arabic needs the processes and techniques, which are used to transfer the meaning of the source language (i.e. English) into the target language (i.e. Arabic). Finally, translators are required to be competent at the linguistic level,

Chapter III: Translation Strategies

Translation Strategies

Introduction

The debate about whether to choose free or literal translation strategy goes back to the Cicero (first century BCE) and St Jerome (late fourth century CE) and forms the basis of all current exchanged, discussed theories introduced by a lot of translators; either practitioners or theorists. While commenting on his translation of Speech of the Attic Orators Aéschines and Demosthenes, Cicero (cited in Munday,2001: 19) claims that he did not translate them as an interpreter, meaning that he did not treat the source text word-for-word, yet he dealt with them by "keeping the same ideas and forms […] in language which confirms to our usage[…] I did not hold it necessary to render it word-for-word, […] I preserved the general style and force of the language" (Cicero 46 BCE 1960 CE: 346 cited in Munday, 2001: 19).

The same can be said while observing the translation method followed by StJerome while trying to defend his Latin translation of the Greek Septuagint OldTestament; his strategy is formulated in the De Optimo Genre Interpretandi, a letter addressed to the Senator Pammachius in 395 CE. St Jerome described his strategy by saying that "I not only admit but freely announce that in translating from Greek, I render not only word-for-word, but sense-for-sense" (St Jerome 395 CE/1997: 25, cited in Munday, 2001: 19). Alongside theses two ancient points of view, we find a lot of other translation theorists whom are interested in such topics; which translation strategy to choose? When? Why? Which is the most workable? Effective? Linguists and translation theorists like P. Newmark(1981), Ghazala (1995), Vinay and Darbelnet (1973), and Mona Baker (1991); all these names and a lot of others have been interested in translation as a field of knowledge, and each one of them has accounted about translation in his own way according to his vision and researches. Here we opt to account for Ghazala (1995) and Vinay and Darbelnet (1995) translation strategies.

As an opening for such a topic, lets mention that P. Newmark (, 1981:91)make it clear that the best strategy for translating is the literal one; all translatorsshould be literal, and that the good translator avoids it only when it is impossible; yet it still helpful as a preliminary step. It helps the translator to get into the source text and makes him familiar with its vocabulary, so it can be seen as an entrance to the target language.

Translation Strategies

III.1. Ghazala's Translation Strategies:

Translation strategies are procedures for solving translation problems. They range from the realization of a translation problem to its solution or the realization of its insolubility by a subject at a given moment. When translation is held between a pair of texts of nature languages, there are typically many possible translations. Selecting one of these translations is not an easy task because natural languages translation is particularly noisy. It is difficult for the translator to choose the suitable method for carrying out his translating task. For the reason that, the existence of synonyms frequently allows for multiple correct translations of the same kind. The possibility of erroneous translations increases the number of possible variations and thus the opportunity for [hiding information] distorting the intended meaning of the source language writer.

Ghazala introduced three main categories of translation strategies; literal, direct, free translations. They are so easy to comprehend as they are logically organized and plainly explained and illustrated. We will account for them respectively.

The first category comprises two types of translation, word-for-word and one-to-one translation.

III.1.1. Literal Translation:

III.1.1.1. Word-for-word translation: is a method in which the translator focuses more on the form not on the content, the translator would carry out his translation task by considering the source language words and translates them into their target language equivalents. It is a method in which the translator has to translate each word of the source language into its equivalent in the target language by keeping the same word order (Ghazala, 1995: 07). This method focuses more on the target language considering the target language as a mirror which has to reflect the source language as it is. That is to say that, the translator has to follow the source language word order regardless of the target language style or structure. For example:

-the sun is shining.   ‑الشمس تكون ساطعة.

-He is playing football   ‑هو يكون يلعب كرة القدم.

Translation Strategies

In one way or another, this procedure is not of a great help for translators, especially, while translating metaphorical or idiomatic expressions which is kind of structures in which writers or speakers use some words indirectly to express a given exact meaning. So, when translating word-for-word the translator would not worry about the source and target languages differences, concerning structure, wording, grammar, special usages, and collocations.

However, the good way of translation has to take in consideration such differences because it is known that while translating the word order may change; not all languages are structured the same way or identical over all their aspects. The correct translation for the above sentences is:

‫-الشمس ساطعة.‬

‫-إنه يلعب كرة القدم.‬

III.1.1.2. One-to-one Translation:

Apparently this method is like the previous one [word-for-word], yet it is not, it is different. In favor of this method of translation, the translator's task is to keep the same category of the word while rendering from the source language into the target one. In other words, a word is translated into a word, a phrase into a phrase, a noun into a noun, and an adjective into an adjective. Furthermore, an idiom has to be translated into an idiom, a metaphor into a metaphor, and a proverb into a proverb. Meaning that, the translator has to replace each word not just by its equivalent in the target language; moreover, that equivalent item should be the same as the source language item relating to its class and category. (Ghazala, 1995: 08).

Like in:

-He is a young man, he is kind-hearted.	‫-هو يكون شابا, هو يكون طيب القلب.‬
- You should wipe the floor by him.	‫-يجب عليك أن تمسح الأرض به.‬
- A stitch in time saves nine	‫-درهم وقاية خير من درهم علاج.‬
- Let us shake hands.	‫-دعنا نتصافح بالأيادي.‬
- This mission is a can of worms.	‫-هذه المهمة تكون علبة مصائب.‬
- I have a blind confidence in you.	‫-أنا املك ثقة عمياء فيك.‬

This method is positive and helpful since it gives the translators the opportunity to translate the source language special uses, metaphorical expressions, idioms and proverbs. However the insistence on having the equivalent of each word keeping the same type; class and category is a hard task and might result in a poor translation like translating "to be" into "‫يكون‬"

and "to have" into "يملك". Furthermore, we can render or replace a given idiom, metaphor, a collocation in the source language by an equivalent idiom, metaphor, or a collocation in the target language because language differ, they are dissimilar. In other words, each language has its own way of expressing ideas, accounting for events, describing and labeling things. Consequently, translating such cultural specificities like idioms, metaphors, and collocations is so hard and cause a lot of problems to translators. For instance the collocation of "shake hands" and "can of worms" if translated following the one-to-one method are going to be translated erroneously because on the first hand, the equivalent of "shake hands" in Arabic is not "يتصافح بالأيدي", but just "يتصافح" . Since this word embeds and comprises the contribution of words in such act "shaking". It goes without saying that when two people shake hands is going to be performed using hands. So, there is no need according to the Arabic language and culture to add the word "بالأيدي" since "يتصافح" is enough and correct. On the other hand, the equivalent of the metaphorical expressions "can of worms" in Arabic is not "علبة مصائب", but it is "مهمة صعبة/عويصة ".

It is for this reason that what might be an idiom, metaphor, or a collocation in a given language "source language" may not have its identical equivalent as an idiom, metaphor, or a collocation in the other language "target language".

-هو يكون شابا.هو يكون طيب القلب.	-هو شاب طيب القلب .
-دعنا نتصافح بالأيدي.	-دعنا نتصافح ,فلنتصافح .
-هذه المهمة تكون علبة مصائب.	-هذه مهمة عويصة ,بالغة الصعوبة .
-أنا أملك ثقة عمياء فيك.	-عندي ثقة (عمياء) مطلقة بك .

III.1.2. Direct Translation:

When Ghazala states that we are not translating words but we are translating meaning (1995: 05). So meaning is all what concerns translators. In favor of this method, the translator works on translating meaning as closely, precisely and complete as possible because this method is considered as a close translation. All translators work on translating meaning, yet this method in difference with the two previous ones, favors translating meaning in context, as well as it

takes in consideration the grammar and the word order "structure" of the target language. That is why direct translation is considered as a full translation.

According to this method, we cannot say that literal meaning is just one fixed, unchanged for a given expression; words, phrases…whereas it may change according to the context. Meaning that translators should be aware of what is known in linguistics items in context. The translator should know not just the meaning of words; moreover he needs to know its collocations "the accompany that words might keep" (Firth, in palmer :); their co-occurance possibilities and the collocation distribution because it is an essential part not only of linguistic competence but also of communicative competence. For the reason that, "it is often precisely in that area that translators as well as the very advanced language learners have the greatest difficulties certainly because of the lack of exposure to collocational and socio-cultural information". (Harouni Z., 2001: 07).

The direct translation method is the best, compared to the two previous ones, since it takes into consideration that, words may have more than one meaning "meaning in context", it deals with polysemous words (words which have more than one meaning) as it considers the words' central meaning as well as its peripheral meaning. For example, when consider the central meaning of the word "Sound" we would identify that it's the noise from the mouth made by the vocal cords, which may be translated into Arabic as "صوت" ; it is its core and/or primary meaning.

However the same word can be used to mean other meanings in other contexts. It happens to have more than one meaning, it depends on the word it accompanies and the context in which it occurred. So, it may mean Firm, Wise, a Narrow channel and an Inlet of the sea. These are some less popular meanings of it. Hence forth, in a sentence like: I admire the sound of birds, the translator would come across no problem while translating the word "sound" for it is obvious that its equivalent is "صوت" . Conversely, the translation problems are going to show up when the word is used to mean one of its less common meanings, like;

-Your suggestion sounds reasonable.   ‑يبدو اقتراحك معقولا.

- It is a sound basis.   ‑إنه أساس صلب.

- Thank you for the sound advice.   ‑شكرا على النصيحة الحكيمة.

- She had a sound examination.   ‑أجرت امتحانا صعبا.

- That sound is quite narrow.   – ذلك البرزخ ضيق جدا.

- Fish have sound.   ــ للسمك مثانة هوائية.

(Ghazala, 1995: 102).

For translating such words, the translators has to know their meaning when they are used alone "central meaning" in addition to its peripheral meanings; when it is used in accordance with other words that may alter its meaning. In other words, the combination in a given sentence plays a great role in understanding it, as understanding is so crucial and helpful in the translation process. For this reason, one cannot say in Arabic " شكرا على النصيحة الصوتية/يبدو اقتراحك صوت معقول" but he should say. "نصيحة معقولة أو حكيمة/اقتراح معقول". Thus, we can say that this is a good, workable translation method. Since it takes in consideration the context, collocations; in addition to arousing the attention of the translators via pushing them be aware to the polysemous words and their different uses and meanings in order to get an appropriate, and accurate translation.

III.1.3. Free Translation:

It is true that all translation should be literal, and the bad translators do anything to avoid translating literally. However, the good translator avoids the literal translation when it is not workable, and successful (Newmark, 1981:21). So, any translator either a theorist or practitioner can never deny that the literal method is not always of great help. Translators may need other methods as solutions to some difficult cases, especially in contexts in which the literal method cannot cope with. Translators are in need of a free method through which they can conduct a free and accurate translation. As stated by Ghazala (1995: 14) the translator needs a method in which "no limitations are put, he can translate something the way he understands it […] he cannot translate the way he likes, but the way he understands".

III.1.3.1. Bound Free Translation:

Bound free translation is an acceptable and sometimes is advised because its derived from the context. However the translator may go out of the context but not too far from it. For the reason that, even if it is free translation with no limitations, yet the translator should keep related to the linguistic context of the original text. Bound free translation is free in the sense that the translator "may go out of context in the form of exaggeration, expressivity or strong language"(Ghazala, 1995: 14).

Translation Strategies

In this translation method the translation derives the equivalents by digging deep in the target language. He has to be familiar to, or exposed to the target language expressions, popular sayings, religious sayings, proverbs, collocation, poetry and pompous styles; in addition to some cultural specifities. For instance:

- Are you lying to me?	أتفتري على الله كذبا؟
-East or west, home is best.	بلادي و إن جرت على عزيزة***و قومي و إن ظنوا على كرام.
- She was sad deep down.	تقطر قلبها من الحزن.
- She had a new baby.	رزقها الله بمولود جديد.

We can see that these translations are derived from the religious expressions "Quran", poetry, collocations and popular religious expressions respectively. The translator needs to be exposed to all what concerns the target language linguistically as well as culturally.

III.1.3.2. Loose Free Translation:

While following this method the translator translates the way he understands, as he may go out of the context to a great extent even if for his personal reasons.

In difference of the bound free method, when following the loose free translation the translator has the right to go out of the context more freely. Meaning that the translator may translate the way he understands, according to his personal needs or reasons. Even though the translation of such a method is so loose and seem to be out of context, still it has to keep related to the original text in one way or another. Like in "I am frightened" which can be translated into "ابقي معي" The speaker is asking the listener to stay with him in an indirect way by telling him that he is afraid of something, otherwise he could say "stay with me" directly and simply. Other example is when the speaker says: no bacon in my breakfast, please? One can translates it into"أنا مسلم". In other words, the speaker here wants to say that he is a Muslim person. Since pigs' meat is forbidden in Islam, he used the expression "no bacon" as a sign of Islamism, meaning that I am a Muslim in an indirect way.

This method is advised especially for the novice translators because they may go too far from the context i.e.: being too loose and thus distorting the intended meaning of the original text.

III.2. Vinay and Darbelnet strategies of translation:

Translation Strategies

The division of Ghazala (1995) concerning translation strategies is so clear and easy to grasp, as one can see is more logical and acceptable. Since, he has introduced them in an easy manner, well organized, justified and exemplified. In addition to Ghazala's division; one can not deny what Vinay and Darbelnet (1995) have introduced relating to their procedures, steps of translation. Their model is considered as one of the best-known models and more representative models which deal with translation strategies. Vinay and Darbelnet taxonomy in "stylistique comparée du Français et de L'anglais", is a classical model and one which has had a very wide impact.

Vinay and Darbelnet work is a kind of comparative linguistics research, they compared French and English styles trying to identify the differences between both languages as well as categorizing their different translation strategies. Vinay and Darbelnet work importance and worthiness have led many comparative linguistics and translation researchers to do the same. Even though their work was solely based on French and English languages, it has formed the basis for other works like the French-German translation (Malblanc's Stylistique comparée du Français et de L'allemand,1963), in addition to two similar books on English-Spanish translation (Vqauez-Ayora's introduction, 1982).

Vinay and Darbelnet work to a given extent they share approximately the same idea as Ghazala, the difference is in the way of stating it. The two general translation strategies identified by Vinay and Darbelnet (1995: 84-93) are Direct and Oblique translations, which sound like Literal and Free divisions. There is subtle difference in that Ghazala has three categories literal, direct, and free strategies, while, Vinay and Darbelnet have just two divisions literal (word-for-word + direct), and Oblique (free). Meaning that, the direct translation introduced by Ghazala is given as a synonym for direct translation (84). The two categories discussed by Vinay and Darbelnet comprise seven procedures of which Direct translation covers three:

III.2.1. Borrowing:

or as can be labeled "transference" it is a method in which the source language word is transferred directly to the target language without t being translated (Vinay and Darbelnet, 1995: 85). For instance; many English words are "borrowed" into other languages; for example "software" in the field of technology and "funk" in culture. English also borrows

numerous words from other languages; "abattoir, café, passé" and "résumé" from French; "hamburger" and "kindergarten" from German; "bandana, musk" and "from" Sanskrit. here is another example of borrowing which was introduced by (Edith Harding & Philip Riley, 1986: 57); An example of Borrowing is the verb 'mailer', which is used in Canadian-French utterance; here, the French suffix-er is added to the English verb 'mail' to conform to the French rules of verb-formation

It is not worthy to mention that, some translators resort to this method, borrowing, in cases where the TT in question does not have a lexicalized correspondence for the concept that ought to be translated, for stylistic or rhetoric reasons as well. Sometimes borrowings are employed to add a local color: (pétanque, armagnac and bastide in a tourist brochure about south west France, for instance).

III.2.2. Calque:

This special kind of borrowing (Vinay and Darbelnet, 1995: 85) where the source language expression or structure is transferred in a Literal translation. For example, the French Calque "complément de la saison" for the English "compliments of the season". Vinay and Darbelnet noted that both borrowing and Calque often becomes fully integrated and widely accepted in the target language. For example here are a few calqued expressions that have been absorbed into English including; standpoint and beer garden from German Standpunkt and Biergarten; breakfast from French déjeuner (which now means lunch in Europe, but maintains the same meaning of breakfast in Québec). These are some expressions which become widely accepted in the target language (such as the Spanish peso mosca and Casa Blanca from English flyweight and White House). (Example from Gabriela Bosco: 2010).

III.2.3. Literal Translation:

This is a word-for-word translation, which Vinay and Darbelnet described as being most common between languages of the same family and culture. Their example is "I left my spectacles on the table downstairs" which become "jai laissémes lunettes sur la table en bas"(Vinay and Darbelnet, 2000: 68-88).

Literal translation, as opined by Newmark is the appropriate strategy for all translations, and as Newmark (19981:.21) said that the bad translator will do his best to do not use literal

translation(word-for-word), and that all good translation should be literal, here we find Vinay and Darbelnet saying the same thing; but stating it differently. By giving some reasons, justifications why one cannot translate literally in all the contexts with all texts; they say "Literalness should only be sacrificed because of structural and metalinguistic requirements and only after checking that the meaning is fully preserved"(Vinay and Darbelnet, 1995: 288).

Vinay and Darbelnet (2000: 34-35) stated that the translator may judge the literal translation to be unacceptable because it:

a- Gives a different meaning;

b- Has no meaning;

c- Impossible for structural reasons;

d- Does not have corresponding expression within the metalinguistic equivalence of the target language.

However, this method is not feasible in all contexts and with all languages; for example the Spanish sentence: "El equipoestátrabajando para terminar el informe" could be translated into English as "The team is working to finish the report". Up till now this method can be considered as a workable, yet sometimes it cannot be so. For example, the Spanish sentence above could not be translated into French or German using this technique because the French and German sentence structures are different, besides a sentence that can be translated literally across languages does not mean that all sentences can be translated literally. El equipoexperimentadoestátrabajando para terminar el informe translates into English as the experienced team is working to finish the report ("experienced" and "team" are reversed). (Example from Gabriela Bosco: 2010

In cases where Literal strategies cannot be applied, cannot be of great help for translators, Vinay and Darbelnet see that the Oblique strategy is the solution.
This covers further four procedures:

III.2.4. Transposition: (1995:94-95). This is the change of one part of speech for another without changing the sense. It is in a sense a shift of word class (blue ball becomes boule bleue in French). Transposition can be;

Translation Strategies

Obligatory: like in "dés son lever" in a particular past context would be translated "as soon as she got up".

Optional: for example, in the reverse direction "as soon as she got up" could be translated literally as "dés quells' est levée" or as transposition into "dés son lever".

Vinay and Darbelnet (1995:94) see transposition as "probably the most common structural change undertaken by translators". They list at least ten different categories among them:

Verb-noun: as soon as she got up ⟶ dés son lever

Adverb-verb: He will soon be back ⟶ il ne tardera pas à rentrer. (Literally; he will not tarry in returning).

III.2.5. Modulation: this changes the semantic and the point of view of the source language text. In other words, "modulation" consists of using a phrase that is different in the source and target languages to convey the same idea. For example; "Te lo dejo" in Spanish may be translated literally into "I leave it to you" but translates better as "You can have it". (Example from Gabriela Bosco: 2010). Modulation can be:

Obligatory: for example, "the time when" translates to "le moment ou" (literally; the moment where";

Optional: though linked to preferred structures of the two languages: for example, the several points of view in "it is not difficult to show" translated into " ilest facile de démontrer". (Literally: it is easy to show).

Modulation is a procedure which is justified by that; when, although a literal or even transposed translation results in grammatically correct utterance, it is considered unsuitable, unidiomatic or awkward in the target language'(2000:89) Vinay and Darbelnet asserted that modulation is " the touch stone of good translator, whereas transposition simply shows a very good command by the target language"(1995-246).

Modulation at the level of message is subdivided (246-255) along the following lines:

   - Abstract for concrete. / - Cause-effect. / -part-whole. /- Part-another part. / - Reversal of terms. /- Negation of opposites. /- Active to passive (and vice versa). /Space for time. / - Rethinking of intervals and limits (in space and time)./ - Change of symbol (including fixed and new metaphors).

Translation Strategies

III.2.6. Equivalence: Here you have to express something in a completely different way; it is considered as creative method. Vinay and Darbelnet used the term (1995: 90) to refer to cases where languages describe the same situation but different stylistic or structural means. Equivalence is particularly useful when translating idioms, advertising slogans and proverbs (the sense, though not the image of "comme un chien dans un jeu de quills" literally can be translated into 'like a dog in a set of skittles', whereas it can be rendered as ' like a bull in a China shop').

III.2.7. Adaptation: this involves changing the cultural reference when a situation in the source culture does not exist in the target culture. In other words, Adaptation occurs when something specific to one language culture is expressed in a totally different way that is familiar or appropriate to another language culture; it is a shift in cultural environment. For example, Vinay and Darbelnet suggest that the cultural connotation of a reference in an English text can be related to the game of the cricket might be best translated into French by a reference to the tour de France. The authors claim that a refusal to use such adaptation in an otherwise 'perfectly correct' target text may still be noticeable by an indefinable tone, something that does not sound quite right' (Vinay and Darbelnet, 2000: 53). However, whereas their solution may work for some restricted metaphorical uses, it would make little sense to change cricket to cycling in phrases such as 'that isn't cricket' or 'a sleepy Wednesday morning country match at Lords'.

Conclusion:

The translator is free to choose any method through which he would conduct his translation. What is required from him is just feasibility and appropriateness; meaning that he must be careful while selecting any method. Other factor, which is, also, so important in selecting a method of translation, is that the translator has to know how he wants to transmit the texts message to his would be readers, as how to keep the essential properties of the original text. Choosing one of these or any other non discussed approach depends on the original text type and message contained in it; in addition to the type of readers, and sometimes depends on their level of education and field of specialty.

Chapter IV:

FIELD WOR

Field Work

Introduction

The present study deals with the problems which encounters students of second year and third year while translating from English to Arabic at Ibn-Khaldoun University. Opinions of students are very important to test the stated hypothesis .So the adequate tool to investigate that, is through addressing a questionnaire to learners. The broad aim of this questionnaire is to investigate the problems that students encounter while translating. In fact, the sample consists of eighty second and third year student of English, in Ibn Khaldoun University of Tiaret.

IV.1. Part one: THE STUDENTS' QUESTIONNAIRE

IV.1.1. Description of the questionnaire:

In the questionnaire, the students were asked to answer twelve questions concerning translation importance, and its value in relation to them; whether it is important, not important; helpful or not helpful? In addition to that, they are required to tell whether they confront some problems while translating or not, if yes: what type theses problems are; grammatical, lexical? Moreover, they are asked about their strategies and solutions adopted to solve any problems that may confront them. That is to say, we want to have some insights about the students' attitudes toward translation, its value, as well as checking their linguistic knowledge alongside with their translation ability and level.

IV.1.2. Analysis of the students' questionnaire answers:

In this chapter we will attempt to analyze quantitatively and qualitatively the data which are presented in the following section. The first questions were about the gender, age and the level of students.

According to the table we have 62 out from 80 represent 77.5% female while 18 represent 22.5% male including both license two and three students.

Gender:

Male	18	22.5%
Female	62	77.5%

Table 01: gender differences

Level:

L2	45
L3	35

Table 02: educational level

Field Work

The next is question is: are you able to translate effectively? Yes or no?

All the students answered yes they can, no negative answers were found.

The fifth question was about how often students face difficulties while translating. The answers were random and the majority said they face difficulties.

The next question was to know the problems students came across whether it is grammatical problems, Lexical problems, or Stylistic problems.

- Forty students (50%) said that they come across grammatical problems.

- Fifty five students (68.75%) said that they come across lexical problems.

- Sixty students (75%) said that they come across stylistic problems.

Again, the students are allowed to select more than one option, they may select the four options if they think that they come across all of these types of problems. This depends on the students' translation abilities; language proficiency in both languages English as well as Arabic.

Problem types	Students numbers	Percentage
Grammatical	40	50%
Lexical	55	68.75%
Stylistic	60	75%

Table 03: Problems of translation
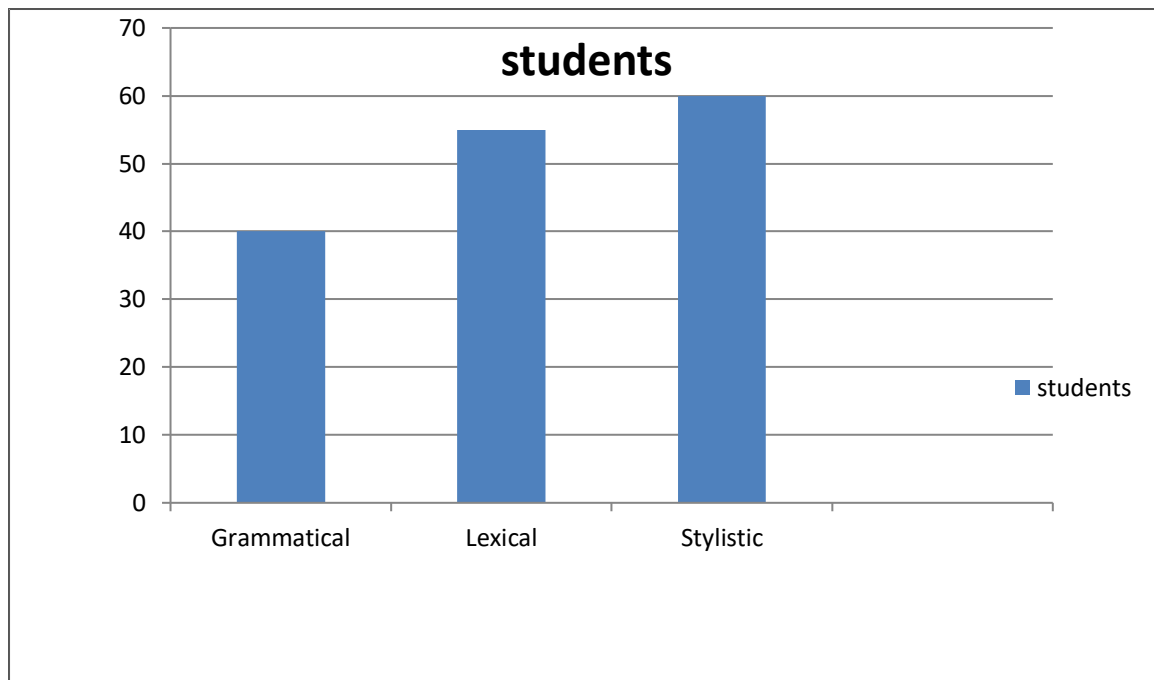
Field Work

Figure 01:difficulties of translation

The next question was: What types of strategies that you are employed or adapted when you translate? Literal translation? , Direct translation? Or Free translation   ?

While answering this question some students selected more than one answer, they see that they can combine two ways while translating.

Twenty two students (27.5%) said they use literal translation.

Fifty six students (70%) said they use direct translation.

Sixteen students (20%) said they use free translation.

Translation strategies	Students numbers	Percentage %
Literal translation	22	27.5%
Direct translation	56	70%
Free translation	16	20%

Table 04: students strategies

Students were asked question to know their attitudes toward translation, if they feel comfortable while translating, whether they use dictionary or not while translating, and their opinions toward machine translation like Google translate or apple translator. In the end they were asked to give solutions and ideas on how we can translate texts without errors?

Field Work

The last part, many students left it blank while some other left this:

- The real translation is so hard; the translator always bothers himself by looking for strange and unknown words, difficult words. Translators are obliged to follow the principles of translation.

- It is not easy, because they cannot guess the meaning of the ST; they cannot bring the equivalent word easily.

-knowing the culture of a specific language makes the translation procedure a lot easier.

Conclusion:

So, according to data collected, all the students said that they like translation.

More over all the majority of them consider it as a very important, important module, noting that no one considered it as a non important. In addition to that, our students 'translation problems are displayed above; it seems that the lexical and the stylistic are the most dominant types of problems that are frequently confronted by our students(according to our samples). Talking about the way they translate; their solutions when they do not have the exact equivalent, our students said that they resort to guessing the meaning from the context, and most of our students answered the same on the matter of using dictionary or a machine translation, they avoid using it in order to improve their own vocabulary

IV.2. Part Two: TRANSLATED TEXT ANALYSIS

Introduction

Here are some phrases submitted to students in order to be translated. Basing on their translation we will provide us with an idea about their level and problems. We would try to find out the solutions adopted by them to solve their difficulties.

1. That ship has sailed

ضاعت الفرصة

2. Forty winks

قيلولة

3. Twist my arm

يجبرني

4. The bottom line

خلاصة القول

5.   Turn a blind eye

ألا تلاحظ

6.   Piece of cake

سهل جدا

7.   Hit the books

دراسة

8.   Like two peas in a pod

متشابهان

IV.2.1. Test choice and description:

This test is chosen for the reason that it is simple, in the sense that it does not contain very difficult words. The students are supposed to be able to translate them without any difficulty; they are expected to be able to translate it easily and effectively.

The objective of the test is to know what strategies students employed while translating because every one of them contain a hidden meaning

The test translated is chosen to be from English into Arabic. That is to find out whether our students know the English language, especially, its grammar and lexis which are the domains that are most expected to cause problems to our students. Another reason for selecting the test to be from English into Arabic is that; we will try to consider our students translation effectiveness from English into Arabic because English language students, as commonly known, have the ability to work as translators with some foreign factories. In other words, we will consider these translated samples to come out with a general view, to get an idea about our students' readiness, and linguistic background.

In our analysis, we are not going to focus on a special type of problems or a precise type of methods and solutions. Hence, we are going to give a general account about our students' level concerning their translation abilities, and their linguistic proficiency as well.

The test contain only simple words no scientific terms or any other scientific terminologies. This is done in purpose for the reason that all the students in the English language department belong to the literary field. Moreover, almost all students who choose to study in such literary fields were registered in literary faculties during their secondary school. As to check whether our students are good or not while dealing with literary texts, checking their linguistic level; since the better way for checking their linguistic proficiency and translation level is through translating literary terms. Their translations will enable us to find out how they translate, the

problems they confront most of the time. In other words, in this research we aim at shedding light on our students 'translation level, to see whether they are good, average, or bad translators. Even if translation is not their field of specialty; but they have it as a module for two years; second and third year. Our students are expected to have some basic translation courses, practice and theory during these two years.

They are to a large extent ready to translate, they have a considerable background which allows, and helps them to translate easily and effectively.

IV.2.2. Students' Translations strategies and level description:

These tables display our students' translations of some selected expressions on which we are going to base our analysis. These words, as said before, are considered as difficult words for students; and while reading the text translated, one can notice that these words are translated differently by our students; especially when they cannot find the exact equivalent, everyone would try to translate the expression in hand according to his understanding. One can notice that some of the guessed translated words are acceptable while others are out of subject; some translations are poor.

Generally speaking, the majority of the students, 70 (%80) have not accomplished their translation task, they translated the only one or two sentences; whereas, just ten students (20%) students did accomplish their translation task. Some students did not accomplish their task and left out from one or five (1 to 5) sentences without translation; this may be due to their poor linguistic background.

Translation accomplichement	Students who accomplished	Students who did not
Number of students	10	70
Percentage of students%	80%	20%

Table 05: Student 's test

Apparently the most dominant type of problems is the lexical one, and the most, resorted to solution to solve this problem is interpretation. The students try hard to guess the meaning from the context, and this is confirmed again since all students, while answering the questionnaires, said that they guess the meaning whenever they don't not find the exact equivalent. As mentioned above, not all students were successful in finding the correct

equivalent for all expressions of the sentences, some of them left a lot of words without translation; omission strategy, some of them did not even finish their texts; they have abandoned more than one sentence.

Generally speaking, our students' methods of translations are the direct translation and the word-for-word translation methods. While reading their translations, one can notice that the direct translation is the most used strategy by our students. As it is obvious, the most problematic aspect for our students is the lexical one. It is rare to find a grammatical or a stylistic difficulty; as a result of their knowledge gathered from the first year to the permanent third year. In other words, they have an acceptable background concerning these aspects, grammatical.

One cannot notice any cultural problem. The text in its own part speaks about strange cultural aspect and specific social act. We can notice that our students dealt with it in a normal way; they tried to translate it, but the most and the most annoying problems were caused by the poor linguistic background of some students, since a lot of them fail to translate some words, and leaving some others empty without translation. In other words, even if the text talks about something which is so strange for our students, they were able to translate it without any problems; as some students' translations reveal that, twenty four students have accomplished their tasks. In addition to that, the tables above show that the majority of our students succeeded in producing an acceptable translation. That is to say that, our students' level concerning translation is acceptable, or average.

The reader would clearly notice that our students' translations, even if not all of them, are to a great extent satisfactory, especially when bearing in mind that translation is not their field of specialty; it is just a secondary module. So, our students' performance concerning such a module is good enough, meaning that they are, to a given extent, ready to translate any text. Concerning the lexical problems, our students are required to read a lot: books, novels, short stories in the second language to gain, know new words and expressions, as to know their different uses and different meanings because the meaning of some words may change from one context to another.

IV2.3. Analysis of some translated words:

The students questionnaire were collected blank and no students could finish all the test and the one who answered ,did only few sentences and the other left them , and if they did answer they used direct translation .

IV3. Limitations:

Field Work

The size of the sample and data collection method was limitation in the study.

The sample consisted of eighty students of English at university of IBN Khaldoun considering that the population of English students is larger, considering the sample size to the population we cannot generalize the result based on eighty students. And the data collection based on students question seems like an easy method of collecting data, but in practice they can be tricky, although we asked to fulfill all the questions, we collected most of the questionnaires blank , especially the part of translating the phrases.

IV4.Recommendation:

Based on the results of the study, the present study recommends the following:

Firstly, He/she should be faithful to SL text providing as he must do his best to produce a close, appropriate, and equivalent TL text. In adopting this strategy, his/her translation looks natural.

Secondly, university translation courses must be increased for the students as four translation courses are not enough to provide the students with the good practice and knowledge to deal with different literary texts, as the current situation of the students, who participated in this study, is unsatisfactory.

Moreover, lecturers as well as professors who teach translation courses for the students in the Saudi universities should explain the best way of using the dictionaries correctly a lot of concern as a good number of the students said that their poor use of the dictionaries stands against their development in the translation courses.

In addition, it is advisable for all translation lecturers to start their courses at the beginning of each academic semester with exercises on how to use the dictionaries appropriately as well as the suitable way to choose the intended meaning in the SL text according to its context.

finally, to find better strategies in translating by reading some books or other sources related to strategies of translation.

Conclusion:

Obviously, our students' level of translation is average. In addition, they need to develop their ways of translation; the word for word and the direct translation. They are also required to read a lot to gain, to build up a sound linguistic basis because linguistic knowledge is the most

needed in the translations task, rather than any other aspect. They need to practice translation a lot because through translation they may come across a lot of new different structures, expressions and texts types. This diversity would be of great help in making them competent translators. Moreover, translating a lot and learning new expressions helps in finding out a solution to the most problematic lexical aspect.

General

conclusion

General Conclusion

General conclusion

Translation is a very tricky task of linguistics. It has always been a complicated job, specially transferring the characteristics and prosperities of two languages belonging to different origins. This study is concerned with investigating the difficulties of translation from English into Arabic, and the procedures used by second and third year students to find equivalents in the target language

Furthermore, the research demonstrated the type of problems that is the most confronted by our students; lexical. Besides it makes us aware that our students most preferred solution for overcoming this problem "lexical" is the guessing strategy, our students give up and stop translating because they are not able to guess the meaning from the context;

In addition, the findings show that students do not use the accurate strategies that may help to achieve appropriate guesses. They stick to word for word translation.

Consequently, any problem demands a solution. Without solutions we cannot continue doing things which have problems. Translation problems also demands solutions to process the problems which are in translation. According to (Ghazala, 2008), the solutions proposed to translation problems are, therefore, based on the following criteria:

a) The types of text: general, technical, religious, political, etc.
b) The minor linguistic context: the preceding and the following word, phrase, clause or sentence.
c) The possibility of saying something in the Target Language or not (e.g. for ″fat salary ″we can say (راتب ضخم), but not (راتب سمين)).
d) The possibility or not of using an identical Target Language grammatical structure.
e) The understandability or not of an expression (e.g. "tall order" is understood when translated into (مهمة شاقة), but not understood as (أمر طويل)).

Bibliography

Bibliography

❖ The Quran, Surat 30-AR-RUM-JUZ`21.

❖ The Quran, Surat 49-AL-HUJURAT-JUZ`26.

❖ Al-Huri, I. (2015). *Arabic language: Historic and sociolinguistic characteristics*. English Literature and Language Review, 1(4), 28-36.

❖ Catford, J. C. (1978). *A linguistic theory of translation*. Oxford University Press.

❖ Ghazala, H. S. (1995). *Translation as problems and solutions: A course book for university students and trainee translators*. Elga.

❖ Chomsky, N. (1957). *Syntactic structures*. Gravenhage: Mouton.

❖ Ivir, V. (1981). *Formal correspondence vs. translation equivalence revisited*. Poetics Today, 2(4), 51-59.

❖ Jackson, H. (2014). *Words and their Meaning*.

❖ Kirkman, J. (2006). *Punctuation matters: advice on punctuation for scientific and technical writing*.

❖ Kristó, L. (2016). *Introduction to the History of the English Language*. Budapest: Pazmany Peter Catholic University.

❖ Mares, R. (2012). *Cultural difficulties in translations from English into Arabic*. Analele Universitatii Crestine Dimitrie Cantemir, SeriaStiinteleLimbii, Literaturii Si Didactica Predarii, (1), 69-77.

❖ Merriam-webster.com.Definition of translation.

❖ Munday, J. (2001). *Introducing translation studies. Theories and applications*. London and New York. Routledge.

❖ Newmark, P. (1981). *Approaches to translation* (Vol. 1, p. 982). Oxford: Pergamon Press.

❖ Nida, E. A., & Taber, C. R. (Eds.). (1982). *The theory and practice of translation* (Vol. 8). Brill Archive.

Bibliography

❖ Sawant, D. G. (2013). *History of translation*.

❖ Vinay, J.P. and J. Darbelnet (1995*). Comparative stylistics of French and English: a methodology for translation, translated* by: J.C. Sager and M.J. Hamel. Amsterdam / Philadelphia: John Benjamins.

Appendices

Appendices

Appendix 1

Student 's questionnaire

Dear students,

The questionnaires is about difficulties of translation from English into Arabic .To this end we are kindly request that you complete the following short questionnaires regarding your habits; preferences and attitudes towards translation .It should take no longer than 10 minutes of your time. Your response is completely anonymous.

Pleas tick (√) where necessary. You may only choose one answer.

1) What is your gender?

a) Male ☐

b) Female ☐

2) What is your age?

   a) 18-24 ☐

   b) 25-29 ☐

   c) 30-35 ☐

   d) More than 35 ☐

3) Educational level:

a) L_2 ☐

b) L_3 ☐

4) Are you able to translate effectively?

a) Yes ☐

b) No ☐

5) Do you face difficulties in translation?

   a) Always ☐

   b) Rarely ☐

   c) Never ☐

6) What types of problems encountered you while translating from English into Arabic?

a) Grammatical problems ☐

b) Lexical problems ☐

c) Stylistic problems ☐

Appendices

   7) What types of strategies that you are employed or adapted when you translate?

a) Literal translation ☐

b) Direct translation ☐

c) Free translation ☐

•Others (please specify)………………………………………………………………

   8) How accurately do these statements describe your behavior in translating?

Please allocate points by using the + or –

a) It is important to me to use dictionary ☐

b) It is important to me to avoid machine translation ☐

c) It is important to me to work in group ☐

   9) Do you think translation of texts from machine translation is effective method?

     a) Yes ☐

     b) No ☐

   10) Do you feel comfortable when you asked to translate?

     a) Some times ☐

     b) Always ☐

     c) Never ☐

   11) Do you think the meaning in translation depend on the knowledge of meaning of the terminology?

     a) I think so ☐

     b) I don't think so ☐

   12) In your opinion how we translate the text without errors?

     ………………………………………………………………………………………

     ………………………………………………………………………………………

     ……………………………

THANK YOU VERY MUCH FOR YOUR COOPERATION

Appendices

Appendix 2

Student 's test

Translate the followings into Arabic.

1. That ship has sailed

   …………………………………………………………………

2. Bite the bullet

   …………………………………………………………………

3. Twist my arm

   …………………………………………………………………

4. The bottom line

   …………………………………………………………………

5. Turn a blind eye

   …………………………………………………………………

6. Piece of cake

   …………………………………………………………………

7. Hit the books

   …………………………………………………………………

8. Like two peas in a pod

   …………………………………………………………………

Résumé

Cette recherche s'intitule″ enquêter sur les difficultés rencontrées par les étudiants en langues étrangères lors de la traduction de l'anglais vers l'arabe″. Le processus de traduction est une tâche très sensible et subtile des études de langue ; cela implique de sérieux problèmes à traiter. Cependant, cela devient une tâche plus complexe lorsque nous traduisons de l'anglais vers l'arabe. L'anglais et l'arabe étant d'origines différentes et lointaines, toute traduction d'une écriture à l'autre pose de nombreuses difficultés telles que dans les domaines du vocabulaire, de la grammaire, du son, du style et de l'usage. Le présent article tente de découvrir les problèmes que rencontrent les étudiants de deuxième et troisième années dans le processus de traduction de l'anglais vers l'arabe, et les stratégies qu'ils emploient et auxquelles ils ont recours chaque fois qu'ils rencontrent une difficulté. On peut voir qu'il s'agit de la recherche qualitative. Le travail de recherche examine, à travers un test et un questionnaire, il est clairement démontré qu'ils aiment la traduction, mais ils rencontrent quelques problèmes ; de nature lexicale. Les résultats montrent que les solutions des élèves ont recours à certaines stratégies comme deviner le sens du contexte, utiliser un synonyme approximatif ou simplement le laisser vide.

Mots clés: Traduction, langage, difficultés, stratégies.

الملخص

عنوان هذا البحث "التحقيق في الصعوبات التي يواجهها طلبة اللغات الأجنبية أثناء الترجمة من الإنجليزية إلى العربية". عملية الترجمة هي مهمة حساسة ودقيقة للغاية لدراسات اللغة. أنها تنطوي على بعض القضايا الخطيرة للتعامل معها. ومع ذلك, فأنها تصبح مهمة أكثر تعقيدًا عندما نترجم من الإنجليزية إلى العربية نظرًا لأن اللغة الإنجليزية والعربية من أصول مختلفة وبعيدة، فإن أي ترجمة من نص إلى آخر تطرح الكثير من الصعوبات كما هو الحال في مجالات المفردات والقواعد والصوت والأسلوب والاستخدام. تحاول هذه الورقة معرفة المشكلات التي يواجهها طلاب السنة الثانية والثالثة في عملية الترجمة من الإنجليزية إلى العربية ، والاستراتيجيات التي يستخدمونها ويلجئون إليها عندما يواجهون أي صعوبة. يمكن ملاحظة أن هذا هو البحث النوعي. يفحص العمل البحثي ، من خلال اختبار واستبيان ، ويتضح بوضوح أنهم يحبون الترجمة ، لكنهم يواجهون بعض المشكلات ؛ ذات طبيعة معجمية. تظهر النتائج أن حلول الطلاب تلجأ إلى بعض الاستراتيجيات مثل تخمين المعنى من السياق أو استخدام مرادف تقريبي أو تركه فارغًا.

كلمات مفتاحيه:ترجمة ، لغة ، صعوبات ، استراتيجيات. .