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Problems of Translating Negation from English into Arabic:
A Case Study of Third Year Students at University Ibn
Khaldoun Tiaret.

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Dedication

Thank you for making my graduation event a memorable one.

I feel so grateful and blessed to have parents like you in my life.

In addition, thank you so much for your support both emotional and financial

Over the years. I love you, mom and dad.

And all my beloved siblings, family and friends

BOUSSEKIN CHAIMAA

Dedication

All thanks and praise to Allah the most Merciful and most Companionate

This work is wholeheartedly dedicated to:

To dear parents, I dedicate this work of mine,

Hard and fraught with turbulence they patiently stood by

Cheering, comforting... hardly over the wine

To my siblings Zakaria, Adel, Sofiane and Houda my beloved relatives and classmates

To my supportive friends: Wissal, Loubna, Yousra, Akila, Maticha, Zineb, Maria, Bouchra, Amel, Sarah, Djalila, Djawida, Marouko, Fashion, Bouchra, Chaimaa and my Amine.

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Abstract

In our present time, translation becomes an essential activity because of the need to deal with other people who use different languages. Translation can be practiced when the translator has a basic knowledge of the various aspects of both languages the source and the target one. Grammar is one aspect of language that should be mastered by translators. Since it is a very wide area of investigation, our concern will be restricted to negation. This research work attempts to shed light on some encountered difficulties in translating negation.

List of Abbreviations and Acronyms

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ADJ: Adjectives

ADV: Adverbs

O: Objects

SL:Source language

ST: Source text

TL: Target language

TT: Target text

V:Verb

VS: Versus

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General Introduction

General Introduction

Translation is the comprehension of the meaning of a text and the subsequent production of an equivalent text, likewise called a " translation " that communicates the same message in another language. The text that is translated is called the source text, and the language that it is translated into is called the target language. The product is sometimes called the target text. Translation is the word for Greek and translation word made up two think one is Trans+ Lation, trans means across Lation means to bring. Thus we can say that translation is the S.L to Converted to T.L. Translation is a creative process of reproducing the text from S.L to T.L. It is like a change one set of clothes to another where the context is same. Chukovask " Translation is not a Art but a high Art "E. V Nida "E. V. Nida has a significant roll in the field of translation. His work " Towards a science of translating 1964 " attempts to Provide an essentially descriptive approach to the process of translation which discussing the theory of translation. Nida gave examples primarily from bible material. Acc. to Nida there are certain restrictions on translation imposed by the culture contexts linguist ion and literary style or media of communication. In translating poetry stylistic restrictions are most important because mainly the essence of poetry lies in the formal envelop for a meaningful context. Acc. To Nida basic thing in the principle and produces of translation is the understanding of the way in which meaning is expressed through language as a communication code. In it there is three steps. 1. The parts which constitute such code. 2. The manner in which such codes operates. 3. The such code as language related to other words. Nida classified the study of meaning into three parts 1. Semantic It deals with the relationship of science to referents. 2. Syntactic It is concerned. with relationship of symbol to symbol. 3. Pragmatic It deals with the relation of symbols to behavior. Among these three the pragmatic element of meaning is most important because the Effectiveness of any message is dependent on the Understanding of receptor of that message. Thus we can say that the reactions of people or the response of receptor are the fundamentals of the analysis of any communication. Different author give different types. of the process of translation but the main propose of translations to translate the S.L.T into: T.L.T. in this process the first step is decoding the S.L test, the another, first of all understands about the inherent port of the source language text. There are several definitions of translation expressed by experts. Warwal (2015) asserted that "different author give different types of the process of translation but

the main propose of translations to translate the S.L.T into T.LT, in this process the first step is decoding the S.L test, the another, first of all understands about the inherent port of the source language text" (p. 125)... ... 125). According to Catford's (1978) and Warwal's (2015) definition, that is an effort to maintain the meaning of the language from the source language into the target language to convey the message accurately. Larson (1984) pointed out, when the translation occurred, changing the form of language could be accepted as long as the intended message did not change.... ... Based on Newmark (1989), translation is inseparable from art, which also means that translation is not merely a transfer of language but also an art of conveying a message in a way it can be acceptable in the target language. Owing to this, Warwal (2015) confirmed that the process of communicating the meaning of the original language into the target language which produces a comparable message. Therefore, translation does not only occur in the written word but also spoken word.

Chapter One:
Translation

Introduction

Translation is a vast field of research with many examples of difficulties. May be encountered, which is why we have decided to focus on one specific case : grammar .

Negation, in particular. As a result, the difficulty of translating negation is the primary focus.

This study's aim is to look at how rules for negations are used.

1-The rational

We have decided to focus on translation, specifically negation translation. Despite the fact that there are many areas of uncertainty that we face as university-level English students, this one best fits our objectives. Most English students will encounter difficulties in this field regardless of how well they know the laws of translation.

As a result, it is our best interests to invest.

2-statement of the problems

Grammar, in addition to vocabulary, is extremely important in the translation process. As a result, students should have a basic understanding of the English language, including grammar rules. In this study, we'll look at negation laws, which may be one of the issues with translation.

The terms 'not', 'do not', 'does not', 'did not', 'did not', 'did not', 'did not', 'did not', 'did not', 'did not', 'did not', 'did not', 'did not', 'did not', 'never', 'neither nor', and 'no' are all words that can be used to describe a situation.

This is due to the fact that these terms have many equivalents, making correct translation difficult. The following three points expressed in these questions will form the basis of our research:

-What factors influence the translation of terms such as never, neither, nor, not, and no, among others? Is this the case?

-Is it because of sentence structure, document structure, or something else?

- Do learners who have mastered the negation translation guidelines still know how to use them correctly?
- What can learners do if they are having trouble with negation translation?

3-The research Hypothesis

The above mentioned questions must be addressed in the context of the following hypothesis:

If it is true that constructing negative sentences in English is difficult, then translating them is even more difficult.

Is also a challenge

4-The method

The procedure section delves into the process of conducting research. We will administer a questionnaire to third -year students as part of our study. The results will then be presented in the form of tables, graphs, and compositions.

4.1 Materials

The most appropriate tool of investigation in the practical part of this research appears to be conducting a questionnaire to third-year students, and then analyzing each question separately.

4.2 Subjects

In terms of population selection, some students from IbnKhalidoun university's English department were selected .Since they are expected to have two years of translation experience, the sample will consist of 36 third -year students. We will make our choice after offering the questionnaire to all in the university, choose certain at random (about forty students)as well as requesting that they write their names on the questionnaire sheets. Then we will choose the numbers. Before there are thirty six students on the list just one factor will be included in this survey .others, such as group work, age,and so on, are ignored in favor of time and individual work variables.

Introduction

The process of converting something written into a foreign language is known as translation. It has been observed that dealing with two languages at the same time is difficult, particularly when their roots and grammar rules are different. Our study would highlight a particular instance of complexity in the field of translation grammar. This theoretical chapter is broken down into two sections: the first part of the book covers the fundamental principles of translation, primarily their meaning. Problems, forms, and equivalence are all related concepts. The second part is devoted to a very specific grammatical issue: negation in English and its grammatical rules and constructions. Then, since certain negative terms, such as "no, not, neither...nor, never, "are notoriously difficult to translate, we must concentrate more on them.

1. Definition of Translation

Ghazala (1995:1) defines translation as "the processes and methods used to communicate the meaning of the source language into the target language. "The transmission of messages from one language to another is thus regarded as translation. He believes that equivalents unavailable in the target language, entirely foreign words written in Arabic letters, and other foreign words modified to fit the target language are used in the transmission process. Pronunciation, spelling and grammar in the target language. In the same order the following terms exemplify this classification:

Teach يدرس

Television تلفزيون

Sandwich ساندويتش

Philosophy فلسفة

"Translation consists in reproducing in the receptor language (the target language) the closest natural equivalent of the source language message, first in terms of context and secondly in terms of style, " according to Nida and Taber (1982) .

That is translation is the transmission of the source language's message by taking into account its context and style. (Shuttleworth and Cowie, 1999)

Translation is also known as the substitution of one linguistic element for another

Linguistic element in another language (the target language) by an analogous linguistic element in the source language. (1965, Catford)

Translation, according to Jakobson (1966:233), is the "interpretation of verbal signals using certain other languages. "We may deduce from this quote that translation is the act of passing the source language's linguistic career of meaning to another language. He adds that to translate is to replace whole messages in the source language with equivalent messages in the target language.

According to Bassnett (2005), it is impossible to disregard the meaning of words while translating since words will not fulfill their function in the text as they were intended. A linguistic unit in the source language is replaced by another in the target language. Linguistic unit means a text, so this process involves two texts and two languages. (Aziz and Lataiwish, 2002)

For example: Smith bought a computer.

If we translate this sentence into: اشترى سميث جهاز كمبيوتر

Aziz and Lataiwish(2000) say that a part of the text (here the sentence) is replaced.

And if we translate the same sentence into: اشترى سميث حاسوبا

Aziz and Lataiwish say that the whole text is replaced by another language.

Baker (2004:200) defined translation in the following ad verbatim "thus the value behind it may be described as consisting of two major elements;

1-Being a text in a certain language, and hence occupying a position, or filling a state, in the appropriate cultural, or in a section thereof;

2-Consisting of a representation in that language, cultural of another pre-existing text in some other cultural and occupying a definite position within it".

He means that translation entails the use of two languages, two cultures, and two points of view. It is only possible if there is an original text written in a particular cultural and intended to be made in a different culture's language (the target language).

2. Types of translation

2.1 Ghazala's view

There are two forms of translation, according to Ghazala(2005):literal and free .However, there are several forms of translation, as he says, if we only consider the various methods of translation "it is sufficient to point out that the pair 'literal translation versus free translation 'explains more or less the remaining pairs in general terms. "That is, we can deal with the mentioned pair and generalize it to the other types .

2.1.1 Literal translation

2.1.1.1 Literal translation of words

A word-for-word translation of an English sentence can be accomplished by replacing every item in the sentence while maintaining the English sentence's word order, for example:

This book is very useful

هذا الكتاب يكون جدا مفيد

هذا الكتاب يكون مفيد جدا

هذا الكتاب مفيد جدا

Grammar, word order, and meaning are completely ignored in these forms. In terms of grammar, "is" in English can be converted into "يكون" in Arabic, but it is preferable to leave it out.

In Arabic, the intensifier normally comes after the adjective in terms of word order. In this context, this case has no bearing on the translation

1.1.2 One to One literal Translation

In this subtype each grammatical category and every type of vocabulary (connotation, technical terms, and proverbs.) is translated into the same type. However, unlike the previous subtype of translation, this one preserves the context. For example:

جيراني يكونون طيبين

Ghazala (1995) argues, then, that even the second subtype of literal translation is more acceptable than the first one; it is inefficient because of two reasons:

- 1- We should consider both SL's and TL's word order and grammar, not only those of the SL.
- 2- We are not supposed to give the same number and types of the SL item in the sentence.

The following examples will illustrate those reasons:

- 1- Most students revise a lot.

يراجع معظم الطلاب كثيرا

As a rule, the English sentence begins with a subject (noun, pronoun, and phrase)

Whereas the Arabic one begins with a verb, Moreover, the adjective comes before the noun in English whereas in Arabic it comes after. So, we cannot respect the same word order of the English translation.

- 2- The following English words can be translated into Arabic in two words

Racism تمييز عنصري

Skeleton هيكل عظمي

Kid جلد الماعز

Likewise, some Arabic words can be translated into English in two words or more.

مسبحة

مجز prayer beads

Shewing machine

From these words, we can notice that we cannot always respect the same number and types of the SL item.

2.1.1.3 Direct Translation or literal Translation of Meaning

We are supposed to consider both meaning and context of the SL. The deficiencies that exist in the previous subtypes are removed in this one, that is to say, TL is concerned with both areas: grammar and word order (metaphor, idiom). So, the expression, “full translation of meaning” suits this type to a large extent, and it precisely explains what this type aims at. For example; the word “set” in isolation is translated into the Arabic word **وضع**

However, when it is combined with other words in context, then, meaning and translation will differ a great deal.

1- To set up a business

2- To set right

3- To set on fire

4- To set sail

5- To set free **فتح تجارة**

اصلح

اشعل نار

ابحر

حرر

So, we must be aware of the correct use of the literal meaning and the other potential equivalents of the same word. It is definitely the same case for metaphors and idioms because they have one identical meaning and the other translations are incorrect.

2.1.2 Free Translation

It is clear from its name's implication. The translator can use the way that pleases him, that is, “the way he understands it.” (Ghazala, 1995)

2.1.2.1 Bound Free Translation

It is related to directness, and includes: “exaggeration”, “expressivity”, “strong language”....etc. It is not completely free since it must be somehow bound to the linguistic

context. That is, the ideas of the source text can be expressed in a related, suitable and adequate way for the translator to render it in the TL. The following example clarifies the point:

She had a new baby.

رزقنا الله بمولود جديد

This translation product can be done by Arab translators who are tracing back all the creation to Allah (our God).

2.1.2.2 Loose Free Translation

In the process of translating, indirectness is used in this type. To say something and mean something else is done on purpose. In this case, the translator should consider this point which is a matter of pragmatics; the contextual meaning of sentences. For example:

Thank you, thank you ladies and gentlemen.

هدوء أيتها السادة

I' am very ill.

انا ذاهبة الى الطبيب

2.2 House's View

House (1977) also dealt with the different types of translation. Although she does not give a much focused explanation, she provides good examples that make her views clearer. She finds that there are two types of translation which are: overt versus covert translation.

2.2.1 Overt Translation

The source text does not address the target text audience directly. So, no thorough translation is needed. It is a partial translation. For example: a political speech is addressed to a particular cultural or national group which concerns the members of that group. So, the target text here is used to inform the others (outside the group) what that speaker was trying to say to his constituency.

2.2.2 Covert Translation

It means that the target text should be functionally equivalent to the source text. House also gives the following example: an academic article is supposed to have no specific feature to the source culture. So, it should be rendered as it is to the target language.

She deals with the types of translation in an extremely different way from that of Ghazala. She is interested in the degree of importance of the target text to the receptors, namely how to give a sufficient message for each type of audience (those who are concerned and the others). She tends to mean that the first type of translation can give a specific message; however, the second type can provide a totally complete message that is the same as the original and addressed to anyone.

3. Problems of Translation

When there is a difficulty surely there is a problem behind it. It seems that various types of problems do exist in translation: The grammatical problems, the lexical problems, the stylistic problems and the phonological problems.

3.1 The grammatical Problems

There are three main sources of the problems: Complicated SL grammar, different TL grammar and different TL word order. Complicated SL grammar can be exemplified by the

following sentence:

Of the many hobbies I like most, reading is the best.

This sentence can be simplified as follows:

Reading is the best of the many hobbies I like most.

But in translation it is not always accepted to simplify the source text.

Different TL grammar is clear in the case of tenses, for example, which exist in English grammar and do not exist in Arabic grammar like: the perfect, the continuous....etc.

Furthermore, the English sentence is almost always verbal, whereas in Arabic there are both verbal and nominal sentences.

Concerning different TL word order, we can notice that:

The English sentence: Subject + Verb+ +Object/Modifier

The teacher explains the lesson.

The Arabic sentence: Verb + subject

نام الولد

3.2 Lexical Problems

Misunderstanding and misusing words, clauses or sentences usually lead to lexical problems in translation. When dealing with this type of problems, there are several areas of difficulties; namely synonymy, polysemy and monosemy, collocations, idioms, metaphors, proverbs, technical translation and proper nouns, titles, political establishment and UN acronyms. If we consider the first area which is synonymy, we can say that there are no true synonyms. The choice of the suitable one, then, for a given translation is a problem. Both polysemy, which refers to the word with several meanings, and monosemy, which refers to the word that has one identical meaning may cause problems when the translator, for example, uses only one meaning in all cases of translation for a word which is supposed to have several meanings. Collocation is also a lexical problem because translators may ignore that some words may occur together in a language. Idioms and metaphors are very difficult to be understood since their meaning is never guessed from the words in combination. Proverbs are strictly related to culture, and therefore literal translation is not an efficient way of rendering the same wanted meaning. (Ghazala, 1995)

3.3 Stylistic Problems

Since style is a part of meaning, it should be carefully rendered as it is in Arabic. A large number of problems can be noticed in these aspects: formal versus informal language, fronting, parallelism, ambiguity, complex versus simple style, the active style, repetition and variation, redundancy, the style of the show of muscles and nominalization versus verbalization. The previous elements cause problems when it is difficult to render

the same style of English into Arabic or when it is not suitable to render an equivalent style. If we take the case of fronting, the following example can be given:

‘Criminal he is’ which is an unusual structure of a sentence. It should be ‘He is a criminal.’

Since it is deliberately written like that, the translator should keep the unusual structure. So, the sentence should be translated into Arabic as follows: (مجرم هو (يكون)

Another stylistic problem is the case of style of muscle’s show or the unnecessary use of strong words like the expression given by Ghazala: “problems increased” when it is translated into (ادلهمت الخطوب) instead of the simple one (زادت المشاكل) which is better and more suitable.

3.4 Phonological Problems

Since the concept ‘phonology’ deals with sounds of speech, phonological problems are found in sounds which cause confusion and distort the meaning. This area can be studied by students who have a good command over the English language.

4. Translation and Equivalence

The two concepts ‘translation’ and ‘equivalence’ are strictly related because equivalence is considered a central issue in translation. Catford (1965) argues that one of the essential tasks of translation theory is: “defining the nature and conditions of translation equivalence.” From his view about equivalence, we can infer that finding the suitable equivalence leads always to a good translation, and this is its important goal.

As quoted from Aziz and Lataiwish (2000): “the translated text should be equivalent to the source text.” in meaning and form. Baker (1992) studies the concept of equivalence at different levels in relation to the process of translation:

- 1- Equivalence that can exist at the level of words (single words)
- 2- Grammatical equivalence which concerns the grammatical categories and rules that differ from one language to another.
- 3- Textual equivalence that aims at keeping information and cohesion of the original text, that is, using the same cohesive ties in the target text and preserving coherence as well. According to Nida and Tabar (1964), there are two different types of equivalence.

1- Formal equivalence which focuses on the “message itself in both form and content.” In other words, it is concerned with grammar, word type, order and meaning. The closest equivalent should be found (word, phrase), but there are not always formal equivalents between two languages, so they noticed that it distorted the message since style and grammar of the TL are distorted.

Fawcett (1997) adds that formal equivalents have serious implications in the TL receptors and they can hardly understand the meaning. Aziz and Lataiwish (2005) suggest the following example to support those critics: As black as ink اسود كالحبر

This translated sentence is not used in the Arabic language. It is preferable to say: اسود كالقحم

Then they propose that this type of equivalence is suitable for philosophical, religious and legal texts.

2- Dynamic equivalence according to Bassnett (1991) “is based upon the principle of equivalent effect, that is to say, the relationship between the original receiver.

Chapter two:
Negation and Its'
Translation

1. Grammar and Negation

“The study of grammar is concerned with understanding the structure of a language including morphology- the structure of words; syntax- the way words are arranged into sentences; and other properties of words such as their grammatical classes (e.g.: nouns, verbs and adjectives)” (Biber, D. [et.al](#), 2002:55)

That is, grammar includes the structure of words and the way in which those words are arranged into sentences. Negation is part of grammar that is why it deals with all the previous aspects, that is to say, morphology and syntax. Structuring a negative sentence in English is not an easy task because there are various negative words that differ in their use from sentence to sentence. Thus, translating negative sentences may also be difficult because of their various possible structures. So, the problem of negation and its translation is purely grammatical.

2. Negation in English

2.1 Negative Words

‘Not’ is the most important negative word because it can make a whole clause negative. There are other negative words that exist in English ‘neither, neither....nor, never, no body, no one, none, nothing, nowhere and unless’. There are also another sort of negative words and phrases which require a change of word order: ‘at no time’, ‘not only’, ‘not once’, ‘under no circumstances’ and ‘no sooner’. Those expressions can be inserted in sentences using the following pattern: Negative part + auxiliary / to be + subject + verb + In dealing in more details with negative words, we prefer to use the alphabetical order.

Neither

It is a conjunction, pronoun determiner or an adverb. It means ‘not one and not the other.’

There are a lot of possible patterns of using ‘neither’:

1- As conjunction: neither ...nor

I can neither sing nor dance.

2- As definite pronoun: neither + of + plural noun phrase Neither of the pupils heard the alarm.

3- As a determiner: neither + singular noun Neither parent hates their kids.

4- As an adverb: Neither + modal + noun phrase She couldn't revise her lessons, and neither could her sister.

Never

It is an adverb of length of time and frequency. It means: '0 time' or 'at no time' For example: I will never repeat this fault.

No

It can be a determiner, a response word or an adverb. We give negative answers to yes or no questions, requests or imperatives. We exemplify orderly:

A: Does he know the rules?

B: No, he does not.

A: Could you tell me the way to the bus station, please?

B: No, I am sorry, I am a foreigner.

A: Do your homework!

B: No, I am tired.

We can also use 'no' as a determiner. For example: No patient parent would bear such a son.

It is possible to use 'no' as an adverb of degree. For example:

The honest worker works no less than 8 hours a day.

As idioms, 'no' can be followed by specific words like: 'longer', 'sooner', 'one' and 'body'.

1- No + longer means 'not only longer; not after this'. He no longer comes to this university.

2- No + sooner X than Y means 'as soon as X, Y'. For example: No sooner had the head of the department hung the exams planning, than students overcrowded and saw it.

3- 'No one' and 'nobody' means 'no person'. The difference between them is that 'no one' is common in writing and 'nobody' in speaking. For example No one bears failure. No body hears my voice- not even my sister who sleeps next to me.

None

It is an indefinite noun which means 'not one' or 'not any'. It can be followed by:

1- 'of phrase' None of them learn well. They are not concentrating.

2- 'At all'

A: Have you got any idea?

B: No, none at all.

3- It can come at the end of a phrase or a sentence.

A: How many prizes did you win?

B: None.

Not

To make a clause negative, place 'not' after the auxiliary verb or the verb 'to be'.

There are so many cases of forming a negative clause depending on the auxiliaries it has.

1- If the clause has a form of 'be', we can simply negate it by adding 'not' after 'to be' making sure that 'to be' must be put in its right tense. For example:
The affirmative form: I am a student.

The negative form: I am not a student.

2- If there is an auxiliary verb in the clause, we can negate it after that auxiliary.

For example:

The affirmative form: He has blue eyes.

The negative form: He has not blue eyes.

The affirmative form: Our parents would have enjoyed our success.

The negative form: Our parents would not have enjoyed our success.

3-If there is no form of be or an auxiliary verb in the clause, we can negate it by adding 'do' before 'not' making sure that 'do' must be put in its right form according to the main verb tense.

For example:

The affirmative form: I really mean it.

The negative form: I do not really mean it.

The affirmative form: She prefers tea.

The negative form: She does not prefer tea.

The affirmative form: I went there last Friday.

The negative form: I did not go there last Friday.

This discussion about using 'not' was limited to the declarative sentences only. So, it will be different in questions with inversion. It is a matter of using the contraction 'n't' instead of the full word 'not'. The sentence order remains as it was in the declarative form but with the subject auxiliary inversion. For example:

Do you understand the lesson?

Its negation is:

Don't you understand the lesson?

However, when we use the full word 'not', it must follow the subject as in:

Have you not heard?

Concerning the imperative form, 'not' goes after 'do' since 'do' is in the first position. For example: Don't you eat much sweet.

It goes before the main verb in non finite clauses. For example:

She advised me not to behave like that.

It is noticed that 'not' can serve the ellipses well, that is, 'not' may replace a negative clause. For example: My mother told me that I would be happy in the party but I think not.

(That I will not be happy in that party)

Concerning idioms, 'not' can be combined like this:

Not...but..., not only...but, not at all, not a bit, and not in the least.

Unless

It is a subordinate conjunction that has a negative meaning: if...not. For example. Unless you revise well, you will fail in the exams.

It means: If you don't revise well, you will fail in the exams. There are some other negative words which are simply used like: nothing and nowhere. I can understand nothing.

He will go nowhere. (Leech, [et.al](#), 2006)

2.2 Negative Sentences

The concept of 'negation' has a great importance for logic. Langedoen (1970) prefers to begin his discussion about negative sentences by virtue of the following examples:

Brutus didn't kill a tyrant. Brutus killed a tyrant.

To interpret semantically the negative sentence is not difficult when the semantic interpretation of its affirmative form is given. So, the first sentence is a denial of the second one. However, syntactically, the case is not as easy as it is semantically because negative patterns must be strictly followed. That is:

Not Brutus or not tyrant or not killed; which means: either no one killed anyone, or the person who killed someone is not a tyrant. It must be clarified that at least one of them is not true.

There is also ambiguity in some negative sentences as in: John is unhappy.

John isn't happy. They seem to have the same meaning but it is not true because the first sentence can affirm that the one who is happy is not John but the second sentence can never affirm that.

Another complexity discussed by Langedoen is shown in the following examples:
John saw someone.

This sentence has two negative counterparts:

1- John did not see any one.

2- John saw no one.

The meaning of those sentences is the same and both of them can be semantically transformed to: That John saw someone is not the case.

There is another interpretation of the last declarative sentence and its negative counterpart's: John did not see someone.

Whereas: 'Someone saw John' has only one negative counterpart which is: No one saw John.

So, whether the sentence contains indefinite or definite pronouns its negative counterparts will be different, that is, when it has the indefinite one, there is ambiguity and, then, there will be two negative sentences. Let's consider the following sentence:
John knows some of his classmates.

It has two possible negative sentences:

1- John doesn't know any of his classmates.

2- John knows none of his classmates. We notice that the use of indefinite quantifiers leads to getting two negative sentences whereas when we use the definite quantifier, we will have one identical negative sentence. So, ambiguity is in its declarative form. When we use definite pronouns or quantifiers, there is no ambiguity and vice versa. The case of the negative question is also problematic as in the following examples:
Aren't you coming? And: Are you coming? They are not the same; the expected answer to the first question is 'no', however, to the second one is 'yes.'

After dealing with both negative words and sentences in English, it is clear that structuring negative sentences, using various negative words, and understanding the exact meaning of negative sentences is a quite hard task. Likewise, the translation of negative sentences and even negative words from English into another language like Arabic is supposed to be harder.

3. Negation and its Translation

Negation in English can be done in most cases by these words; 'not', 'no' 'do not', 'does not', 'never' and 'neither...nor'. It is noticed that their translation is not easy because they have not constant equivalents that suit every sentence. (Ghazala, 1995)

Not

According to Allsop (1986), the basic pattern of the negative form in English is:

Subject + have/be/+not +the main verb+...

In Arabic, we know as native speakers that the negative form is as follows:

لا فعل فاعل

That is to say: not + verb +Subject

Those are the general rules for both languages. The problem appears when 'not' cannot be translated into 'لا' that is, the word 'لا' is not suitable for a given sentence. The following sentences show the various translations of the word 'not':
The teacher cannot explain more.

لا يستطيع المعلم أن يشرح أكثر

The teacher has not more explanation لا يملك الاستاذ شرحا اكثر The teacher will not explain more.

لن يشرح الأستاذ أكثر

All what pleases you is not good.

ما كل ما يعجبك جيد.

It is also clear that the word 'not' has alternative translations in Arabic that differ in their use from one sentence to another.

There is another possibility of translating 'not' in gerunds and infinitives. For example:

I am sorry about Mary not going to the party. (Bright, 1973)

أنأسف لعدم ذهاب ماري إلى الحفلة

I advised Mary not to go to the party.

نصحت ماري بان لا تذهب إلى الحفلة .

نصحت ماري بعدم الذهاب إلى الحفلة

Ghazala (1995) adds that the negative word 'not' is "strong" after the modals 'will' and 'shall'. So, it is translated into 'لا' in Arabic.

For example: I will not go.

انا لن اذهب

We can say, then, that the translation of the word 'not' depends on the verb tense, the use of modality and some other specific cases like gerunds and infinitives.

Do not/does not/ did not

Concerning their structure, these items are composed of : modal + the negative word 'not.' So, the general pattern of the negative form can be limited in this case to the following;

Subject + did/ do + not + main verb For their translation, 'do not' and 'does not' have the same equivalents, whereas 'did not' have another equivalent. Ghazala (1995) supposes that we can translate 'does not' and 'do not' into "لا" and 'did not' into 'لم'.

For example: Algerians do not practise golf.

لا يمارس الجزائريون رياضة القولف

Their teacher does not always come.

لا يأتي أستاذهم دائما

We did not have lunch.

لم نتناول الغداء

Never

In the very beginning, it was thought that the negative word “never” is always translated into the word (أبدا) in Arabic. However, it seems that the idea is wrong. That is, we must add another negative item to the word (أبدا) like: لا لم لن

For example: I never cut a tree.

لم أقطع شجرة أبدا

لن أقطع شجرة أبدا

My mother never bought this product.

لم تشتري أمي هذا المنتج أبدا

Never open the door like that.

لا تفتح الباب بهذه الطريقة أبدا

So, we notice that knowing that the English word ‘never’ means (أبدا) is not enough to make a good correct translation. It is apparent that the word ‘never’ is translated into two separated items in Arabic:

لم أبداً

لا أبداً

Making sure that (لا), (لم) and (لن) come before the verb and (أبدا) comes at the final position of the sentence. It is worth mentioning that “never” can be replaced by more suitable words or expressions depending on the text and the context. For example: Never speak like that.

لا تتكلم هكذا أبداً.

ألا تتكلم هكذا ثانية

Neither...nor

It is the negation of two verbs, adjectives, nouns... in the same sentence. These

terms are usually translated into (ولا.....لا) in Arabic. But the problem is how should the student put them appropriately in the Arabic sentence, that is, the structure is not simple since we use (لا) for three times. For example:

John plays neither football nor basketball.

لا يلعب جون لا كرة القدم ولا كرة السلة

Neither John nor Mary can sing.

لا يستطيع لا جون و لا ماري الغناء

I can neither draw nor sing.

لا استطيع لا الغناء و لا الرسم

In our opinion, one can give the closest translation of the expression ‘neither... nor’ if he negates both the main verb and the two proper nouns, the verbs or the adjectives of the same sentence in Arabic at the same time using (لا) for three times.

The frequently used equivalent for “no” in Arabic is (لا), however, in most cases we use it with other inserted words or we can even change it to get an understandable translation. So, to

replace “no” by (لا) directly in Arabic may mislead the translator. For example: No speaking with the driver.

لا كلام مع السائق

It is somehow ambiguous. It should be as follows:

الكلام ممنوع مع السائق

He masters no foreign language.

يجيد لا لغة اجنبية

This sentence is unnatural; it should be:

لا يجيد اي لغة اجنبية

No phones allowed.	لا هواتف مسموح لها بالدخول.
--------------------	-----------------------------

The closestone is:

ادخال الهواتف ممنوع

In this case, that is in translating “no”, the problem is also a matter of sentence structure.

Conclusion

The aim of the translator is to get the most suitable equivalents for items that exist in the source text to the target text without distorting its grammar and its style. So, good translation demands good knowledge about both the SL and TL concerning grammatical rules, structure and meaning. To achieve this, translators should pay attention to the application of the grammatical rules in both languages, that is, the usage of grammar in the two languages is an important aspect for rendering a well structured and meaningful message.

Chapter three:
Data Analysis

Data and results analysis

Introduction

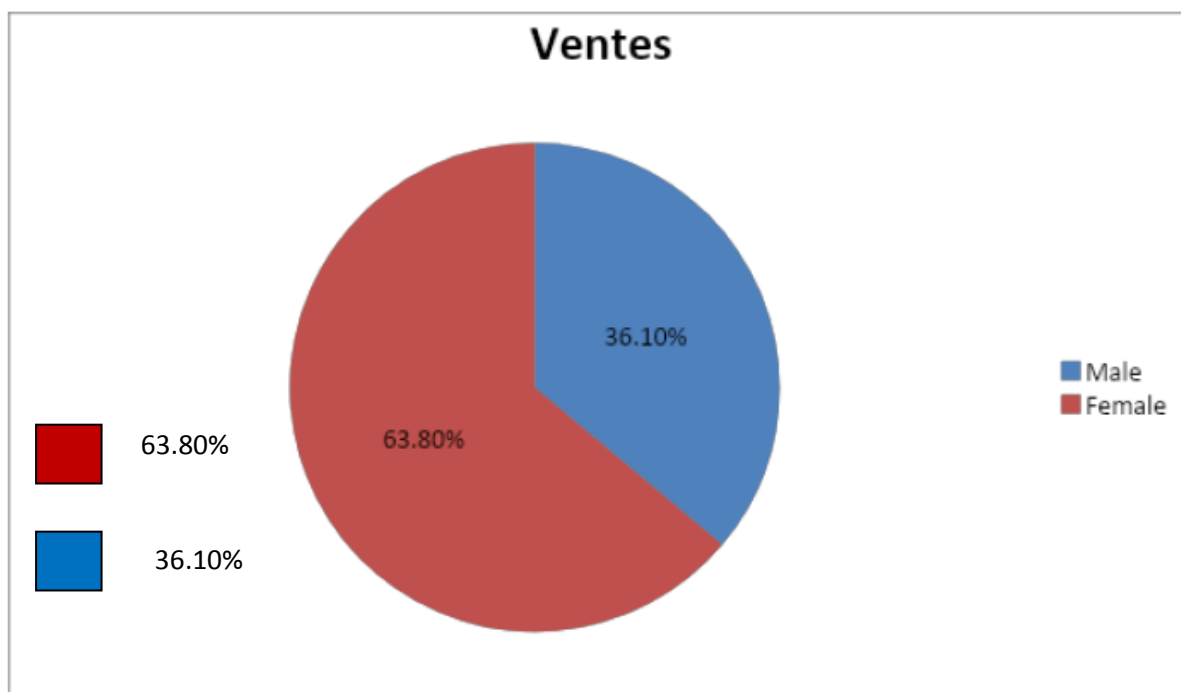
This chapter aims at analyzing the data collected from the data collection tools that were conducted in this study to highlight problems of translating negation from English into Arabic.

Student's questionnaire

The questionnaire used in this research was devoted to third year EFL learners from Ibn Khaldoun University, English department. It is divided into 12 questions, that includes the biographical details of the respondents and the practical side of their English evaluation

Question 01: Gender distribution

	Number	Percentage
Male	13	36.10
Female	23	63.80



Comment

The table above presents the number of males and females who participated in this survey .The majority of respondents were females 63 while 36 made it .It is important to take into account that there is a big difference between the bulk of females and males .But this does not change our studies . pie chart 1.1

Question 02 Age

18-20	7	19.40
21-23	22	61.10
24-26	7	19.40

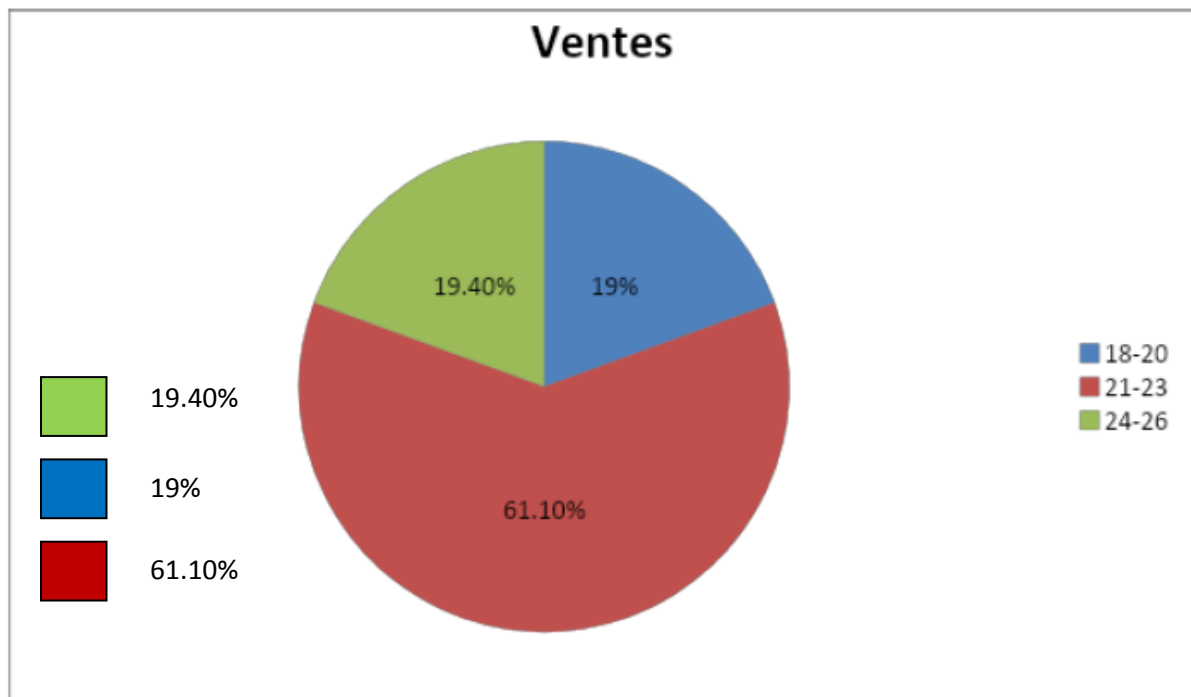


Chart 1.2

Comment

This table represent the age of participants from 18 _20 it i percentage is 19 whereas the majority of participants are from age 21- 23 it is percentage is 61 while from age 24- 26 are few.

Question 03 How do you evaluate your English?

Options	Number	Percentage
Excellent	4	11.10
Good	22	61.10
Acceptable	9	25
Bad	1	2.7

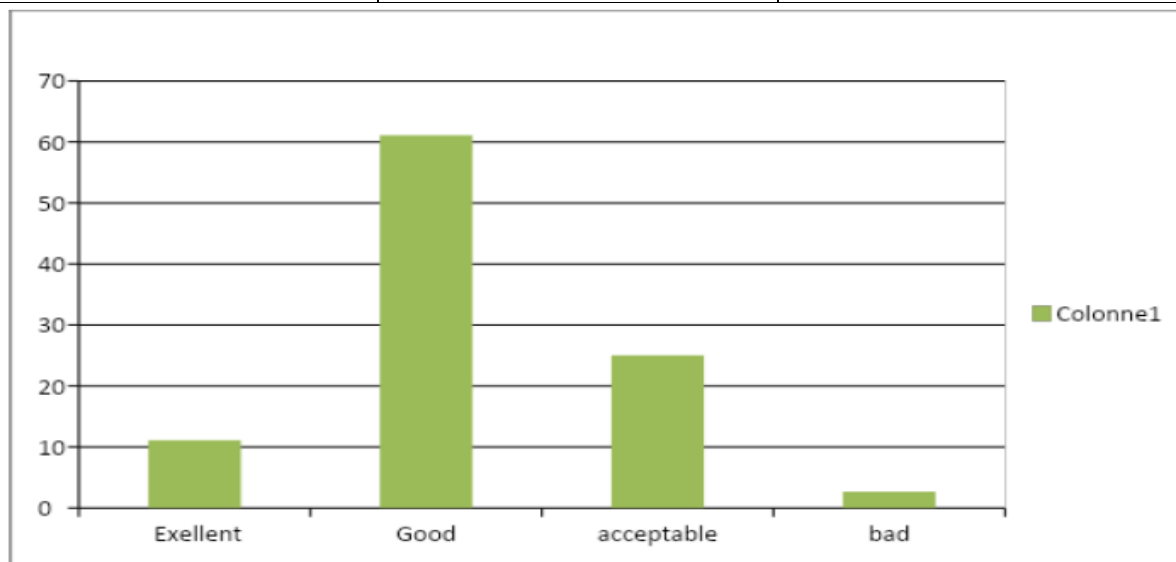


Chart 2.2

Comment

when asking learners about their level in english language a few number say that they are excellent in english 11 whereas most of them are good in english their percentage is 61 .9 students stated that their level in english is acceptable 25 in addition 1 learners said that has a ba level in English.

Question 04 Which skills do you want to ameliorate?

	Number	Percentage
listening	5	13.80
speaking	17	45.20
reading	4	11.10
writing	10	27.70

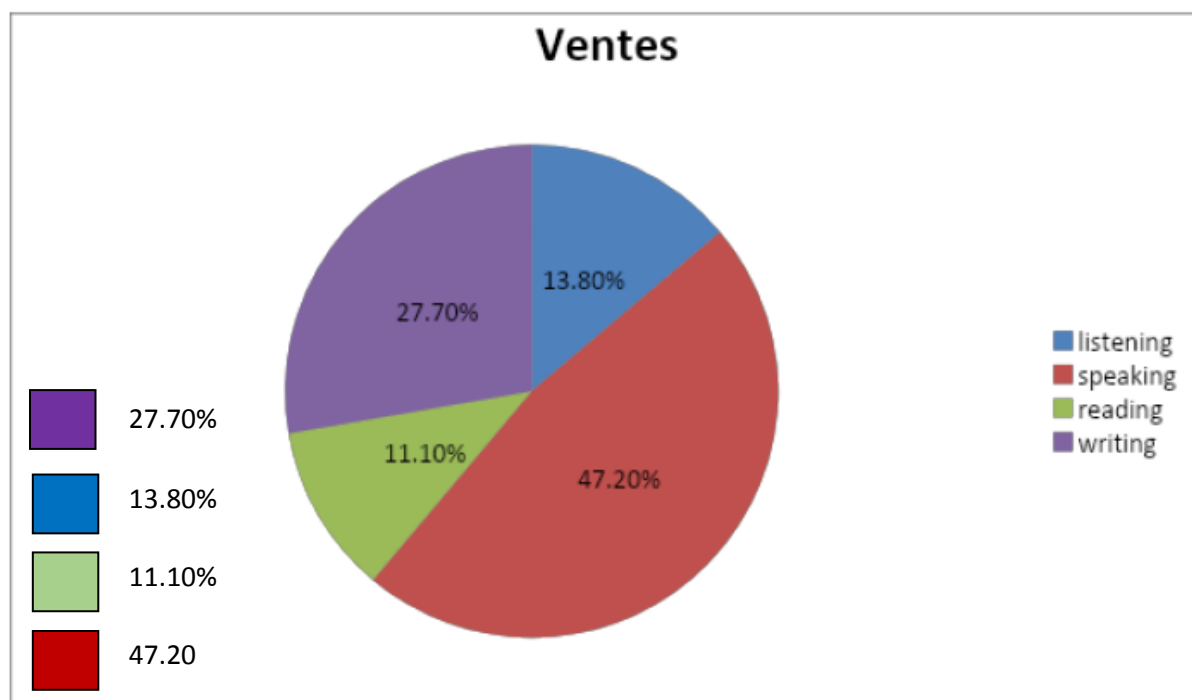


Chart 3.3

Comment

we have asked learners which one of the four skills they want to improve the majority of them said that they want to improve their speaking skills percentage of 47 while 4 students stated that ameloriarte their reading skills 11 whereas5 learners claimed that they want to improve their listening skills.

Question 05 What is your translation based on?

	Number	Percentage
dictionaries	9	25
Phone application	13	43.30
Google translation	8	22.20
others	6	16.60

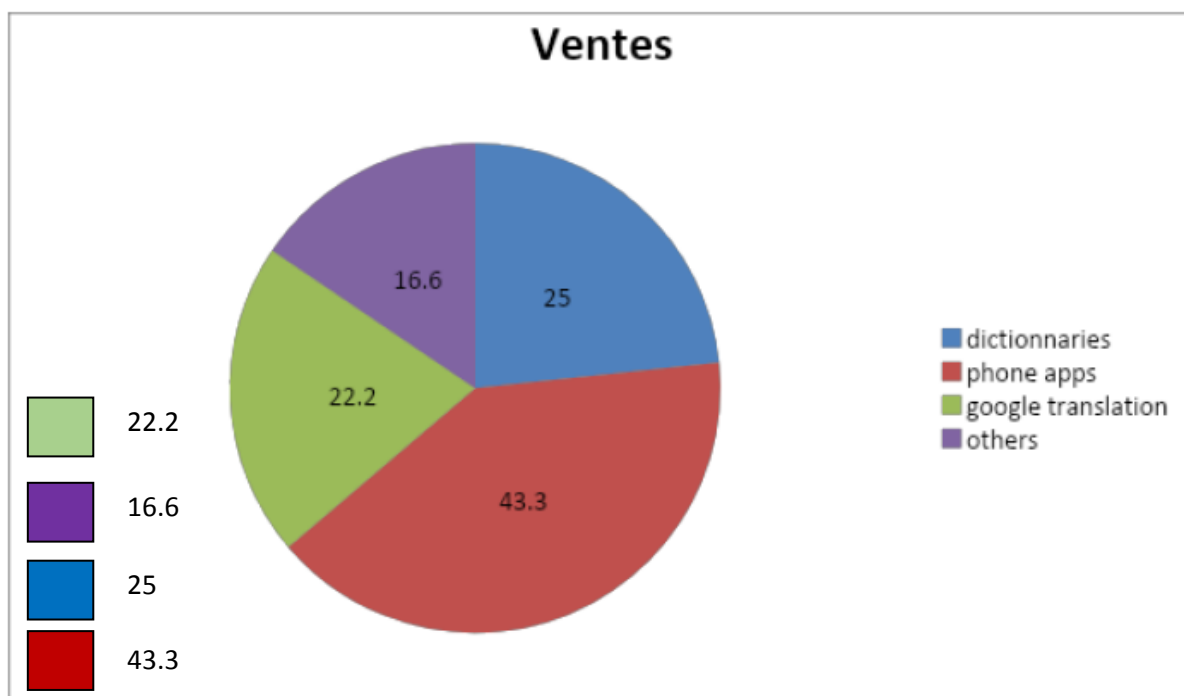


Chart 3.4

Comment

This pie chart represents the applications that students use to translate some of them rely on dictionaries (25%) . 13 students said that they rely on phone application to translate (43%) 8 learners hey use google translation to translate (22%) while 6 students they rely on others applications (16%)

Question 06 How often is your translating negation exposed to be understood to Arab speaking?

Options	Number	Percentage
Always	8	22.20
Sometimes	20	55.50
Rarely	6	16.60
Never	2	5.50

Was it difficult for you to learn the necessary aspects of traveling languages?

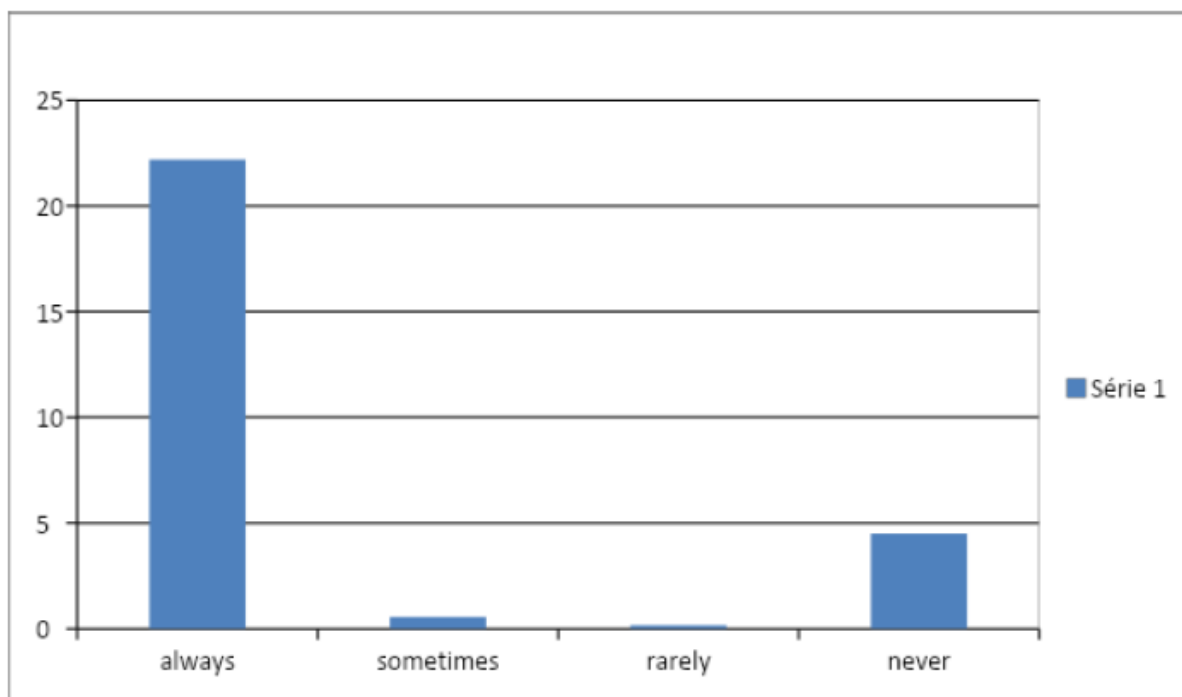


Chart 3.6

Comment

Question 07 Was it difficult for you to learn the needed aspects of traveling languages?

Options	Number	Percentage
Yes	36	100
No	0	0

Chart 3.7

COMMENT

Question 08 Do you think that your audience feels uncomfortable when translating from English to Arabic?

Options	Number	Percentage
Always	2	5.50
Sometimes	20	55.50
Rarely	11	30.50
Often	3	8.30

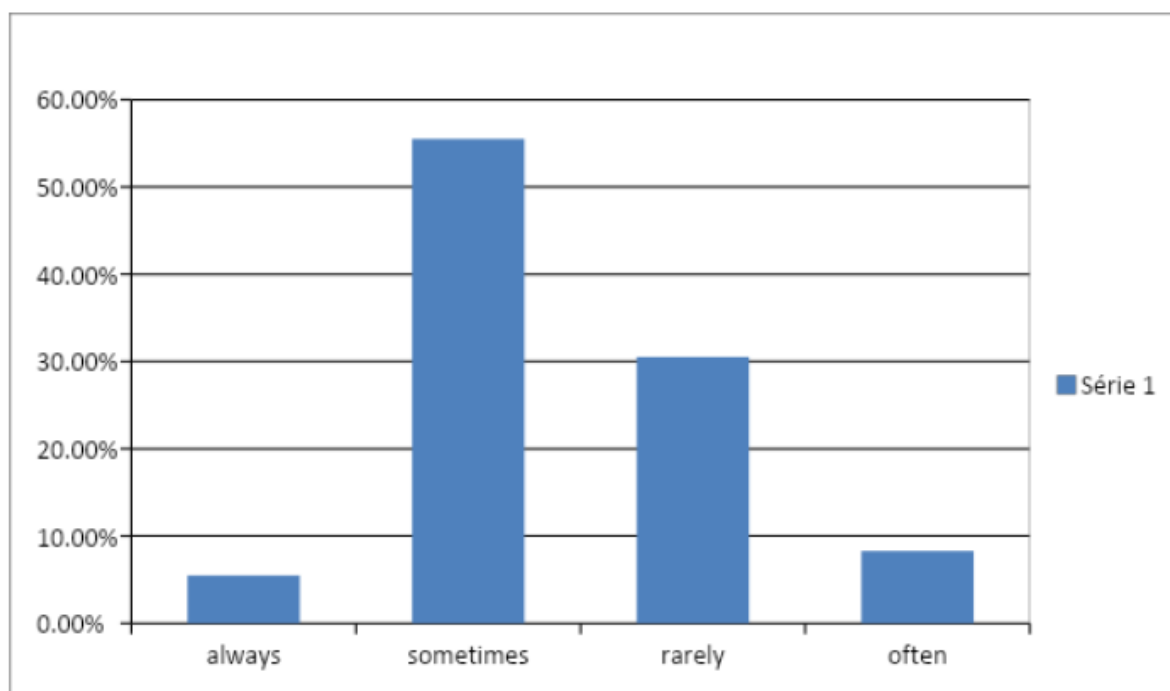


Chart 3.8

Comment

This table represents if learners feel uncomfortable when translating from arabic to english 20 students said that sometimes they feel not good when the speaker is translating from one language to another (55%) some of them are rarely feel uncomfortable on theother hand 2 students always feel uncomfortable (5%) Moreover 3 learners stated that they often use (6%)

Question 09 Do you have a large vocabulary when it comes to interrupting a language?

Options	Number	Percentage
Yes	26	72.20
No	10	27.20

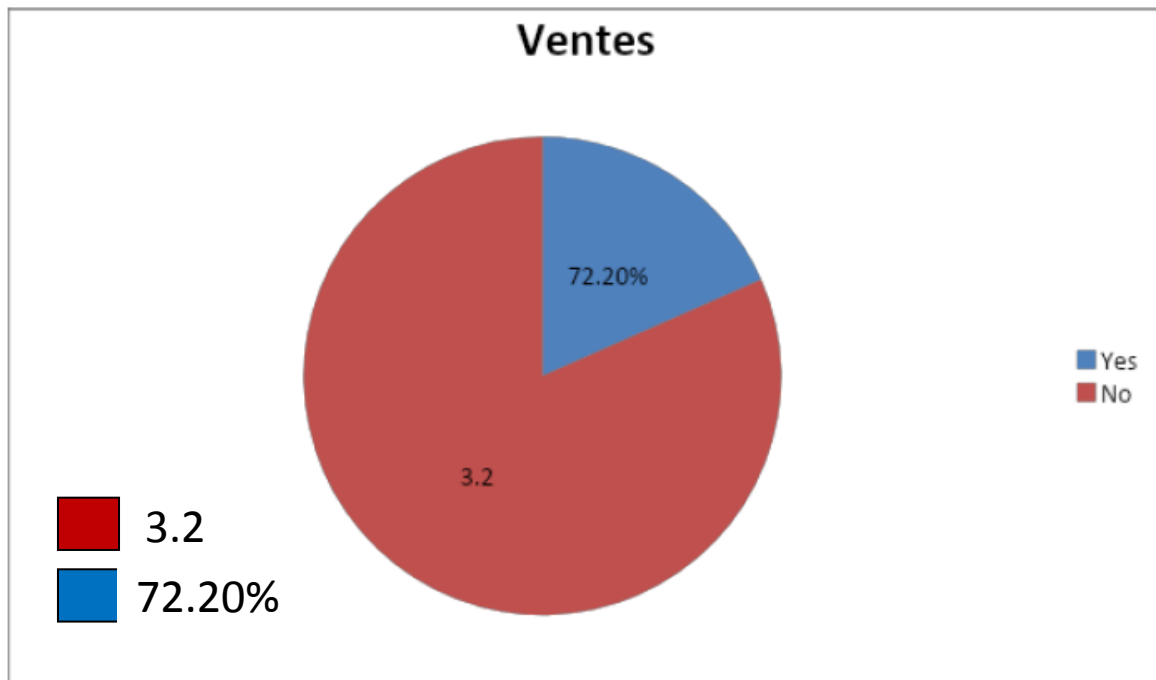


Chart 3.9

Comment

The majority of the 26 students claimed that they have a large amount of vocabulary when they are translating from one language to another . While 10% of students said that they do not have vocabulary.

Question 10 What kind of problems are you facing in translating?

Options	Number	Percentage
Vocabulary	15	41.60
Pronunciation	13	36.10
Both	8	22.20

Chart 3.1

Comment

Most of learners said that have problems when translation in vocabulary (41 %) while others said that they have on pronunciation (36%) 8 of students said that they have problems on both percentage of (22%)

Question 11 Is it more likely for you to switch from one accent to another in order to deliver

the exact meaning?

Options	Number	Percentage
Yes	26	72.20
No	10	27.70

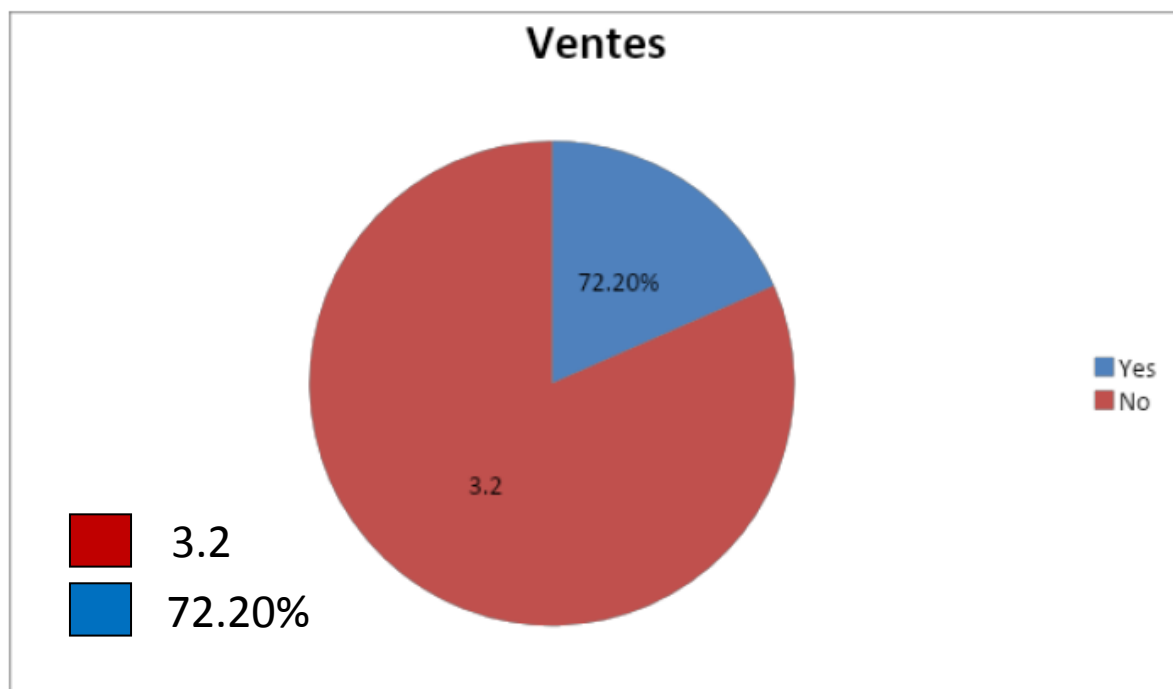


Chart 3.11

Comment

Most of students said that yes when we asked them if they can switch from one accent to another (72 %) while 10 learners said no (3%) they did not agree.

Question 12 Does your audience comprehend the way you translate?

Options	Number	Percentage
Always	10	27.70
Sometimes	9	25
Never	17	47.22

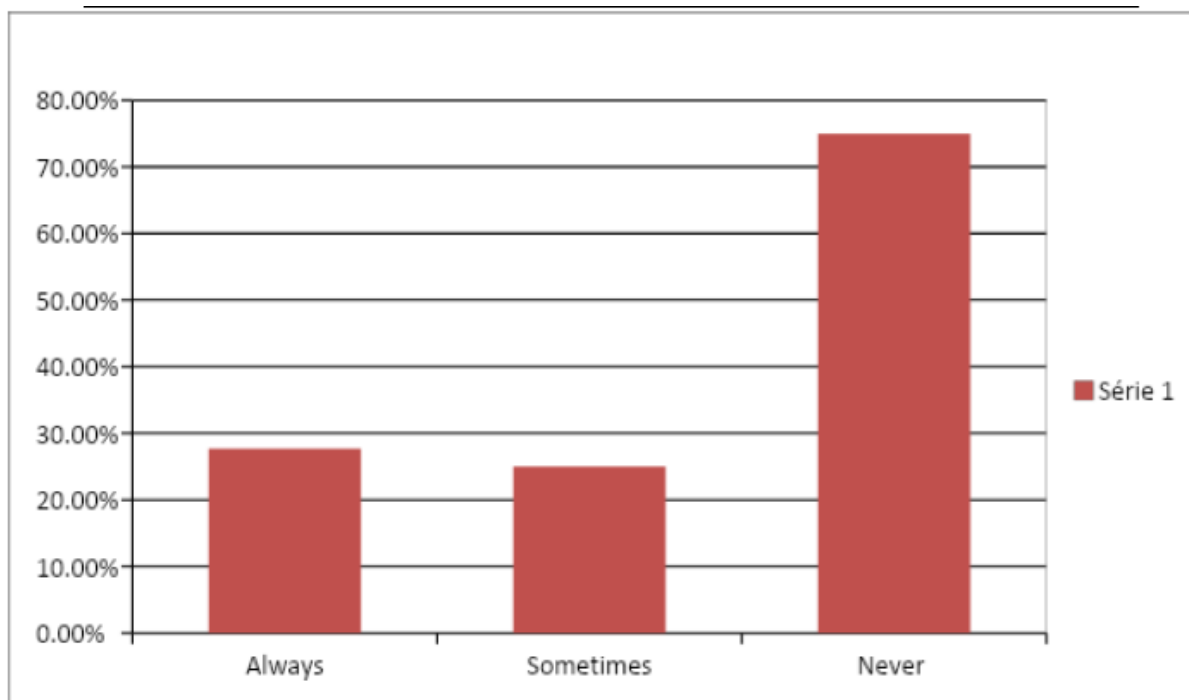


Chart 3.12

Comment

We have asked students when presenting in the classroom if their audience understands while they are translating concerning the table. A few of them, 22 representing the percentage of 27, confirmed that they understand the way they translate .On the contrary 9 learners 25 stated that they sometimes understand the translation . 17 students representing 47 said that they never understand.

Results:

After going over all of the questions in the questionnaire, we can see that students utilize proper negative item equivalents. As a result, the majorities of students are fluent in English and wish to improve their speaking abilities; yet, because we live in an age of growth and the internet, students' translating activities are mostly dependent on phone apps and Google translation. However, their translation negation exposed them to being understood by Arab speakers. We also mentioned that while translating from English into Arabic, the students lack confidence and feel uncomfortable. Furthermore, while translating from one language to another, they have a wide and diverse vocabulary. In comparison to the vocabularies stated above, the major problem that students have in translating is pronunciation.

Conclusion:

To summarize, students are aware of the proper translation in a straightforward manner, and they have acquired the vocabulary and ST necessary to construct a native-like sentence. However, they are hindered by the negative words themselves, as well as the sentence structure, which further complicates the situation.

Suggesting Recommendation:

The aim of this research is to clarify the notion of translation negation technique, understood as an instrument of textual analysis that, in combination with other instruments, allows us to study how translation negation equivalence works in relation to the original text. First, existing definitions and classifications of translation negation techniques are reviewed and terminological, conceptual and classification confusions are pointed out. Secondly, translation negation techniques are redefined, distinguishing them from translation negation method and translation negation strategies. The definition is dynamic and functional. Finally, we present a classification of translation negation techniques that has been tested in a study of the translation of cultural elements in Arabic translations of *A Hundred Years*.

General conclusion

General conclusion

General conclusion

After carrying out this research theoretically and practically, we can say that translating negation from English into Arabic is problematic to a large extent. Negative sentences have different structures in both languages English and Arabic that is why their translation does not depend, in most cases, on mastering the rules of negation's translation.

Hence, finding the appropriate equivalent of negative words that is suitable lexically and structurally to the TL is difficult. Moreover, students may face difficulty in translating negative words that are rarely used since they ignore their equivalents and their suitable position in the target sentence.

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Appendices

Appendices

1-GENDER

MALE FEMALE

2-AGE

18-20 21-23 24-26

3-HOW DO YOU EVALUATE YOUR ENGLISH?

A-EXCELENT B- GOOD

C- ACCEPTABLE D- BAD

4-WICH SKILL DO YOU WANT TO AMELIORATE?

A-LISTING B- SPEAKING C- READING

D-WRITING

5- WHAT IS YOUR TRANSLATION BASED ON?

A-DICTIONARIES B- PHONE APPLICATION

C- GOOGLE TRANSLATION D-OTHERS

6-HOW OFTEN IS YOUR TRANSLATING NEGATION EXPOSED TO BE UNDERSTOOD TO ARAB SPEAKERS?

A-ALWAYS B-SOMETIMES

C-RARELY D-NEVER

7-WAS IT DIFFICULT FOR YOU TO LEARN THE NEEDED ASPECTS OF TRAVLATING LANGUAGES?

YES WHY?.....

.....

8-DO YOU THINK THAT YOUR AUDIENCE FEELS UNCOMFORTABLE WHEN

Appendices

TRANSLATING FROM ENGLISH INTO ARABIC ?

A-ALWAYS B-SOMETIMES C RARELY

D-OFTEN

09-DO YOU HAVE A LARGE VOCABULARY WHEN IT COMES TO INTERPERTING A LANGUAGE?

YES NO

10-WHAT KIND OF YOU PROBLEMS ARE YOU FACING IN TRANSLATION?

A-VOCABULARY B-PORONUATION

C-BOTH

11-IT IS MORE LIKELY FOR YOU TO SWITH FROM ONE ACCENT TO ANOTHER IN ORDER TO DELIVER THE EXACT MEANING?

YES NO

12-DOES YOUR AUDINCE COMREHEND THE WAY YOU TRANSLATE ?

A-ALWAYS B-SOMETIMES C- NEVER

Thankyouforcompletingthisquestionnaire

Please write the date below

Date:..... /...../ H

...../...../.....G

ملخص:

أصبحت الترجمة في هذا الوقت عملا ضروريا بسبب الحاجة إلى التعامل مع الناس آخرين يستعملون لغة أخرى وتمارس الترجمة عندما يملك المترجم رصيذا كافيا من المعرفة عن مختلف جوانب كلا اللغتين الأم والمصدر وهما النحو والمفردات. يعد النحو أحد جوانب اللغة الذي يجب على المترجم اتفاهه بشكل جيد وربما أنه مجال واسع للدراسة فإن اهتمامنا سيكون محصورا على النفي. هذا البحث يحاول إلقاء الضوء على بعض الصعوبات المصادفة في ترجمة النفي.

Abstract :

In our present time, translation becomes an essential activity because of the need to deal with other people who use different languages. Translation can be practiced when the translator has a basic knowledge of the various aspects of both languages the source and the target one. Grammar is one aspect of language that should be mastered by translators. Since it is very wide area of investigation, our concern will be restricted to negation. This research work attempts to shed light on some encountered difficulties in translating negation.

Abstrait :

À notre époque, la traduction devient une activité essentielle en raison de la nécessité de traiter avec d'autres personnes qui utilisent des langues différentes. La traduction peut être pratiquée lorsque le traducteur a une connaissance de base des divers aspects des deux langues, la source et la langue cible. La grammaire est un aspect de la langue qui doit être maîtrisé par les traducteurs. Comme il s'agit d'un domaine d'investigation très vaste, notre souci se limitera à la négation. Ce travail de recherche tente de mettre en lumière certaines difficultés rencontrées dans la traduction de la négation.