

University of Misan
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An Analytical Study of the Responses of Advanced Students of Translation to Different Translation Problems

A Thesis

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Linguistics

by

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Supervisor's Report

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Dedication

To my kids,
Abbass,
Fatima,
and the little Ali.

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Abstract

Translation is a complex communicative process involving many linguistic and extra linguistic problems which requires the translators to deal with carefully and effectively to create a TT that delivers the same message as the ST. By translation problems it is meant those aspects of translation found in the ST which the translator has to deal with tactfully to produce an adequate TT. Translation students are expected to acquire the necessary theoretical background knowledge to deal with such aspects throughout their academic study. However, student translators seem to lack the necessary translation background knowledge which render their translations as inadequate. For that reason, this study is an attempt to assess the amount and nature of the students' background knowledge about translation and to diagnose which translation problems stand as the most difficult for the students as well as finding solutions to these problems.

To achieve the aims of the study, a questionnaire was designed to include various translation problems all of which are familiar to the students during their academic study. Students were asked to respond to these problems by ticking the correct translation as well as choosing the right explanations (reasons) for their choices of translations. Students' responses to these problems were then analyzed by using the software package (SPSS) for final results.

In light of the analysis of the students' responses to the questionnaire's items, the results show that most students respond to the right translations but are unable to state the theoretical reason behind those translations besides the number of full answers were very few. Based on that result, the study has come to the conclusion that the students' theoretical

background knowledge about translation is very limited since they are unable to state the theoretical reason behind most of their responses to the questionnaire's items.

Based on that conclusion, many recommendations have been offered such as enhancing the theoretical side of translation learning to make students' dealing with translation problems based on reasoned background knowledge as well as increasing the theoretical courses dealing with the linguistic and cultural aspects in both languages(Arabic and English) given to the students as they represent the most difficult translation problems for them.

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Chapter One

Preliminaries

Chapter One

Preliminaries

1.1 Introduction

According to Vermeer (1986:33,cited in Trosborg,1997:46), translation is defined as:

Translation is not the transcoding of words or sentences from one language to another, but a complex form of action, whereby someone provides information on a text (source language material) in a new situation under changed functional, cultural and linguistic conditions, preserving formal aspects as closely as possible.

Translation is not an easy task of transferring linguistic items between two languages, yet a lot of important aspects are encompassed in this activity. The translator's mission is to consider further aspects rather than words such as cultural, contextual and structural differences between the two languages. However, transferring such aspects can stand as translation problems to novice translators due to their short experience.

A translation problem is defined by Palumbo (2009) as " any element or aspects found in the ST or related to the translation task for which the translator does not readily find a TL solution or rendering judged to be adequate on the basis of the translation norms s/he is adhering"(129). Nord (1997:141) distinguishes translation problem from translation difficulties as:

Contrary to the translation difficulties encountered by an individual translator in their specific translation situation (for example, an unfamiliar word which is not in the dictionary), translation problems are regarded as the problems which have

to be solved by the translator in the translation process in order to produce a functionally adequate target text and which are verified objectively or at least intersubjectively.

Translation problems can arise from several factors such as, linguistic, cultural and textual. Translation problems could be linguistic, pragmatic, cultural or text-specific according to Nord (1997:64). Linguistic problems have resulted from the different structure systems represented by the vocabulary, syntax, and supra segmental properties of the two languages(ibid:67). Pragmatic translation problems are caused by the ST and the TT different contexts and can be recognized from extra textual elements such as speaker, receptor, time, place, medium, motive and text function. Cultural problems arise from the fact that each culture has its specific traditions, norms and habits that govern verbal and non-verbal behaviour in the two cultures concerned. Some problems can be associated with the source text type such as certain figures of speech, neologism or puns. (ibid:66).

The present study represents an attempt to figure out the theoretical background knowledge of the student translators as well as to explore which problems stand as a challenge to translation students and how they tackle such problems by checking their responses to different translation situations.

1.2 Motivation of the Study

According the Reader Response Theory the reader creates the meaning of the text. It indicates that the reader contributes to the meaning of the text through the reading process when s/he interprets the text in accordance with his/her expectations and experience. As such, each reader creates a specific and unique meaning which may be different

from another. In the field of translation, translators are readers in the first place as they read the text, interpret it and then reproduce in another form and language. For that reason, the way translators respond to the text is very important as this would determine the creation of the target text.

Many studies have been conducted to investigate the reader's response to some translations and they have achieved great benefits to the study of translation in the Iraqi universities such as the study conducted by Maha Tahir Eesa entitled as ' Reader theory :A Study of the Role of the Translator of Literary Texts'. Another study was carried out by Kadhim Khalaf Ali (PhD) entitled 'Reader Response and Translation Quality Assessment: A Study of the Responses of Proficient Non-Arab Readers of English to Translations of Modern Arabic Poetry' in addition to Haitham Mahdi Maatoq's study ' A Reader Response Study of Different Translation of Surat Al-Taqwir into English. The importance of such studies to the study of translation motivates me to write the present study.

1.3 The Problem

Translation is a complex process demanding translators to deal with different situations and contexts in both SL and TL which require them to be competent in both languages and cultures. The problem with student translators is the lack of ample translation competence and background knowledge which render their translations as inadequate. The present study attempts to explore the scope of the students' competence and background knowledge about a selected group of translation problems.

1.4 Aims

The present study aims at investigating the students' theoretical background knowledge about translation as well as exploring the most difficult translation problems for the students besides finding suitable solutions to these problems.

1.5 Hypotheses

This study hypothesizes that:

1. Students fail to choose the suitable solutions (translations) for the translation problems they face.
2. Although students may choose right solutions, they are unable to give suitable explanations (reasons).
3. Student background knowledge about translation is not sufficient and this may be attributed to the fewness of the courses which deal with the theoretical facets of translation.

1.6 The Procedures

The present study follows the following procedures:

1. Design a questionnaire that includes various Arabic and English texts with two translations for each text, just one of them represents the right translation to see how students respond to these translations. Besides, the questionnaire should include a list of reasons to be available for the students to justify their choices of translations.
2. Select a representative sample of translator students randomly from the total number of the fourth year students of the Department of Translation, College of Arts.

1. Ask the students to respond to the questionnaire's items as well as justify their responses via the available reasons according to their theoretical background knowledge about translation.
2. Analyze students' responses to the questionnaire's items by using suitable statistical means.
3. Check the validity of the responses against the justifications given by the students.
4. Discuss the results of the statistical analysis to the students' responses.
5. In the light of the statistical analysis results, conclusions are drawn and recommendations are offered as well as suggestions for further studies.

1.7 Limits

The current study is concerned with investigating the capability of advanced translation students doing their BA in the Iraqi universities in solving translation problems. It is limited to evaluating the responses of fourth year students at the translation departments (Department of Translation, College of Arts, University of Basrah) for the academic year 2019/2020 to different translation problems to check their translation competence and background knowledge.

1.8 Data

The data used for this study consists of translation students' responses to a questionnaire consisting of forty items introducing various English and Arabic texts of different types. Each item is followed by two different translations where the students have to respond to the right one, in addition, to justify their choices by stating the theoretical reason behind

their responses. The reasons are to be selected from a list of 42 reasons included in the questionnaire.

1.9 Significance

The present study analyzes and examines the responses of student translators to certain translation problems with the aim to acquire knowledge about students' translation competence and background knowledge. It is significant in the sense that it is the first response study with regards to different translation problems. The justifications required from the students to provide add much to the authenticity of the responses.

Chapter Two

Review of Related Literature

Chapter Two : Review of Related Literature

2.1 Introduction

The present chapter surveys related literature as well as some of the key issues that will be dealt with throughout the whole thesis such as the requirements of successful translation and translators, literal, free and functional translation, equivalence, coherence and cohesion in translation, over and under translation, inaccuracies, idiomatic translation, domestication and foreignization, translation and culture, and gender in translation. In addition to being an integral part of the study, the issues tackled are hoped to provide solid explanations to the problems students will be questioned about.

2.2 Requirements of Successful Translation and Translators

Translation is a wide concept covering several notions. Bell (1991:13) points out that the term translation denotes several meanings: the process of translating, the translated text, or the general subject field that involves both the translating activity and the product of that activity.

For explaining the translation nature, scholars try to set up precise definitions of translation from variable angles. Catford, for example, defines translation from a linguistic point of view as "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)" (1965:20). As it is evident, such definition views translation as linguistic exercise, i.e. a process of linguistic substitution. As opposed to Catford's definition, Jakobson(1959:233) refuses the idea of translation as a replacement of separate code-units of one language by that of another language, instead, he views translation as a substitution of

entire messages between two languages,i.e.,"an interpretation of verbal signs by means of some other language" (Jakobson,1959:233,cited in Shuttleworth & Cowie,1997:182).

From another perspective, Nida and Taber's definition focuses on reproducing the closest natural equivalent in terms of meaning and style in the hope of creating an equivalent effect "translating consisting in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style"(Nida & Taber,1982:12). While these definitions define translation prescriptively, i.e. how translation is supposed to be, Toury (1980,cited in Hermans,1985:20) defines it descriptively by stating that translation is "taken to be any target language utterance which is presented or regarded as such within the target culture, on whatever grounds". As we see, Toury views translation as a target-text oriented process. Finally, Sager (1994:293) defines translation from a contemporary point of view as:

Translation is an externally motivated industrial activity, supported by information technology, which is diversified in response to the particular needs of this form of communication.

Translation training and learning require students to build specific cognitive faculties and skills termed as translation competence that enable translators to deal with the variable tasks encountered during the translation process(Schaffner and Adab,2000:3).In order to define this special competence, scholars classify it into a set of sub-competences. There is an agreement that language competence is the essential and most important one among these sub-competences, yet it is not sufficient by itself. Translation competence requires expertise in variable

domains such as linguistic, cultural and domain-specific (ibid: ix). One of the most important studies dealing with the matter of translation competence and its sub-competencies is that of the PACTE group (2000). PACTE model of translation competence, first published in 1988, proposes six sub-competencies (PACTE, 2000 & 2001 in Albir,2017:36-37):

1.Communicative (bilingual) Competence, involving linguistic knowledge and skills required for verbal communication. It includes linguistic, discourse, socio-linguistic elements required for the ST interpretation and the TT creation. It also involves specific ability to controlling interference when switching between the two languages.

2.Extra-linguistic Competence, including knowledge of certain domains entailing knowledge of the two cultures concerned, encyclopedic knowledge (about the world in general), field-specific knowledge (about a particular subject).

3. Instrumental-professional Competence, including the necessary skills and expertise required for practicing professional translation such as knowing how to use information resources in addition to the use of new technologies and translation tools.

4. Psych-physiological Competence, including the psychomotor skills required for reading and writing; cognitive ability such as attention, creativity, memory, and logical reasoning; Psychological attitudes including self-confidence, a critical spirit and intellectual curiosity perseverance.

5. Transfer Competence, regarded as the central and most important among other types of competencies, including the capacity to carry out the transferring activity from the source language to the target language,

i.e. to interpret the original text and reproduce it in the target language. It includes comprehension competence, which is the ability to analyze and synthesize as well as to activate the extralinguistic knowledge to get into the sense of the text.

6. Strategic Competence, including all the verbal and non-verbal procedures, consciously and unconsciously, used to deal with the problems encountered during the transferring activity. These procedures involve recognizing main ideas and secondary ones, searching for information, paraphrasing, etc.

For the creation of successful translation, several principles have been established by scholars including Dolet (1540), Tytler (1797) and Nida (1964). Etienne Dolet was the first among writers who focused on a prescriptive mode of translation. He proposed five principles for that purpose (Munday,2008:27):

- 1.The translator must perfectly understand the sense and material of the original author, although he should feel free to clarify obscurities.
2. The translator should have a perfect knowledge of both SL and TL so as not to lessen the majesty of the language.
3. The translator should avoid word-for-word renderings.
4. The translator should avoid Latinate and unusual forms.
5. The translator should assemble and liaise words eloquently to avoid clumsiness.

With these principles, Dolet tries to stress reproducing the sense of the TT and avoiding word-for-word translation.

Similarly, Alexander Fraser Tytler focuses on preserving the original sense by defining a "good translation" as :

That in which the merit of the original work is so completely transfused into another language as to be as distinctly apprehended, and as strongly felt, by a native of the country to which that language belongs as it is by those who speak the language of the original work (Tytler 1797: 14,cited in Munday,2008:27).

Similar to Dolet's principles, Tytler (1797:15) sets three general laws or rules :

1. The translation should give a complete transcript of the ideas of the original work.
2. The style and manner of writing should be of the same character as that of the original.
3. The translation should have all the ease of the original composition(cited in Munday,2008:27).

As we see, Tytler agrees with Dolet by emphasizing the need for interpreting the source text perfectly, having the knowledge of the specific subject of the original as well as giving a 'faithful' translation of the author's sense and meaning. In addition, he also emphasizes the translator's identification of the true character of the author's style and the ability to recreate it in the target language. With the third rule, Tytler asserts that the translator has to express the ease and spirit of the original. In other words, the translator is to adopt the very soul of his author(Munday,2008:27).

For Nida, successful translation depends on creating an equivalent response. He points out that "the relationship between the receptor and message should be substantially the same as that which existed between the original receptors and the message "(Nida,1964:159).The translated text should meet the receptor's linguistic and cultural expectations. He focuses on natural expression as a key demand of translation. Nida summarizes his viewpoints to successful translation in terms of three principles (ibid:164):

- 1.Making sense;
2. Conveying the spirit and manner of the original;
3. Having a natural and easy form of expression;
4. Producing a similar response.

2.3 Literal, Free and Functional Translation

The debate of literal vs. free translation has prevailed in translation theory over ages. Literal translation is a form that is as close as possible to the original form while Free translation stresses transferring the meaning of the original text while overriding both the form and structure of the source text (Palumbo,2009:49).

Literal translation occurs when the two languages have corresponding structures, it maintains the grammatical structures of the source language when are converted into their parallel structures in the target language. Words are translated according to their denotative meanings, regardless of their connotative meanings, out of their context. An instance of literal translation is the Arabic translation " امسك خيولك لدينا " for the English sentence "Hold your horses; we still have plenty of time". The phrase "Hold your horses " is translated literally as

"على مهالك" while the Equivalent expression in Arabic is "امسك خيولك" (Lahlali and Abu Hatab 2014:6). On the other hand , free translation focuses on the content rather than the structure, it maintains the meaning of the ST and uses different structures in the TT, including different word order and grammar, so that the translation can be naturally understood. It produces the TL text without the style ,form ,or content of the original. This type of translation fits to translating idioms and colloquialisms. To illustrate the point ,the English idiom "it's raining cats and dogs " is translated freely into Arabic as " انها تمطر بغزارة/ انها تمطر كأفواه " (ibid:18).

Literal and free translation have been discussed by scholars and thinkers under variable terminologies. St Jerome calls them word-for-word translation versus sense-for-sense translation, Vinay and Darbelnet refer to them as direct translation versus oblique translation, Eugene Nida uses the terms formal equivalence versus dynamic equivalence, Peter Newmark uses semantic translation versus communicative translation, Juliane House refers to them as overt translation versus covert translation, and so on(Chapelle, 2013,5408).

Jerome(395 CE/1997, cited in Munday,2008:20) states that word-for-word (literal)translation preserves the source form and thus produces an odd translation , hiding the original sense. Sense-for-sense (free)translation concentrates on translating the sense and content of the source text. Consequently, he gives preference to sense-for-sense translation. Vinay and Darbelnet(1995:31) categorize translation procedures into two main forms: direct (literal) translation and oblique (free) translation, each of which comprises further procedures. Direct translation includes the following procedures:

1. **borrowing**, where the original words are taken directly from the ST, this procedure fits with culture-specific terms and for items that lack a TL equivalent.

2. **calque**, similar to borrowing whereby elements of the original word or phrase are converted literally, i.e. word-for-word.

3. **literal translation**, also called word-for-word translation. Vinay and Darbelnet point out that literal translation denotes good translation "literalness should only be sacrificed because of structural and metalinguistic requirements and only after checking that the meaning is fully preserved"(ibid:288).

Oblique translation, on the other hand, covers four procedures(ibid:36):

1. **Transposition**, involving preserving the original meaning but changing the word class such as using a noun in the SL as a verb in the TL.

2. **Modulation**, includes changing the original form with a change in the point of view such as translating a negative expression into a positive one like translating 'not complicated' to 'easy'.

3. **Equivalence**, involving using different structural and stylistic items to express the same situation. This technique is most suitable for translating idioms and proverbs .

4. **Adaptation**, is used when the situation to be translated is unfamiliar in the target culture ,therefore it implies a cultural shift of reference.

Nida (1964) in his discussion of translation uses alternative terms as formal equivalence and dynamic equivalence. He defines formal equivalence as "focuses attention on the message itself, in both form and contentone is concerned that the message in the receptor language

should match as close as possible the different elements in the source language"(Nida,1964:159).In such a view, formal equivalence emphasizes preserving the ST structure focuses on preserving ST structure, in an attempt to achieve accuracy and correctness. Dynamic equivalence, on the other hand, is defined by Nida (ibid) as based on the principle that the "relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message". In other words, the message must fit the target readers' linguistic and cultural expectations and focus on producing natural expressions.

In contrast to the formal and dynamic equivalence of Nida, Newmark (1981:39) uses semantic and communicative translation. In defining communicative and semantic translation, Newmark states that :

Communicative translation attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original. Semantic translation attempts to render, as closely as the semantic and syntactic structures of the second language allows, the exact contextual meaning of the original .

Newmark's communicative translation agrees with Nida's Dynamic equivalence in that both of them stress the impact and influence they produce upon the target readers. Similarly, semantic translation proposed by Newmark is identical to Nida's formal equivalence in preserving the SL structure.

House (1997) categorizes translation into overt and covert translation. She (1997:66)defines overt translation as "an overt translation is one in which the addressees of the translation text are quite 'overly' not being directly addressed". House denotes that this translation technique is

common with two types of texts: a text closely associated with a historical occasion (e.g. a speech delivered by a prominent political figure) or a timeless text, i.e. a text of literary status which is source-culture specific. With these texts, the ST function cannot be identical with that of the TT due to the different discourse worlds of the two. For that, the translator has to be sure the TT allows the cultural and contextual function of the original to be visible by seeking a 'second-level function'(Palumbo,2009:81).

Covert translation, as opposed to overt translation, focuses on producing the function of the ST where that function is not specific to the original culture such as scientific and economic texts. For House, equivalent expressions on the linguistic, textual and register levels are not necessary to be available. The translator may, at a logical level, change the original terms through using what House calls 'cultural filter', i.e. an intended manipulation in the ST aims at making the translation conforms to the norms and expectations of sage expected in the TL community(ibid:28).

Finally, functional equivalence which is the basis of functional translation is defined as " a type of equivalence reflected in a TT which seeks to adapt the function of the original to suit the specific context in and for which it was produced" (Shuttleworth and Cowie, 2017: 64).Similarly, Hassan (2019:9) states that functional equivalence is the complete disregard for the form (not the message) of the original language .It focuses on the function of the text". It can be concluded that functional equivalence is a form of translation which aims at achieving the same purpose of the original text, that is, why the original text was produced. Examples of functional translation from Arabic into English would include:

أتى على الأخضر واليابس to destroy everything (rather than to finish
the dry and green vegetation)

كالمستجير من الرمضاء بالنار from hot to hotter (rather than one who
takes refuge in fire from heat)

It also worth to mention that Nida states that functional equivalence should have the following three features to achieve a receptor response similar to that of the original receptor:

1. "Equivalent, which points towards the source language message;
2. Natural, which points towards the target language;
3. Closest, which binds the two orientations together based on the highest degree of approximation" (Nida,1964:160, cited in Gao,2018:760).

2.4 Equivalence

Equivalence is a vital issue in translation theory, yet a debated one. Scholars dealing with the concept of equivalence are divided into three groups: theorists who point out that translation is defined depending on the equivalence relations in that they see that there are some kinds of relations between the ST and the TT and these relationships are defined in terms of equivalence such as (Catford1965; Nida and Taber 1969 ; Toury1969 ; Pym 1992,1995; Koller 1995). Catford, for example, defines translation as the " replacement of textual material in one language (SL) by equivalent textual material in another language (TL)"(Catford,1965:20). Catford refers here to a linguistic relationship of equivalence. Other scholars deny that notion of equivalence because as they think it is irrelevant and damaging such as (Snell-Hornby 1988, cited in Baker,2001:77). Snell-Hornby refers that equivalence in

translation is unsuitable. She argues that translation activity involves many factors such as textual, cultural and contextual and cannot simply be reduced to a linguistic exercise, as claimed by Catford (Shuttleworth&Cowie,1997:50). Other scholars hold a middle position between these two opposing groups such as Baker who uses the notion of equivalence " for the sake of convenience-because most translators are used to it rather than because it has any theoretical status"(1992:5). Mona Baker (1992, cited in Panou,2013:4) refers that equivalence is a relative concept since it is affected by different linguistic and cultural factors and with such a view she holds a more neutral approach (p.6). She distinguishes between word-level and above word-level equivalence and introduces equivalence at the level of word, phrase, grammar, text and pragmatics. Hence, concepts such as grammatical, textual, and pragmatic equivalence were produced.

Anyhow, in an attempt to define the nature of equivalence, many scholars identify several equivalence types. Eugene Nida, as mentioned above, defines translation process in terms of equivalent relations that appeared in the translation activities. Nida defines translation equivalence either on the word level, sentence level or text level or according to the effect it produces upon the target audience. Thus, he proposes two kinds of equivalence: formal and dynamic equivalence. As he states, formal equivalence "focuses attention on the message itself, in both form and content.....one is concerned that the message in the receptor language should much as closely as possible the different elements in the source language"(1965:159). Dynamic equivalence is defined in Nida's terms as emphasizing the principle that " the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message"(ibid). Munday (2008:42)

comments on Nida's categorization by stating that formal equivalence is SL structure oriented and thus is used to determine the translation accuracy and correctness. Dynamic equivalence, on the other hand, aims at seeking "the closest natural equivalent to the source language message"(Nida,1964:166).In other words, the message should fit the linguistic and cultural expectations of the target receptor and aims at completely natural expression.

Peter Newmark believes that the notion of gaining perfect equivalence is 'illusory' and that "the conflict of loyalties, the gap between emphasis on the source and target language will always remain as the overriding problem in translation theory and practice"(1981:38). Newmark points out that it is unexpected to have completely equivalent texts for two reasons; either because the ST and the TT have two different functions as where the former is to affect whereas the latter is to inform (or vice versa) or there is a big cultural gap between the SL and the TL texts (Newmark,1988: 48). Newmark suggests that in order to narrow the gap, two kinds of equivalence can be identified : semantic and communicative translation. Newmark states that "communicative translation attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original. Semantic translation attempts to render, as closely as the semantic and syntactic structures of the second language allow, the exact contextual meaning of the original" (1981:39). In other words, semantic translation focuses on the source text author whereas communicative translation is to serve a larger readership.

In his book 'Research in the Science of Translation'(1979), Koller studies the concept of equivalence more closely. He distinguishes between equivalence and correspondence. While correspondence

describes formal similarities and differences of two language systems, equivalence, on the other hand, refers to equivalent items in particular ST and TT pairs, i.e. it describes relations of real utterances and texts (Koller,1979, cited in Panou,2013:3). Koller then identifies five main types of equivalence (Baker,2001:77):

1. **Referential or denotative equivalence:** where the SL words and the TL words denote the same thing in the real world.
2. **Connotative equivalence:** where the SL and the TL words evoke similar associations in the native speakers of the two languages .
3. **Text-normative equivalence:** where the SL and the TL words are used in similar types of contexts in their languages.
4. **Pragmatic or dynamic equivalence:** where the SL and their TL items affect their readers in similar ways.
5. **Formal equivalence:** where the orthographic or phonological features of the SL and the TL words are similar.

Vinay & Darbelnet (1995:31) refer to equivalence as one of seven translation procedures they have introduced. They distinguish between direct and oblique translation methods. Direct translation denotes literal translation and oblique translation refers to free translation. In addition, they introduce seven translation procedures, namely, borrowing, calque, literal translation, transposition, modulation, equivalence, and adaptation(see 2.3). The first three are types of direct translation whereas the remaining four belong to oblique translation. They view equivalence as a translational technique that "replicates the same situation as in the original, whilst using completely different wording" (1995:342). According to them, equivalence means expressing the same situation by

two texts using completely different methods in terms of style and structure. These texts are called "equivalent texts". Hence, it is suitable to translate expressions like idioms, proverbs or clichés where SL and TL different texts are used to translate each other (ibid:38).

2.5 Coherence and Cohesion in Translation

Coherence and cohesion are two separated concepts but share one important feature; they both contribute to the construction of the text by producing sequenced meanings, but they differ in the manner they do so. Baker (1992:218) defines Coherence as " a network of relations which organize and create a text " whereas she defines cohesion as "the network of lexical, grammatical, and other relations which provide links between various parts of a text " (ibid:180). Cohesion refers to the various ties which connect the different parts of the text and thus it represents a surface relation whereas coherence represents the conceptual relations behind that surface relations. Hoey (1991:12 cited in Baker, 1992:218) summarizes the main differences between cohesion and coherence as follows:

We will assume that cohesion is a property of the text and that coherence is a facet of the readers' evaluation of a text . In other words, cohesion is objective, capable in principle of automatic recognition, while coherence is subjective and judgments concerning it may vary from reader to reader.

Cohesion can be said to reflect coherence relation in the surface, that it is a means for making conceptual relation clear. For example, conjunction such as *but* may denote a conceptual relation of contrast. However, if the reader is not able to identify the type of relation between sentences linked by *but*, s/he will not be able to interpret the text

correctly which means that the text will fail to be 'coherent' to the reader. In general term, cohesive ties alone will not be able to produce a coherent text, they have to be able to reflect conceptual relations which make the text seems logical (Baker,1992:218).

While coherence deals with how the units of an utterance are related meaningfully and logically, cohesion refers to the grammatical and lexical devices that relate elements of an utterance meaningfully. Coherence relies on how an utterance is organized and how it is interpreted by the recipient, different receivers will interpret it differently depending on their experience of the world. Thus, a sentence becomes coherent when the receiver interprets it correctly according to the situation or context in which it is said as when someone says "it costs a lot of money " to a listener who recognizes what "it" refers to. Longer texts become coherent when their sentences are related together according to their type of sequences (narrative, casual or argumentative). Again, the knowledge and experience of the receiver are so important for identifying the whole text as a logical one . In translation, the knowledge and experience of the ST receivers differ from that of the TT which necessitates the translator's careful treatment of the intersentential links that have to be more clear and also of the different elements such as pronouns, metaphors and culture-bound terms that have to be converted carefully to the TL in order to be interpreted correctly (Palumbo 2009: 17).

One of the most important models dealing with concepts of cohesion and coherence is of Halliday & Hasan (1976). They define cohesion as the "relations of meaning that exist within the text, and that define it as a text"(1976:4). They believe that the cohesion of a text attributes to its texture, i.e. the property that distinguishes a text from a non-text (ibid:2).

They propose five kinds of cohesive devices: reference, substitution, ellipsis, conjunction, and lexical cohesion.

1.Reference

In semantics, reference denotes the relationship between words and extralinguistic objects in the real world. However, Halliday and Hasan identify reference in another way, as the relationship between two linguistic items. For example, in the sentence (Mary looked so pale today, she returned home early) the pronoun 'she' refers back to 'Mary' within the text itself. Reference, in such a way, helps the reader to "retrieve the identity of what is being talked about by referring to another expression in the immediate context" (Baker, 1992:181). In English, pronouns and demonstratives are used to achieve reference. Baker (ibid) cited the following example as an illustration:

Mrs Thatcher has resigned. **This** delighted her proponents.

Reference can be classified into endophoric and exophoric. Endophoric reference refers to something else in the text itself such as (**Mr Ahmed** has been elected as the boss, **he** is really suitable for that.). Exophoric reference, on the other hand, refers to something outside the text, in the context of situation such as (That costs a lot of money) for it is unknown to what 'that' refers, it is known to the interlocutor Only (Halliday & Hasan, 1976:33). Again, Endophoric reference is of two types: anaphoric and cataphoric. Anaphoric reference refers to a preceding item in the text, while cataphoric reference refers to the following item (ibid).

2. Substitution

While reference denotes semantic relations, substitution and ellipsis denote grammatical ones. Substitution implies replacing one item with another such as:

You think Joan already knows? -I think everybody does.

According to Halliday and Hasan(1976:91) substitution is of three types: nominal (one, ones, same); verbal(do); clausal (so, not).

3. Ellipsis

Ellipsis refers to the omission of an item, replacing an item with nothing. In ellipsis, something is left unsaid, yet still understood. Baker(1992:187) uses the following example to illustrate:

Joan brought some carnations, and Catherine some sweet Peas.

(elliptic item: brought in the second clause)

4. Conjunction

According to Baker (1992:190) conjunction is the use of specific items to link sentences, clauses, and paragraphs to each other. They are used to inform the reader to link between what has been said and what is going to be said. Baker(ibid:191) states that there is several relations of which conjunction is just one. Halliday and Hasan(1976:241) state that there four types of relations: additive (and, or, also, in addition, besides,...etc.); adversative (but, yet, however, instead, on the other hand,...etc.); causal (so, consequently, it follows, because,...etc.) and temporal(then, next, after that, at last).

5. Lexical Cohesion

Halliday & Hasan (1976:274) state that lexical cohesion is the "cohesive effect achieved by the selection of vocabulary". Baker(1992:202)explains that lexical cohesion is organizing the text through the use of selected vocabulary. Halliday and Hasan refer that lexical cohesion is of two types: reiteration and collocation. Reiteration is the " repetition of a lexical item, or the occurrence of a synonym of some kind, in the context of reference; that is, where the two occurrences have the same referent" (1976:318). Baker(1992:203) explains that "a reiterated item may be a repetition of an earlier item, a synonym, a superordinate or a general word". Halliday and Hasan (1976:279) cite the following example:

There's a boy climbing the tree.

- a. The boy's going to fall if he doesn't take care. (repetition)
- b. The lad's going to fall if he doesn't care. (synonym)
- c. The child's going to fall if he doesn't care. (superordinate)
- d. The idiot's going to fall if he doesn't care. (general word)

Collocation is defined by Halliday and Hasan (1976:284) as "cohesion that is achieved through the association of lexical items that regularly co-occur ". "Collocations include any pair of lexical items that are related to each other in the language in some way"(Baker,1992:203).

Halliday &Hasan propose the following types of associations(1976:285):

- 1.relations of complementarity: e.g. boy/girl; stand up/sit down
- 2.relations of antonyms: e.g. like/hate; wet/dry;

crowded/deserted

3. words drawn from the same ordered series: e.g. dollar/cent;

north/south; colonel/brigadier

4. relation of part to whole: e.g. car/brake; box/lid

5. relation of part to part: e.g. mouth/ chin; verse/chorus

6. relation of co-hyponym: e.g. chair/ table (both hyponym of furniture)

Cohesion and coherence occupy an important position in translation studies as they help to make the translated texts more comprehensible to the target audience. For the translator, it is important to remember that each language has its cohesive markers for expressing the interrelationships within the source text which need to be recaptured in the target text. Accordingly, (s)he should have the competence of reproducing the text by using the target language cohesive ties and consequently building the text coherence as pointed by Neubert and Shreve (1992:93) "Text-based translation attempts to establish in the target text a coherence functionally parallel to that of the source text". More ever, they point that preserving the text coherent in the target language is a sign of successful translation "the maintenance of coherence should be established as a criterion for adequate translation"(ibid:98).

Blum-Kulka (1968, cited in Venuti,2000:299) states that a shift from the SL cohesive markers to the TL leads to the following results :

1. Shifts in the explicitness level: the explicit level of the TT becomes higher or lower than that of the ST. Transformations from the ST

cohesive ties to the TL ones might cause a change in the ST level of explicitness.

2. Shifts in the meaning of the text: changing the obvious as well as the underlying meaning of the ST through translation.

Blum-Kulka points out that text coherence is identical to its interpretability. Thus any change or loss in the meaning of texts through translation will lead to shifts in coherence. Shifts in coherence might be caused either by reader-focused shifts of coherence or by text-focused shifts of coherence (ibid:304):

1. reader-focused shifts of coherence: a text is coherent to the reader when it is related to the readers' world knowledge, knowledge of the subject matter or where the genre conventions used are familiar. So, the different audience may fail to make sense of the text due to cultural differences.

2. text-focused shifts of coherence: caused by specific choices made by a particular translator which indicates misunderstanding of the ST potential meaning on the translator's part (ibid:309).

Needless to say that Reiss and Vermeer stress coherence and cohesion in their statement of the underlying rules of Skopos theory. Rule number (4), the coherence rule, reads as a "TT must be internally coherent". This rule implies that "the TT must be translated in such a way that it is coherent for the TT receivers, given their circumstances and knowledge" (Munday, 2008:90). Rule number (5), the fidelity rule, reads as "A TT must be coherent with the ST", and specifically entails the availability of coherence between:

1. the ST information received by the translator;

2. the interpretation the translator makes of this information;
3. the information that is encoded for the TT receivers(Munday, bid.)

2.6 Over Translation and Under Translation

Over translation and under translation are two phenomena that we may encounter in translated texts .Vinay & Darbelnet (1995:16) define over translation as the act of translating an expression as consisting of two items where there is just one , i.e. when too much information is used in the TT than in the ST. Newmark (1981,1988, cited in Shuttleworth &Cowie,1997,119) argues that part of the ST meaning is lost in every act of translation such as when the SL expression lacks an accurate equivalent in the TL or when the SL writer and the translator have different styles of expression. Newmark points out that if this loss in meaning leads to increased detail, it is termed over translation. Duff (1981, cited in Shuttleworth & Cowie 1997:119) refers that the precise idea of over translation is expressing one idea by using more words in TT than were used in ST. Over translation refers to the fact that the information contained in the target text is more than that the source text involved.

Hassan (2019:10) states that over translation (addition) occurs when "the translator depends on pragmatic inference to supplement the text with information that does not exist in the original text.This strategy is used because of the lack of functional equivalence in the target language". To illustrate the point, Hassan (2014:15) gives an example that the Arabic sentence "أعتزمت أن أكمل نصف ديني" may be translated into English as "I have decided to perfect my religious observance by marriage", thus adding the word 'marriage' to the translated text to make it comprehensible.

On the other hand, under translation or (omission) occurs when " the meaning conveyed by a particular item or expression is not necessary to mention in the understanding of the translation or has no functional equivalence in the target language, translators use this strategy to avoid lengthy explanations or unexplained meaning in the target language" (Hassan ,2019:10). Omission may occur for one of the following reasons:

1. Background information is sometimes not translated. For example, Arabic language contains various forms of cohesion as using the phrase 'هذا و.....' or 'والجدير بالذكر.....' by radiobroadcasts to signal that what comes next is background information to the main argument. Thus such phrases are not expected to be translated into an English TT.

2. Information that is not particularly important can be omitted such as when translating the Arabic sentence " وكان الرئيس الأمريكي بيل كلينتون قد أكد "مساء أول من أمس... Unlike Arabic, English does not afford the concept "two days ago in the evening".

3. Omission may occur due to cultural differences. For example, the ST expression " الفاتيكان " in the phrase " بابا الفاتيكان يوحنا بولس الثاني " is better omitted because Western readers would be unaware of any pope other than the Catholic one, thus the Arabic phrase would be translated as " Pope John-Paul II" (Hassan,2014:16).

2.7 Inaccuracies

After translated texts have been completed, they are re-read by the translators themselves looking for omissions, inconsistencies of paraphrasing, or spelling errors. That re-reading process involves two

activities : (a) comparing the target text to the original one and (b) examining the new text for its effective equality (Sager 1994:237).

The first activity entails an equal reading of the original and target contents to ensure the reflection of the original text contents in the reproduced one. Such kind of reading may involve comparing original and target phrases to check their equality, or, in a simple form, to check that the ST main ideas are transferred to the target one adequately. This task is usually done by translators themselves in case of routine types of texts such as minutes or contracts. In other kinds of texts, professionals of the target cultures such as lawyers, technical writers, or engineers are needed to evaluate the produced text acceptability. The evaluation may be required for explanation from the author about the ambiguities that have been found (ibid).

The other process, revision, implies checking completeness, accuracy, and stylistic appropriateness, etc. Revision is concerned with produced text form in various stages including spelling, punctuation, paraphrasing, and finally the designation of the product. Revision may be performed by translators themselves, by revisers or automatically (ibid: 238).

Traditionally, translation evaluation went with the notion of translation' errors'. Different types of errors have been recognized such as omission and distortion of meaning as well as minor errors such as stylistic infelicity and orthographic errors. Many scholars have diagnosed translation errors and classify them into various types. Nord, for example, (1997:75) defines translation errors as "a failure to carry out the instructions implied in the translation brief and as an inadequate solution to a translation problem", and as a result, he proposes the following classification of translation errors:

1. **Pragmatic Translation Errors:** caused by the inappropriate dealing with the pragmatic aspects while translating as when the translator lacks receiver orientation which means that the translator does not have specifically targeted readers in his mind.

2. **Cultural Translation Errors:** resulted from "inadequate decisions" while transferring culture-specific conventions.

3. **Linguistic Translation Errors:** caused by inadequate use of the target language structures while translating.

4. **Text-Specific Translation Errors:** come from the inappropriateness of the text type to the readership.

Newmark(1981:189) defines translation errors as consisting of two main types: referential errors and linguistic errors. He states that "referential errors are about facts, the real world, propositions not words". Linguistic errors symbolize the translator's lack of target language competence. Linguistic errors can be grammatical or lexical such as the use of words, collocations, and idioms.

Sager (1994:240) identifies five error types which are classified as either lexical or syntactic:

1. reversal of meaning or 'contresens'.
2. omission of elements of content or 'nonsense'.
3. addition of elements of content or overt translation.
4. deviation or distortion of meaning inside the topic or 'faux sens'.
5. incompleteness or under translation

2.8 Idiomatic Translation

Idiomatic translation is the translation form opposed to literal translation and is described as meaning-based translation which should "communicate the meaning of the source language text in the natural forms of the receptor language"(Larson,1998:17).

Larson states that idiomatic translation focuses on using the target language's natural forms regarding both grammatical and lexical choices. Idiomatic translation should aim at making the target text as it was essentially produced in the target language rather than as a translated text. By this, Larson affirms that idiomatic translation is the ultimate goal of a good translator. The translator's goal is to produce a TT that expresses the original meaning while using the TL natural forms of grammatical and lexical choices (ibid:18-19).

Shuttleworth and Cowie (1997:72) explain that idiomatic translation corresponds to Nida's dynamic equivalence in that it represents a receptor oriented approach (reproducing the original effect to the target audience). The main principle of idiomatic translation coincides with what Dryden (1992:26, cited in Munday,2008:26) says about his translation of Virgil's *Aeneid* (1697) "I may presume to say.....I have endeavoured to make Virgil speak such English as he would himself have spoken, if he had born in English, and in this present age". Idiomatic translation is best used in the translation of idioms with focusing on producing the same or similar effect of the original as in translating the Arabic idiom ' يزيد الطين بية ' into 'to add insult to injury'. As we see, the translated text comprises non equivalent words, yet it could be understood naturally in the target language and having similar impact and message as that of the original.

Translation of idioms and fixed expressions from one language into another relies on several elements. The matter does not depend only on the availability of a TL equivalent idiom conveying the exact meaning. The translation of idioms depends also on the importance of the lexical expressions used in the original idiom, i.e. whether they are reciprocal elsewhere in the original texts and if it is appropriate to use an idiom in a specific target language register. Baker (1992:72) cites several strategies for the translation of idioms. The first one refers to the ideal solution of finding a TL idiom that is equivalent in terms of form and meaning. This is not the case with all idioms as other factors such as register, style and rhetorical impact should be considered:

1. Using an Idiom of Similar Meaning and Form: Involving utilizing a TL idiom conveying meaning similar the original besides containing similar equivalent lexical items. However such corresponding is not always available. For example:

Calm before the storm

الهدوء ما قبل العاصفة

2.Using an Idiom of Similar Meaning but Different Form: Includes finding a TL idiom that expresses a similar meaning to the original but structured from lexical items. For example :

Like farther, like son

هذا الشبل من ذاك الأسد

3. Translation by Paraphrase: When it is impossible to find an equivalent idiom or where the stylistic differences between the two languages make it unaccepted to use a TL idiom, idioms can be translated by paraphrasing them. For example :

Piece of cake

قطعة من الكيك وتعني سهل جدا

4.Translation by Omission: An idiom may lack close correspondence in the target language where its meaning cannot be easily explained in the target language. In such cases, a whole idiom may be omitted in the translated text. Baker (1992:77) cites the following example to illustrate the point:

It was bitter, but funny, to see that professor Smith had doubled his own salary before recommending the offer from Fayed , and added a pre-dated bonus *for good measure*.

وكان من المؤسف بل ومن المضحك , أن يتمكن البروفيسور سميث من مضاعفة راتبه مرتين قبل أن يتقدم بتوصيته لقبول عرض فايد, وأن يضيف الى ذلك مكافأة يتحدد سلفاً موعد حصوله عليها .

The English idiom 'for good measure', meaning 'بالإضافة الى ذلك ' does not have an equivalent idiom in Arabic nor it could be stated by another strategy in order to be fully comprehended, so that the translator chooses to omit it from the text without being distorted.

2.9 Domestication & Foreignization

Translation is not just a process of substituting words by other words. The translator does not simply deal with words, with whole languages and cultures. Language is a social phenomenon that reflects the culture of its speakers. To translate, one has to realize the target culture s/he is dealing with . S/he needs to comprehend the target receivers' cultural background to deliver the exact message to them . Because of that, there must be a strategy that helps the translator dealing with culture-bound issues such as idioms . There are also sociolinguistic aspects that represent problems to the translator such as politeness and terms of address as well as discourse facets like speech act, maxims of speech, implicature, inference and presupposition. The translator should pay

attention to the way these aspects appear in each culture (Lahlali & Abu Hatab 2014:35).

Many strategies are suggested by scholars to deal with such cultural problems. Two of such strategies are domestication and foreignization (Venuti 1995:49). Domestication is the act of making the TT acceptable in the target culture where "the foreign text is imprinted with values specific to the target- language culture" (ibid). Domestication aims to make the foreign text looks familiar in the target culture. Foreignization, on the other hand, maintains the ST aspects in the form that it "resists dominant target-language culture values so as to signify the linguistic and cultural difference of the foreign text" (ibid, cited in Lahlali& Abu Hatab,2014:37).

Venuti states that domestication implies reducing the foreign text to the TL cultural values. He agrees with Schleiermacher (the first who discussed the two strategies in 1813) in his description of this strategy as the translator " leaves the reader in peace, as much as possible and move the author toward him"(1813/2004:49). Foreignization, on the other hand, is a translation strategy used with the foreign text aspects which are unfamiliar to the TL cultural values. Again, Venuti describes foreignization in terms of Schleiermacher's view of foreignization where" the translator leaves the writer in peace, as much as possible and move the reader toward the writer"(Schleiermacher,1813/2004:49). Venuti (1995:20) defines foreignization as "an ethnodeviant pressure on target language cultural values to register the linguistic and cultural difference of the foreign text , sending the reader abroad". He sees that foreignization is a translation strategy intended to maintain the author's presence by emphasizing the foreign values of the ST and protecting it from the influence of the target culture ideology. (cited in

Munday,2008:145). Lahlali and Abu Hatab (2014:38) cite the following examples to make the point explicit:

1. I will see you Friday noon in the bar.

- أراك ظهر الجمعة في المقهى. (domesticated Arabic translation)

- أراك ظهر الجمعة في الحانة. (foreignized Arabic translation)

2.Their story reminds you of Romeo and Juliet.

- تذكرك قصتهم بقيس وليلى. (domesticated Arabic translation)

- تذكرك قصتهم بروميو وجولييت. (foreignized Arabic translation)

2.10 Translation and Culture

Toury (2000:200) defines translation as "a kind of activity which inevitably involves at least two languages and two cultural traditions". According to this definition, Toury points out that translation activity does not involve converted linguistic aspects only, but extralinguistic (cultural) notions as well. Lotman and Uspensky (1978:212) state that language and culture are inseparable concepts and must be regarded together by translators "no language can exist unless it steeped in the context of culture; and no culture can exist which does not have at as its centre, the structure of natural language".

Similarly, Nida confirms the importance of cultural differences between the SL and the TL more than linguistic ones "differences between cultures may cause more severe complications for the translator than do differences in language structure" (1964, cited in Venuti, 2000:130). Bassnett (1980:13) stresses that transferring between languages cannot be achieved via linguistic considerations only, but "a

whole set of extralinguistic criteria " must also be taken into consideration.

However, transferring cultural aspects is not such an easy task. Newmark (1988:95) states that cultural problems in translation arise where the expression to be transferred is specific to a particular culture. A problem arises when cultures have their lexical terms for particular topics which are unfamiliar to other cultures such as French expressions for cheese and perfumes, Eskimos for snow, and Arabs for camels and swords and so on. Such specific terms are identified by most scholars as culturally specific items or culture-bound terms. Newmark (ibid) identifies five 'cultural categories' that may include cultural specific items and lead to a translation problem:

1. Ecology: including geographical terms such as flora, fauna plains, hills and so on.
2. Material Culture: including clothes, food, houses and towns, and transport terms such as dhoti, chalet, rickshaw.
3. Social culture: including terms for work and leisure such as raga and rock .
4. Organisations, activities, customs, procedures, concepts: including political and administrative, religious and artistic terms .
5. Gestures and habits

Newmark then suggests the following strategies for translating cultural specific items:

1. Transference (borrowing): transferring (transliterating) a SL word to a TL text (ibid:81).

2. Naturalization: adaptation of a SL word first to the normal pronunciation then to the normal morphology(ibid: 82).
3. Cultural equivalent: Translating a TL cultural word by using a SL cultural word, yet it is an approximate translation not an accurate one (ibid: 83).
4. Functional equivalent: generalizing the SL item or making it more neutral by using a cultural free or neutral word (ibid).
5. Descriptive equivalent: explaining the SL word meaning in several words (via description)(ibid).
6. Synonymy :where there is no clear one-to-one equivalent, this strategy may be used. It can serve when literal translation is impossible(ibid:84).
7. Through-translation: translating collocations, names of organizations, the components of compounds literally. Also known as loan translation or calque(ibid).
8. Shift or transposition: involving a grammatical change when translating from the SL to the TL such as (1)change from singular to plural (2)a change required when a specific SL does not exist in the TL(3)a change of a SL verb to a TL word ,a change of a SL noun group to a TL noun and so on(ibid: 85).
9. Modulation: converted the ST meaning to the TT in accordance with the TL current values. It involves a change of perspective viewpoint and category of thought (ibid: 88).
10. Recognized Translation: translating any institutional term via the use of official or generally accepted translation(ibid:89).

11. Translation Label: a temporary translation of a new institutional term(ibid:90).
12. Compensation: compensating metaphor, sound effect or pragmatic effect in one part of a sentence in another part(ibid).
- 13.Componential analysis: when a lexical unit is analyzed into its basic components of one to two or three translations (ibid:114).
14. Reduction and expansion: making the meaning of a phrase involving more or fewer words (ibid:90).
15. Paraphrase: explaining the meaning of a segment of the text (ibid).
16. Couplets: using more than one of the above mentioned procedures when dealing with one problem (ibid:91).
17. Notes, addition, glosses: adding cultural, technical, or linguistic information(ibid:91).

Vinay and Darbelnet (Munday,2008:56) have their strategies that may serve to transfer cultural specific items as explained earlier in this chapter(See 2.3) :

1. Borrowing
2. Calque(loan translation)
3. literal translation
4. transposition (shift)
5. modulation
6. equivalence
7. adaptation

Harvey (2000:2-6) defines cultural bound terms as the terms which "refer to concepts, institutions, and personnel which are specific to the

source language culture". As a result, he introduces four procedures for transferring them:

1.Functional Equivalent: using a TL culture referent which expresses a similar function to that of the SL referent. Harvey (2000:2) points out that scholars have different viewpoints about this strategy: Weston (1991:23) regards it as "the ideal method of translation", while Sarcevic (1985:131) believes that it is "misleading and should be avoided in the translation of laws".

2.Formal Equivalence: it means a word-for-word translation.

3. Transcription or Borrowing: using the SL term alone where its meaning is formally transparent, or is explained in the context. However, where the TL reader has no knowledge of the SL, an explanation or a translator's note may accompany the transcription.

4. Descriptive or self- Explanatory translation: Explaining the meaning by using generic terms (not culturally specific items). Such a strategy may serve in situations where formal equivalence is insufficiently clear. In texts for specialized readers, the original term can be added to avoid ambiguity. Although such a strategy is technically a gloss, it functions as a quasi-autonomous term without the need for transcription.

2.11 Translation, Politics and Ideology

Due to the outspread of globalization, issues of text production and reception went beyond the boundaries of one language and one culture. This involves all aspects of human interaction, including politics. As politics becomes a universal matter, political discourse affects all aspects of intercultural communication, including translation. Translation

activity itself is viewed by some scholars as a political activity. Kuhiwezak and Littan (2007:142) state that "any translation is ideological since the choice of a source text and the use to which the subsequent target text is put are determined by the interests, aims and objectives of social agents". Alvarez and Vidal (1992:2 cited in Kuhiwezak and Littan,2007:135) see translation as a political act since it "has to do with the production and ostentation of power and with the strategies used by this power in order to represent the other culture". Hatim and Mason (1997:121) emphasize the role played by the translators and say" The translator acts in a social context and is part of that context. It is in this sense that translating is, in itself, an ideological activity".

The term ideology is often associated with power relations, either between the two cultures concerned or between the individuals who practice control over the act of translation. Lefevere(1998,48, cited in Palumbo,2009:58) defines ideology as "the conceptual grid that consists of opinions and attitudes deemed acceptable in a certain time, and through which readers and translators approach texts". Lefevere sees that ideology constraints and controls the translators' work in that they are motivated by the ideology which is promoted by their patron(Palumbo,2009:58).

Lefevere, in his investigation into the effect of politics and ideology on the translation processes, developed the concept of patronage, which he views as consisting of three components:

1. **Ideological Component:** which implies that literature should confirm with a given society systems which in turn affect the choice of topics and the presentation form;

2. **Economic Component:** which implies that a writer writes for payment and similar support that a patron provides;

3. **Status Component:** refers to the writer's position in a community.

As all of the three components are related to power relations in society; they are political (Kuhiwezak & Littan, 2007:136).

To show the political and ideological influence on translation processes, Kuhiwezak and Littan (2007:137) give an example of Ben-Ari's (1992) study of translated literature of children from German into Hebrew. She points out that after World War II, attitudes towards Germany have been changed and that led to the result that references to the German culture in the source texts were either omitted or changed in the Hebrew target texts, about the ideological concerns of the translators and publishers. Another example of how politics affects translation directions, i.e. the choice of source and target language can be seen with English as a dominant language in translation which was made so due to the power of the United States of America as well as the legacy of the colonial power of the United Kingdom (ibid:139).

2.12 Gender in Translation

The term "gender" refers to the cultural construction of different sexes according to the time, place and group in which women and men live. The concept of gender became an analytical category in the field of translation studies in the late 1980s. Among the fundamental works dealing with the concept of gender are (Simon 1996, Flotow 1997). This new surge in translation coincides with the emergence of feminism that had developed during the 1960s and 1970s. Through the 1990s, the term "gender" has become a broader concept with the incorporated issues

raised by gay activism and queer theory. These aspects have become central issues in the field (Gambier&Doorslaer 2010:129).

In exploring the relationship between translation and gender, many studies have found that identities such as maleness, femaleness and other gendered identities are formed by culture and through history. In the same vein, language plays an important role in constructing particular attitudes towards gender. In the field of translation, scholars have found that translation theory and practice are influenced by socio-cultural norms and consequently influenced by culturally formed attitudes towards gender. A key work in this consideration is Simon (1996) (Palumbo,2009:52).

Several studies have been carried out since the 1970s in the humanities and the social sciences confirmed that there is a relationship between gender and language use ,which also questioned relationships between gender and literary and historical fame. In the analyses of translated texts women and other "gender minorities" have been eliminated from or presented negatively in the linguistic and literary histories of the cultures of the world. Revision of the translations of key cultural texts such as the Bible or the Quran with the modern perspective of gender revealed a hardened attitude towards women over the ages. These texts showed women as the root of evil (Korsak:1992, cited in Gambier and Doorslaer,2010:130) or as untrustworthy, while presenting human male as the image of a male God (Gambier and Doolrslaer,2010:130).

Studies of translated literature have shown wide territory embodied in the work of invisible women translators in the post –Renaissance England, France or Germany or in colonial and modern–day Korea and China and in translating the works of neglected or forgotten women

writers from the past and other cultures. Feminist literary historiography shows how female writers and translators are neglected by literary and academic institutions and consequently prevented cultures and societies to benefit from the thoughts and notions of a central but neglected member of the community. Women were seen as subordinate to men. They were often repressed in society and literature. The feminist theorists see translation as having an identical status to that of women as it is considered inferior to original writing. Such attitudes were strongly criticized by feminist critique emerged from the late 1970s in many European languages that emphasize "inclusive language" that addresses and recognizing women directly in the communities as well as in the literary works (ibid).

As a result, many women translators and writers chose to manifest their identities in their writing and translations. One of these is Barbara Godard, theorist and translator, as she states:

The feminist translator, affirming her critical difference, her delight in interminable re-reading and re-writing, flaunts the signs of her manipulation of the text (Godard,1990:91, cited in Munday,2008:129).

Chapter Three

Methodology

Chapter Three

Methodology

3.1 Introduction

This chapter aims to present the research methodology which views the procedures that were followed to conduct the present study. Kothari (2004:8) points out that research methodology is "is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically". For this aim, the present chapter describes the basic procedures that are followed in this study including the subjects, the questionnaire, validity, reliability, scoring, in addition to describing how the data was collected and the statistical means used to analyze data. The current study follows a quantitative research method which is mainly characterized by using numerical data as it is defined by Lowie and Seton (2013:13) "research in which variables are manipulated to test hypotheses in which there is the quantification of data and numerical analysis".

3.2 Subjects

The subjects who participated in this study are forty-six undergraduate translation students. The recruited students were randomly selected from the total number of final fourth-year students of translation studying for their 2019-2020 academic year in the Department of Translation, College of Arts, University of Basrah. The selected group includes both male and female students.

3.3 The Questionnaire

In order to investigate the students' background knowledge about translation and assess the amount of competence that they have developed

throughout their academic study , a questionnaire of forty items was designed to extract students' responses to different translation problems. The number of problems (40) was decided and approved by the jury. It has been decided that problems of English into Arabic translation (24) should be higher than the number of problems in Arabic into English translation (16) since most translators translate into their native language because it is easier and faster in one's native language (Al-Ali,2018:12).The total percentage is 60% for the first category and 40% for the second category.

It has been decided that the problems should cover a wide range of text types and styles similar to that which the students have been exposed to in the various courses they studied in the departments of translation. As such, the problems include common prose style and literary style, and of genres such as poetry, drama, and Holy Quraan in addition to idiomatic expressions ,proverbial statements and media news. It is worth pointing out that while some of the problems are authentic and are well-sourced, the other some is fabricated by the researcher and the supervisor and in consonance with facts of the two linguistic systems. To make students respond to the questionnaire items more objectively, (42) variable clues were given in the questionnaire for the students to choose from to see whether they make a reasoned choice or not. Such a procedure is followed to ensure that the students give more reasoned responses and not act haphazardly.

3.4 Validity

Validity is a key property of effective research. Winter (2000:1 cited in Cohen et al,2018:245) defines validity as " a demonstration that a particular instrument in fact measures what it intends, purports or claims

to measure, that an account accurately represents 'those features that it is intended to describe, explain or theorise' ". Similarly, Creswell (2009:235) states that validity refers to "whether one can draw meaningful and useful inferences from scores on particular instruments. Neuman(2014:212) explains that "validity suggests truthfulness" ,it refers to the match between an idea and actual reality. A test is invalid if there is no corresponding between its items which are used to measure a social phenomenon and what actually occurs in the social world .In short, validity means "how well we measure social reality using our constructs about it".

As there are many types of validity, face validity and content validity have been checked among other types as they are considered the most important ones in any educational research. Neuman(ibid:216) defines face validity as " a type of measurement validity in which an indicator 'makes sense' as a measure of a construct in the judgment of others, especially in the scientific community", while he defines content validity as "a type of measurement validity that requires that a measure represent all aspects of the conceptual definition of a construct". In the same line, Lodico et al (2006:111) state that "face validity is that the instrument appears to be measuring what it intends to measure" whereas they define the purpose for establishing content validity for a study as "to ensure that the survey is measuring the breadth and depth of the issue that it is intended to measure" (ibid:112).

To ensure the face and content validity of the students' questionnaire ,it has been exposed to a jury of five expert university educationalists in the field of translation. The experts are asked to mention their suggestions and viewpoints on the suitability and applicability of the questionnaire items. Based on the experts' important remarks, certain modifications

have been made to the questionnaire, so that a final version was produced. Hereunder is a list of the jury members:

1. Prof. Dr. Mehdi Al-Ghazali, Mustansiriya University
2. Professor .Dr. Hala Khalid Najim, Mosul University
3. Professor .Dr. Alaa Hussain Oda , Basrah University
4. Assistant Prof. Dr. Jasim Khalifa Sultan, Basrah University
5. Assistant. Prof. Dr. Mazin Al-Hiloo, Wasit University

3.5 Reliability

For any research to be efficient, it is important to be consistent or reliable. Creswell (2009:233) states that reliability refers to "whether scores to items on an instrument are internally consistent(i.e. Are the item responses consistent across constructs?), Stable over time(test-retest correlations), and whether there was consistency in test administration and scoring". Similarly, Cohen et al (2018:268) explain that research attains reliability when it is applied to a similar group of participants under similar conditions and yields similar results. The students' questionnaire reliability has been estimated in two ways:

1.Alpha Cronbach Coefficient for Consistency: This method is used to assess the internal consistency reliability of a measuring instrument. It provides the inter-item coefficient correlations. i.e. the correlation of each item with the sum of all the other relevant items . It measures the degree to which the items in an instrument are related. Its main idea is explained by Crano and Brewer (2002:41) as " Coefficient alpha is a measure of the hypothetical value that would be obtained if all of the items that could constitute a given scale were available, and randomly put together into a very large number of tests of equal sizes. The average correlation between all possible pairs of these "split-half " tests is

approximated by coefficient alpha. Cronbach's alpha has a maximum value of 1. Values closer to 1 reflect a stronger relationship between the test items. After scoring the students' responses, the alpha coefficient of the present questionnaire is (0.765) which is acceptable (Tavakoli, 2012:136).

2.The Split- Half Method: This method is used to measure the correlation among the samples' scores (which is 46 students in this study). It implies that the questionnaire to be administered to a group of students is divided into two halves with ensuring that the two halves are identical in terms of items difficulty and content. The study instrument attains split-half reliability if the scores obtained on each half correlate highly. This implies that any student's marks on the one half should match his marks on the other half. This can be calculated using the Spearman-Brown formula:

Reliability = $\frac{2r}{1+r}$ where r = actual correlation between the halves of the instrument (Cohen et al, 2018:269) .

The split-half reliability of the present questionnaire is maintained by dividing the questionnaire items into two halves; the even-numbered and odd-numbered items; odd-numbered items constitute the first half whereas the even-numbered items constitute the second half. The correlation between the scores of the two halves has been calculated by using Pearson correlation coefficient and it was (0.614) which represents the reliability value of one half of the questionnaire. The resulting coefficient is adjusted for full-questionnaire reliability by using the Spearman-Brown formula. The reliability of the questionnaire was estimated as (0.761) .

3.6 Administration of the Questionnaire

Due to the circumstances that were forced by the corona pandemic, the students were connected electronically. It was very difficult to get in contact with all of the concerned students for many reasons such as the unavailability of their phone numbers or their email addresses besides many of them were not used to deal with their studies via the internet. 100 copies of the questionnaire were sent electronically to the students and were asked to put their answers and resend the copies back. The students have taken about three weeks to resend their copies. The number of copies that have been received was forty-six.

3.7 Scoring Scheme

After collecting the students' responses to the questionnaire items, it has been decided that each item is to be given three possibilities (0,1,2). (2) scores were given to items of correct translation response and correct reason, (1) score was given to items of correct translation response and incorrect reason and (0) score to items of incorrect translation response. Then frequencies and percentages for all the possibilities were calculated by the suitable statistical means.

3.8 Statistical Means

The researcher has used the following statistical means for analyzing the students' responses to the questionnaire items:

1. **Alphacronbach Formula:** $\alpha = \frac{nr_{ii}}{1+(n-1)r_{ii}}$

where n = the number of items in the questionnaire, r_{ii} = the average of all the inter-item correlations (Cohen et al, 2018:774).

2. **Spearman-Brown Formula:** $R = \frac{2r}{1+r}$

Where R= actual correlation between the halves of the questionnaire (Cohen et al,2018:269).

3.Stanard Deviation: $SD = \sqrt{\frac{\sum(X-\bar{X})^2}{N-1}}$ (Lowie &Seton,2013:29)

4.Pearson Coefficient Correlation: $r_s = 1 - \left[\frac{6 \sum d_i^2}{n(n^2-1)} \right]$

d_i = difference between ranks of a pair of items, n= numbers of pairs of items (Kothari,2004:139).

5. Mean: $\bar{X} = \frac{\sum X_i}{n} = \frac{X_1+X_2+\dots+X_n}{n}$

\bar{X} = the mean (pronounced as X bar), \sum = sum (or add), X_i = scores
N=number of scores (Kothari,2004:132)

Chapter Four

Data Analysis and

Discussion

Chapter Four

Data Analysis and Discussion

4.1 Introduction

This chapter aims at finding and then discussing the results of the students' responses to the questionnaire items. In order to arrive to the results, the researcher uses the statistical package for social sciences (SPSS). The (40) questionnaire items will be analyzed separately according to their frequencies, percentages and their mean. There are three possibilities (zero, 1, 2) for each item. The correct choice with the correct reason has got (2), the correct choice with the wrong reason has got (1) while the wrong choice has given (0) score. The frequencies, percentages, means and standard deviations have been calculated depending on these possibilities.

The researcher depends on a cut point to determine the students' awareness and ability to deal with each item as well as the level of difficulty represented in each item. The cut point is represented by the mean value of the possibilities (zero, 1, 2) of each item which is (1). As such, the items which have got a mean which is (1) or more represent problems of low difficulty level and easy for the students to deal with. Those items which have got a mean which is less than (1) reflect the students' poor awareness of the problems and represent the more difficult problems. Depending on that, the statistical findings show that (24) items stand as severe translation problems for the students, while (16) of the items do not represent a big difficulty for them.

4.2 Items Analysis

The questionnaire items will be analyzed separately according to the students' responses to these items. The possibilities, frequencies, and the mean of each item will be used to determine its difficulty level for the students. In addition, each problem will be mentioned below with the two translations provided in the questionnaire with placing the correct or more suitable translation first for the aim of analysis and in contrast with the questionnaire.

1. Cambridge University is the second oldest university in the world.

- جامعة كيمبرج هي ثاني اقدم جامعة في العالم .

- جامعة كامبردج هي ثاني اقدم جامعة في العالم.

The difficulty in this item is the difference between the phonetic systems of English and Arabic languages which is a problem of literal translation. whereas English does have the possibility of pronouncing two letters (dg) as one sound /dʒ/, Arabic does not. As such, the right phonetic representation of the word should be reflected in writing as (كيمبرج). The number of students who show awareness of this difficulty is (3) (6.5 %) while those who realize the true translation but lack the reason are (5) (10.9 %). Students who show ignorance of this translation problem are (38) (82.6 %) which is a big proportion. The mean for this item is (0.2391) which means that students failed to deal with such problem properly because they lack sufficient phonetic knowledge of the systems of English and Arabic.

Table (1): Statistical Analysis Results of Item No.1

N	possibility	frequency	percentage	Sum	Mean
46	0	38	82.6	11.00	0.2391
	1	5	10.9		
	2	3	6.5		

2. John went fishing with his friends.

- ذهب جون للصيد مع اصدقائه.
- جون ذهب للصيد مع اصدقائه.

While translating, some students follow the same word order of the source language unaware that each language has its grammatical structure and word order and this makes for a literal translation. In Arabic, the verb precedes the subject where it follows the subject in English. (20) of the students (43.5 %) were able to realize that fact as they respond to the translation (ذهب جون للصيد مع اصدقائه) with stating the correct reason while (24) (52.2%) chose the right translation without being able to state the reason. Only two students (4.3 %) chose the wrong translation. Depending on the mean of the students who chose the right answer which is (1.3913), it can be concluded that this problem is easy to deal with for the students and therefore it is no longer regarded as a severe translation problem for them.

Table (2) :Statistical Analysis Results of Item No.2

N	Possibility	frequency	percentage	Sum	Mean
46	0	2	4.3	46	1.3913
	1	24	52.2		
	2	20	43.5		

3. Basra is a great city.

- البصرة مدينة عظيمة.
- بصرة مدينة عظيمة.

The difficulty in this item also belongs to the effects of a literal translation. The translator should have sufficient linguistic knowledge of the two languages which s/he translates between. The translator has to realize that while the Arabic language allows the cities nouns to have the definite article (ال) English does not except in very few cases. The

results show that (9) (19.5%) students have succeeded in translating (Basra) into (البصرة) with realizing the reason for that translation while (36) (78.3%) of the sample were unable to state the correct reason despite their correct translation. Just one student (2.2%) chose to translate (Basra) into (بصرة) which is the wrong translation. Generally, the biggest proportion of the students were able to deal with such translation problem depending on their mean (1.1739).

Table (3):Statistical Analysis Results of Item No. 3

N	Possibility	frequency	percentage	Sum	Mean
46	0	1	2.2	54	1.1739
	1	36	78.3		
	2	9	19.5		

4.He lived first in Hull.

- وسكن اولاً في مدينة هل.
- وسكن اولاً في بدن سفينة.

One of the important things that the translator should pay attention to is the capitalization problem. Capital and small letters can make a big difference in meaning in English as it is the case in our sentence above. We can conclude that (Hull) refers to the English city rather than to a body of a ship due to the capitalization of the letter (H), so it is a big translation problem that the translator should pay attention to. When investigating the students' linguistic knowledge about this translation problem (16) (34.8 %) of them show awareness of such knowledge as they translate (Hull) into (مدينة هل) based on a sufficient knowledge of the reason . (26) (56.5 %) of them translate it correctly but being unable to show the correct reason while only (4) (8.7%) of them are unable to translate it correctly. We could say that our students have sufficient linguistic knowledge of English to deal with such a translational problem

depending on the mean of the students who chose the correct translation (1.2609).

Table (4) :Statistical Analysis Results of Item No.4

N	Possibility	Frequency	percentage	Sum	Mean
46	0	4	8.7	58	1.2609
	1	26	56.5		
	2	16	34.8		

5. John and Marry were in the sitting- room. They were playing cards.

- كان جون وماري في غرفة المعيشة وكانا يلعبان الورق.
- كان جون وماري في غرفة الجلوس , وكانوا يلعبون الورق.

One of the most important requirements to create a well-organized text is cohesive ties. Cohesive ties such as cataphoric reference pronouns help to make the text more comprehensible to the target audience. It is also so important for the translator to notice that each language has its cohesive ties. So whereas English has the pronoun (they) for the dual and plural as well, Arabic has a different pronoun for each category:(كانا) for the dual and (كانوا) to refer to plural. The number of students who were aware of that translation aspect is (4) (4 %) as they chose the correct answer with the correct reason and (35) (76.1 %) of them answered correctly but being unable to state the reason correctly while (7) (15.2 %) failed to respond correctly. From the mean of the correct answers (0.9348) we could say that students lack the linguistic knowledge of the cataphoric cohesive ties of both languages and thus it stands as a severe translational problem for them.

Table (5) :Statistical Analysis Results of Item No.5

N	possibility	Frequency	percentage	Sum	Mean
46	0	7	15.2	43	0.9348
	1	35	76.1		
	2	4	8.7		

6. The boy bought pencils, sharpeners, erasers and copybooks.

- اشترى الصبي أقلاما و مبرايات و مماحي ودفاتر.
- اشترى الصبي أقلاما , مبرايات , مماحيات ودفاتر.

As it is clear that each language has its punctuation system, the translator should be aware of that aspect. While the English language uses commas when listing, the Arabic language uses the conjunction(و). So following the original punctuation system when translating from English into Arabic could lead to literal translation which may distort the target text. The results show that (10) (21.7%) of the students follow the punctuation system of the target language with being able to state the reason correctly while (19) (41.3%) were unable to state the reason although they chose the correct translation. (17) (37.0 %) of them were unaware of that aspect and failed to translate correctly. Students' performance was poor in dealing with this translation problem depending on the mean of the right translation(0.8478).

Table (6) :Statistical Analysis Results of Item No.6

N	Possibility	frequency	percentage	Sum	Mean
46	0	17	37.0	39	0.8478
	1	19	41.3		
	2	10	21.7		

7. Poetry took numerous forms in medieval Europe.

- أتخذ الشعر أشكالاً متعددة في أوروبا القرون الوسطى.
- أتخذ الشعر اشكالاً متعددة في أوروبا القروسطية.

This item is intended to investigate the students' preferable direction in translation. While some student translators prefer to follow simple words and structures, others aim to make their texts cope with linguistic innovations such as derivation, abbreviation and compounding taking place in the original language. When investigating the sample for using

either (القرون الوسطى) أو (القرون الوسطى) for translating the word (medieval), the results show that (40)(86.9%) prefer to use the simple expression القرون الوسطى (الوسطى); (8) (17.3%) stated the reason correctly and (32) (69.5%) failed to state the reason. (6) (13.0%) chose the derived expression (القروسطية) which is derived by the great translator Muneer Al-Baalabaki in an attempt to follow the process of word-formation of the English Language. Unfortunately, none of them could state the reason for their answer. As it is clear, the biggest proportion of the students prefer to follow the ordinary linguistic structure rather than showing any realization or interest of using ' unfamiliar ' formations.

Table (7) :Statistical Analysis Results of Item No.7

Preferable expression	N	Possibility	Frequency	Percentage	Sum	Mean
القرون الوسطى	46	1	32	69.5	48	1.0435
		2	8	17.3		
القروسطية	46	1	6	13.0	6	0.1304
		2	0	0		

8. The translator needs to be bilingual, s/he also needs to be bicultural.

- يحتاج المترجم الى أن يكون ثنائي اللغة والثقافة.
- يحتاج المترجم / يحتاج المترجمة أن يكون / أن تكون ثنائي / ثنائية اللغة, ويحتاج / يحتاج الى أن يكون ثنائي الثقافة.

Gender-related problems in translation are among the most popular problems in translation . While some translators see no difference between feminine and non-feminine words, others see that is very important to make the feminine gender more visible in the translated texts.(40) (86.9%) from the sample see no difference between masculine and feminine gender in translation,(9)(19.5%) of them state the reason correctly, while the rest who are (30) (65.2%) were unable to state the reason.(6)(13.0%) prefer to make the feminine gender more distinct. Just

one student (2.2%) of them chose the right reason for their translation and (5)(10.8 %) failed to show the accurate reason.

Table (8) :Statistical Analysis Results of Item No.8

Preferable translation	N	Possibility	Frequency	Percentage	Sum	Mean
يحتاج المترجم أن يكون ثنائي اللغة والثقافة.	46	1	30	65.2	49	1.0652
		2	9	19.5		
يحتاج المترجم /تحتاج المترجمة أن يكون/أن تكون ثنائي /ثنائية اللغة،ويحتاج/تحتاج الى ان يكون ثنائي الثقافة.	46	1	5	10.8	7	0.1522
		2	2	2.2		

9.Our team shall meet them in February.

- سيواجههم فريقنا في شهر شباط.
- سيواجههم فريقنا في شهر فبراير.

A successful translator always attempts to make the target text as close as to the target culture as possible. One way to achieve that aim is to render the local words in preference to the non-local words in order to make the text more comprehensible to the target audience. In the given sentence above, it is advisable to translate (February) into (شباط) rather than to (فبراير) in accordance with the Iraqi culture and usage.(6) (13.0%) of the students chose the correct translation with the right reason and (20) (43.5%) chose the true translation but with the wrong reason while the rest (20) (43.5%) failed to answer correctly. From the mean of the correct answers (0.6957), we can say that this problem is hard to deal with for the students.

Table (9) :Statistical Analysis Results of Item No.9

N	Possibility	Frequency	Percentage	sum	Mean
46	0	20	43.5	32	0.6957
	1	20	43.5		
	2	6	13.0		

10. I will go to Fatoota rest to buy a hamburger.

- سأذهب إلى مطعم فطوطة لأشتري شطيرة لحم.
- سأذهب إلى مطعم فطوطة لأشتري همبرغر.

In addition to the translator to be bilingual, s/he also needs to be bicultural. It is so important for the translated text to meet the cultural expectations of the target readers in order to sound as natural as possible. As the word (همبرغر) seems to be foreign to the Arabic culture and Islamic teaching, so it is preferable to use the expression (شطيرة لحم) to translate the English word (hamburger). Only one student (2.2%) chose the right translation with the right reason while (16) (34.8%) of them could not state the reason despite their correct translation. (29) (63.0%) students chose the wrong answer. Students have shown very poor performance with this translation problem as the mean of the correct answers (0.3913) shows.

Table (10) :Statistical Analysis Results of Item No.10

N	Possibility	Frequency	Percentage	sum	Mean
46	0	29	63.0	18	0.3913
	1	16	34.8		
	2	1	2.2		

11.The Persian Gulf is located in southwestern Asia.

- يقع الخليج العربي في جنوب غرب اسيا.
- يقع الخليج الفارسي في جنوب غرب أسيا .

Political and ideological concerns can create a different type of texts depending on the translator and on the target audience. So when translating the sentence above to an Arabic reader, the translator is expected to translate (the Persian Gulf) into (الخليج العربي) rather than into (الخليج الفارسي) which could make the translated text unacceptable by the Arabic audience. When examining the student ideological knowledge

about this problem (11) (23.1%) of them show full awareness of such problem as they stated the reason carefully while (18) (39.1%) chose the correct translation but unable to show what was the exact reason. (17)(37.0%) of the students failed to choose the right answer. Students' awareness of this translation problem is somewhat poor depending on the mean of the right translations(0.8696).

Table (11) :Statistical Analysis Results of Item No.11

N	Possibility	Frequency	Percentage	Sum	Mean
46	0	17	37.0	40	0.8696
	1	18	39.1		
	2	11	23.9		

12. He played an important role.

- قام بدور مهم.
- لعب دورا مهما .

Following literal translation may create a text of a different type from the original one. Besides, literal translation may lead to an odd text which is incomprehensible in the target language due to following strictly the system of the source language. The translator needs to look at the total meaning of the message rather than at the individual words form in order to deliver what is intended to mean by the original text. The students who chose to follow literal translation and translated (played) as (لعب) are (29) (63.0%) which is a big proportion. (11)(23.9%) were non literal translators and translated it as (قام) which is the right translation but were unable to state the reason correctly while (6)(13.1%) of them stated the exact reason for the right translation. As the mean of the right translations (0.5000) shows, students lack sufficient knowledge to deal with such translational aspects.

Table (12) : Statistical Analysis Results of Item No.12

N	Possibility	Frequency	Percentage	sum	Mean
46	0	29	63.0	23	0.5000
	1	11	23.9		
	2	6	13.1		

13.Carrying coal to Newcastle.

- كبايع الماء الى حارة السقاين.
- كبايع الفحم الى نيوكاسل.

As it is clear the given problem is an English proverb and it must be transformed into the Arabic Language. In the case of proverbs literal translation cannot be followed in any form because it can distort the original message. The suitable way for translating proverbs is to seek functional equivalence in the target language and to look at the text as one unit and see the hidden message in order to transform it exactly to the target language and that demands the translator to have sufficient cultural knowledge of the target culture. Knowing that Newcastle is famous for its coal is cultural knowledge. For translating the given proverb it requires the translator to render it by another proverb in the Arabic which serves the same meaning such as (كبايع التمر الى البصرة) because what is Newcastle is famous for is unknown to the Arabic culture. (24)(52.2%) of the students have failed to choose the right translation.(16)(34.8%) of them translated the proverb correctly but were unaware of the reason and (6)(13.0%) realized the right translation and the reason for their choice. We can regard this translation problem is difficult to deal with by the students depending on the mean of the correct answers (0.6087).

Table (13) :Statistical Analysis Results of Item No.13

N	Possibility	Frequency	Percentage	Sum	Mean
46	0	24	52.2	28	0.6087
	1	16	34.8		
	2	6	13.0		

14. Birds of a feather flock together.

- وافق شن طبقة.
- تتجمع الطيور مع بعضها البعض.

The difficulty in this item is the same as the former one which focuses on finding the functional equivalent of proverbs rather than following literal equivalence. When investigating the students' cultural knowledge in translating proverbs (14) (30.4%) of them do not have such knowledge and translated the given proverb literally as (تتجمع الطيور مع) (بعضها البعض) while (22) (47.8%) followed functional translation which is (وافق شن طبقة) yet they were unaware of the reason. (10)(21.8%) have succeeded in choosing the right translation and the right reason as well. Generally speaking, students' awareness of this translation problem is somewhat poor depending on the mean of the right answers(0.9130).

Table (14) :Statistical Analysis Results of Item No.14

N	Possibility	Frequency	Percentage	Sum	Mean
46	0	14	30.4	42	0.9130
	1	22	47.8		
	2	10	21.8		

15. Charlie kicked the pocket yesterday.

- توفي جارلي أمس.
- رفس جارلي الدلو أمس .

Like proverbs, idioms cannot be translated literally at all as that could distort the original meaning. Translating idioms demands the translator to have sufficient linguistic knowledge of the two languages concerned. The hidden meaning of idioms cannot be concluded from their words as is the case with a literal translation. Instead, it requires the translator to deal with the idiom as one unit and to know what these words together mean which requires sufficient idiomatic knowledge. (9)

(19.6%) of the students have used literal translation in translating the given idiom as (رفس جارلي الدلو أمس) which is wrong. (21)(45.7%) have followed functional translation as (توفي جارلي أمس) but could not state the right reason.(16)(34.75%) of the students chose the right translation and right reason as well. The mean of the correct answers was (1.1522) which means that the students in general terms have no difficulty in dealing with translating this problem.

Table (15) :Statistical Analysis Results of Item No.15

N	Possibility	Frequency	Percentage	Sum	Mean
46	0	9	19.6	53	1.1522
	1	21	45.7		
	2	16	34.7		

16.He thought of men who feared going to the sea.

- وفكر في اولئك الذين خشوا الخروج للبحر.
- وفكر في اولئك الذين يخشون الخروج للبحر.

One of the most popular errors that translators make while translating from English into Arabic is transforming verbs without paying attention to the tense of the verbs. They may translate present tense verbs into the past tense and vice versa. Making such errors can change the meaning. When asking the students to respond to the problem above, (26) (56.5%) of them have failed to respond to it correctly while (17)(37.0%) chose the proper translation but failed to state the correct reason. Only(3) (6.5%) of them realized the correct translation besides the right reason. The mean of the correct answers is (0.5000) which puts it as a hard translation problem for the students.

Table (16) :Statistical Analysis Results of Item No.16

N	Possibility	Frequency	Percentage	sum	Mean
46	0	26	56.5	23	0.5000
	1	17	37.0		
	2	3	6.5		

17.He looked for the bird now because he would have liked him for company.

- وجال طرفه في ما حوله باحثا عن الطير, إذ كان يجد في رفقته عزاء.
- وجال طرفه في ما حوله باحثا عن الطير, إذ كان يجد في رفقته عزاء وسلوى .

Some translators tend to use multiple equivalents in favor of a single one for many reasons such as being uncertain of the meaning of the original or the equivalent besides a remnant of artificiality in style (Khulusi,1982,cited in Al-Ali,1989:21).When investigating the students' preferable style concerning single vs. multiple equivalents the results show that (29) (63.0%) of the students prefer multiple equivalents in translation as they responded to the second translation above with (5) (10.8%) of them was able to realize the correct reason while (24) (52.2%) failed to show the right reason.(17) (36.9%) students prefer single equivalents in translation and responded to the first translation above. Only one student (2.2%) of them chose the correct reason and the rest (16)(34.7 %) were unaware of the right reason.

Table (17) : Statistical Analysis Results of Item No.17

preferable translation	N	Possibility	Frequency	Percentage	sum	Mean
وجال طرفه في ما حوله باحثا عن الطير, إذ كان يجد في رفقته عزاء وسلوى.	46	1	24	52.2	34	0.7391
		2	5	10.8		
وجال طرفه في ما حوله باحثا عن الطير, إذ كان يجد في رفقته عزاء.	46	1	16	34.7	17	0.3695
		2	1	2.2		

18. Les Miserable is a French historical novel by Victor Hugo.

- البائسون رواية تاريخية فرنسية للكاتب فكتور هوجو.

- البؤساء رواية تاريخية فرنسية للكاتب فكتور هوجو.

Following literal translation when translating the literary titles could produce another idea different from the original one. It is used to translate the title of the well-known novel ' Les Miserable' into Arabic as 'البؤساء' although it is inaccurate translation. The Arabic word 'البؤساء' means those who are so powerful and that is entirely different from what is intended by the original title (poor and unhappy people). When investigating the students' knowledge about this translational problem, none of them showed awareness of this problem and all of them chose to respond it as 'البؤساء' which wrong and that makes it the most difficult translation problem for the students.

Table (18) :Statistical Analysis Results of Item No.18

N	Possibility	Frequency	Percentage	sum	Mean
46	0	46	100	0	0.000

19. My heart still loves the people of the house of Amir.

- وقلبي لازال يحب آل عامر.

- وقلبي بحب آل البيت عامر.

One of the main reasons that cause the translator to commit translational errors is because s/he is affected by his culture. The phrase (the people of the prophet's family) is widely spread in the Arabic culture to refer to the family of the Prophet Mohammed (peace and blessings of Allah be upon him and his family). So a large number of novice translators may think that this phrase in the above sentence may refer to the Prophet and his family and that is wrong. The results show that (20)(43.4%)students were so influenced by their culture as they preferred

the translation (وقلبي بحب آل البيت عامر) and (26)(56.5%) realized the correct translation and chose (وقلبي لازال يحب آل عامر) as the right translation yet they have not realized the reason for that choice. Unfortunately, none of the students was able to show the exact reason. This translation problem seems to be very difficult for the students as the mean of the correct translations (0.5652) shows.

Table (19) :Statistical Analysis Results of Item No.19

N	Possibility	Frequency	Percentage	sum	Mean
46	0	20	43.4	26	0.5652
	1	26	56.5		

20.Where are my Switzers?

- أين سويسروي؟
- أين حرسى الخاص؟

Some translators tend to make their texts more comprehensible and expressive to the target culture by following the domestication technique which is using more natural equivalents in the target culture. Other translators, however, see that they have to transform the source items as they come in the source text in an attempt to keep the accuracy of their translation and that what is called the foreignization technique. Accordingly , translating 'Switzers' into 'سويسروي' may motivate the reader to know that it refers to the mercenaries who come from Switzerland to work as the kings' guards many years ago.(28)(60.8%) students opted for (Switzers) as (حرسى الخاص) to make it more familiar in the Arabic language; only two students(4.3%) were able to state the right reason while the rest (26) (56.5%) have failed to show the reason. (18) (39.1%) have chosen to follow the foreignization technique as they chose the translation of (Switzers) into (سويسروي).None of them have mentioned the right reason for their choice.

Table (20) :Statistical Analysis Results of Item No.20

The followed translation	N	Possibility	Frequency	Percentage	sum	Mean
أين سويسروي؟	46	1	18	39.1	18	0.3913
		2	0	0		
أين حرسى الخاص؟	46	1	26	56.5	30	0.6522
		2	2	4.3		

21.Shall I compare thee to a summer's day?

- أبيضوم من ايام الصيف أشبهك؟
- أبيضوم من ايام الربيع أشبهك؟

Translating poetry requires the translator to seek functional equivalents rather than literal equivalents as each culture has its expectations. When translating this line which is taken from Shakespeare's (sonnet 18) into the Arabic culture, it is important to remember that the English summer is completely different from the Arabic summer in terms of temperature. So it is unacceptable to liken the poet's beloved with a summer's day. Instead, the translator can translate it to (a spring day) which is known by its mildness. However, that does not mean translating (a summer's day) into (من ايام الصيف) is inaccurate, yet it is not preferable since the text is translated into the Arabic culture. (28) (60.8%) students chose to respond to the above line (أبيضوم من ايام الصيف) and (10) (21.7%) of them stated their reasons correctly while (18) (39.1%) of them could not state the reason. (18)(39.1%) students preferred the translation (أبيضوم من ايام الربيع أشبهك);(10) (21.7%) stated the right reason and (8)(17.3 %) failed to show the correct reason.

Table (21) :Statistical Analysis Results of Item No.21

Preferable translation	N	Possibility	Frequency	Percentage	sum	Mean
أبيضوم من ايام الصيف أشبهك؟	46	1	18	39.1	38	0.8261
		2	10	21.7		
أبيضوم من ايام الربيع أشبهك؟	46	1	8	17.3	28	0.6087
		2	10	21.7		

22. I saw the one-eyed merchant.

- رأيت التاجر كريم العين.
- رأيت التاجر أحادي العين.

Following literal translation when translating the phrase 'one-eyed' into Arabic may produce the phrase 'احادي العين' which has a very awkward meaning since there is no one with one eye. Therefore, the translator has to look for the functional equivalent of the former phrase which is the neologism 'كريم العين' which has a very clear meaning. The number of the students who have succeeded in choosing the right translation 'رأيت التاجر كريم العين' was (36) (78.3%) but were unable to realize the right reason and only one student (2.1%) has shown the right reason. (9)(19.6%) students could not realize the right translation. The mean of right answers(0.8261) put this problem as a difficult translation problem for the students.

Table (22) :Statistical Analysis Results of Item No.22

N	Possi.	Freq.	Percent.	sum	Mean
46	0	9	19.6	37	0.8261
	1	36	78.3		
	2	1	2.1		

23.My hair turned grey.

- أصبح شعري أشيبا .
- أشتعل رأسي شيبا .

The translation problem in this sentence is the style type of both the source and target texts. As it is clear, the given sentence is written in an ordinary casual style, therefore the target text is expected to follow a similar style. For that reason, the expected translation would be 'أصبح رأسي أشيبا' rather than 'أشتعل رأسي شيبا' because the latter is regarded as an elegant standard style derived from the Quraanic style. The results show that (12) (26.0%) chose the right translation yet they were unaware of the

right reason. (34) (73.9%) students have chosen the wrong translation. The mean of the correct answers (0.2609) denotes that this translation problem is very hard for the students to deal with.

Table (23) :Statistical Analysis Results of Item No.23

N	Possibility	Frequency	Percentage	sum	Mean
46	0	34	73.9	12	0.2609
	1	12	26.0		

24.You are a liar then.

- أنت كاذب أذن.
- أنك أذن لمن الكاذبين.

Similar to the preceding problem, the difficulty in this item is the difficulty of deciding which style to be used in translation. While some translators prefer to follow the Quraanic styles as they represent the elegant standard one, others tend to make their texts more common by following ordinary styles. However, following the Quraanic style (إنك لمن الكاذبين) to translate the given sentence above would seem to be an exaggerated translation since the original text is casual. (21) (45.6%) students chose to respond to the given sentence into 'أنت كاذب اذن'; (7) (15.2%) of them state the right reason while (14)(30.4%) could not realize the correct reason. (25) (54.3%) students have chosen the translation 'إنك إذن لمن الكاذبين'; (13) (28,2%) of them shoed the right reason and (12)(26.0%) failed to state the reason.

Table (24) :Statistical Analysis Results of Item No.24

Followed translation	N	Possibility	Frequency	Percentage	sum	Mean
أنت كاذب أذن	46	1	14	30.4	28	0.6087
		2	7	15.2		
إنك إذن لمن الكاذبين	46	1	12	26.0	38	0.8261
		2	13	28.2		

25. تريد مونا أن تصبح مترجمة.

- **Mona wants to be a translator.**
- **Mona wants to be a female-translator.**

Gender problems have prevailed in translation for years and have been the center of a heated discussion. Whereas some translators see that that there is no difference between feminine and non-feminine words, others think that it is so important to show femininity in translation and make feminine words more visible. When translating from Arabic into English such as the sentence above, there is no need to mention femininity since it is so clear that (Mona) is a woman and second as the topic of femininity vs. masculinity have caused many cultural problems for years. The results show that (14) (30.5%) translated the given sentence as 'Mona wants to be a translator' which is the right translation and were able to state the reason correctly.(25) (54.3%) students have chosen the right translation yet they have not shown the exact reason and (7) (15.2%) have not realized the right translation. The mean of the correct answers (1.1522) puts this problem as an easy translational problem for the students.

Table (25) :Statistical Analysis Results of Item No.25

N	Possibility	Frequency	Percentage	sum	Mean
46	0	7	15.2	53	1.1522
	1	25	54.3		
	2	14	30.5		

26. الإسلام دين ينتشر بسرعة كبيرة.

- **Islam is a quickly growing religion.**
- **Mohammedism is a quickly growing religion.**

The type of translation depends to a large extent on the translators' cultural background and ideological beliefs. Therefore, the students are expected to translate the above sentence into 'Islam is a quickly growing religion' rather than into 'Mohammedism is a quickly growing religion' in accordance with their religious views. In Islam, the religion is not affiliated with the name of the prophet as Christ is associated with Christianity. The results show that (19) (41.3%) students were right in their preference besides stating the right reason and (26) (56.5%) students have failed to show the right reason despite their correct answers. Only one student (2.2%) could not respond to it correctly. The mean of the correct answers to this items is (1.3913) and reflects the students' full awareness of their ideological and religious background and the importance of making it visible in their translation.

Table (26) :Statistical Analysis Results of Item No.26

N	Possibility	Frequency	Percentage	Sum	Mean
46	0	1	2.2	64	1.3913
	1	26	56.5		
	2	19	41.3		

27. وصل آية الله العليا السيد علي السيستاني مدينة النجف بعد رحلة علاجية .

- **Grand Ayotollah Sayyid Ali As-Sistani reached Najaf after a medical trip.**
- **Ali As-Sistani reached Najaf after a medical trip.**

Translation also depends on the prevailed ideological thoughts of the target culture. As it is known, Sayyid Ali As-Sistani is a great influential character in the Iraqi society, therefore the translator should show more respect and honor while talking about him. As such, the suitable translation would be 'Grand Ayotollah Sayyid Ali As-Sistani reached Najaf after a medical trip' rather than 'Ali As-Sistani reached Najaf after

a medical trip'. (9) (19.5%) students were right in their choice and reason,(24)(52.2%) could respond correctly yet were unable to realize the exact reason and (13) (28.3%) have failed to choose the suitable translation. Students' awareness of this translation problem is not sufficient depending on the mean of the right answers(0.9130) and the problem is a severe problem .

Table (27) :Statistical Analysis Results of Item No.27

N	Possibility	Frequency	Percentage	sum	Mean
46	0	13	28.3	42	0.9130
	1	24	52.2		
	2	9	19.5		

28. التقى وزير الخارجية الأمريكي نظيره الروسي.

- **The American Secretary of State met with his Russian counterpart .**
- **The American minister of Affairs met with his Russian counterpart.**

As each language has its linguistic system, each one has also its official terms for formal positions. The translator should be aware when using such terms that s/he has to use the official terms which are special to the target culture rather than the terms used in his/her country.(9) (19.5%) students were aware of that translational aspect as they prefer the translation 'The American Secretary of State met with his Russian counterpart' besides being able to realize the right reason. (24)(52.2%) students chose the true translation but could not state the reason and (13) (28.3%) students failed to respond correctly. The mean of the right translations (0.9130) implies that the students lack the required skill and knowledge to deal with this problem.

Table (28) :Statistical Analysis Results of Item No.28

N	Possibility	Frequency	Percentage	Sum	Mean
46	0	13	28.3	42	0.9130
	1	24	52.2		
	2	9	19.5		

29. أصدرت العمادة كتاباً رسمياً جديداً.

- **The deanery issued a new formal letter.**
- **The deanery issued a new formal book.**

Translating such a sentence from Arabic into English literally may make some translators translate 'كتاباً' into 'book'. It so important for the translator to avoid literal translation as much as possible and to look for functional equivalent instead as that may help to transform what is intended by the original text. When investigating the students' ability to deal with such translational problem, (4) (8.7%) of them show awareness of this aspect as they translated ' كتاباً ' into ' letter ' with stating the reason exactly while (28) (60.9%) of them were unable to state the reason although they have answered correctly.(14) (30.4%) students show a poor realization of this problem as they chose the wrong translation 'book'. Generally, the mean of the correct translations (0.7826) shows that students' background knowledge about literal translation is somewhat poor.

Table (29) :Statistical Analysis Results of Item No.29

N	Possibility	Frequency	Percentage	sum	Mean
46	0	4	8.7	36	0.7826
	1	28	60.9		
	2	4	8.7		

30. يقع قصر الحمراء في غرناطة.

- **Al-Hambra Palace is located in Granada.**
- **Al-Hamra Palace is located in Granada.**

In order to produce successfully translated texts, the translator is required to have an extralinguistic knowledge in addition to the linguistic one. Translating the phrase 'قصر الحمراء' literally into English as 'Al-Hamra Palace' is inaccurate at all due to the fact that 'قصر الحمراء' is originally referred to as 'Al-Hambra palace' in the English Language. (7) (15.2%) students show full awareness of this translational aspect besides stating the right reason while (12) (26.1%) have failed to state the reason for their right answers. (27) (58.75) students could not realize the correct translation. Generally speaking, the students have shown very limited knowledge of this cultural aspect as the mean of the correct answers(0.5652) shows.

Table (30) :Statistical Analysis Results of Item No.30

N	Possibility	Frequency	Percentage	Sum	Mean
46	0	27	58.7	26	0.5652
	1	12	26.1		
	2	7	15.2		

31. أشكو إليك قلة الفئران في بيتي.

- **I complain to you my poverty.**
- **I complain to you the fewness of mice in my house.**

Metaphorical expressions are generally used to explain something in terms of something else which are usually different from each other. They are used for the sake of symbolism. For that reason, taking any metaphor literally will sound very strange from what is intended. Following literal translation in the case of the given metaphor may

produce 'I complain to you the fewness of mice in my house' which is too far from what is intended in the original text. Instead, the translator is required to look for its functional equivalent in the target language in order to deliver its original message. The results show that (11) (23.9%) students have responded to the right translation in addition to the right reason and (23)(50.0%) were unable to state the reason despite their right translation while (12) (26.1%) students have failed to realize the suitable translation .Generally speaking, as the mean of the right responses (0.9783) shows, students were able to deal with this translation problem properly.

Table (31) :Statistical Analysis Results of Item No.31

N	Possibility	Frequency	Percentage	sum	Mean
46	0	12	26.1	45	0.9783
	1	23	50.0		
	2	11	23.9		

32. إنه كلبى بلاكى , وهو صديقى الحميم.

- **This is my dog Blackie, and he's my close friend.**
- **This is my dog Blackie, and it is my close friend.**

Following English grammar rules, the pronoun (it) is used to refer to animals in general. However, there are some exceptions. One of these exceptions is that when there is an intimate relationship between the speaker and his animal or when the speaker refers to the animal as his close friend, in such cases he may use personal pronouns as (he/she) to refer to animals such as dogs and cats. Therefore, when translating the given sentence into English, the translator is expected to use the pronoun (he) to refer to the (dog) rather than (it) as the original text denotes that the (dog) is the speaker's close friend. (13) (28.2%) students shown awareness of this translational aspect and responded to the right

translation and the right reason while (5) (10.9%) of them were unaware of the right reason. (28) (60.9%) students have failed to realize the right translation. In general, students have showed poor performance with this translational problem as the mean of the right responses (0.6739) shows.

Table (32) :Statistical Analysis Results of Item No.32

the	Possibility	Frequency	Percentage	Sum	Mean
46	0	28	60.9	31	0.6739
	1	5	10.9		
	2	13	28.2		

33. انها تمطر كأفواه القرب.

- **It is raining cats and dogs.**
- **It is raining heavily.**

In order to create an impact on the target audience similar to that of the original one when translating idioms, the best way to achieve that is to render a target idiom which performs a similar function in the target culture. Naturally not all of the source idioms have equivalent idioms in the target culture, yet it is the best way if possible. Translating the given idiom above into 'It is raining cats and dogs' may make it fully and emphatically comprehensible to the target readers rather than translating it into 'It is raining heavily'. (6) (13.0%) students responded to the suitable translation in addition to state the exact reason while (27) (58.7%) of them have failed to show the reason. (13)(28.3%) students could not respond to the right translation. Depending on the mean of the right responses(0.8474), it can be concluded that the students lack sufficient translational knowledge to deal with such a problem.

Table (33) :Statistical Analysis Results of Item No.33

N	Possi.	Freq.	Percent.	Sum	Mean
46	0	13	28.3	39	0.8478
	1	27	58.7		
	2	6	13.0		

34. لَتُبْلَوْنَ فِي أَمْوَالِكُمْ وَأَنْفُسِكُمْ (آل عمران/186)

- You shall surely be tested in your wealth and in yourselves.
- You shall be tested in your wealth and in yourselves.

It is evident that the holy verse follows an emphasis technique which is the letter (ل) in addition to the gemination over the letter (ن) as the verse starts in order to stress what is being said. For that reason, the equivalent text is expected to carry such emphasis in order to produce a similar influence on the target audience. (9) (19.5%) student have succeeded in choosing the right translation 'You shall surely be tested in your wealth and in your selves' besides showing the right reason and (24) (52.2%) students were unable to realize the right reason despite their responses to the right translation. (13) (28.3%) have failed to show the correct responses as they chose the less emphatic translation 'You shall be tested in your wealth and yourselves'. Students have shown poor performance with this problem as the mean of the right answers shows (0.9130).

Table (34) :Statistical Analysis Results of Item No.34

N	Possibility	Frequency	Percentage	Sum	Mean
46	0	13	28.3	42	0.9130
	1	24	52.2		
	2	9	19.5		

35. أَوْ لَامَسْتُمُ النِّسَاءَ (النساء/43)

- or you have touched the women.
- or you have had sex with women.

In order to create a successful text, the translator has to avoid any terms that may give rise to cultural problems such as sexual ones. For that, it is preferable to use neologisms in translation rather than factual terms. When giving the above holy verse to the students, (19) (41.3%) of them were able to realize the suitable translation 'or you have touched the women' besides showing the right reason while (6) (13.0%) of them have

failed to show the right reason although they chose the right translation.(21) (45.7%) could not realize the correct translation. Students' awareness of this translation problem is somewhat poor as the mean of the right responses (0.9565) is.

Table (35) :Statistical Analysis Results of Item No.35

N	Possibility	Frequency	Percentage	sum	Mean
46	0	21	45.7	44	0.9565
	1	6	13.0		
	2	19	41.3		

36.(24/النمل) إني وجدت امرأة تملكهم

- I found a woman ruling over them.
- I found a woman owning them.

The difficulty in this problem is represented by the word (تملكهم) . Following literal translation may produce the equivalent English word (owning) which is somewhat inaccurate. The word (تملكهم) in this holy verse means (ruling over them) which seems to be more accurate than (owning). (10) (21.8%) students chose the functional translation (I found a woman ruling over them) in addition to stating the right reason while (26) (56.5%) could not realize the reason. (10) (21.7%) students have failed to choose the correct translation. Students have shown high awareness of such a translation problem as the mean of the correct answers (1.0000) shows.

Table (36) :Statistical Analysis Results of Item No.36

N	Possibility	Frequency	Percentage	sum	Mean
46	0	10	21.7	46	1.0000
	1	26	56.5		
	2	10	21.8		

37. الله نور السموات والأرض (النور/35)

- Allah is the Light of the Earth and Heavens.
- God is the Light of the Earth and Heavens.

The problem of translating the given holy verse is a cultural translation problem. Translation is affected to a large extent by the cultural and religious background of the translator and by that of the target audience. Translating the word (الله) is expected to be (Allah) rather than (God) as that would agree with the religious and cultural beliefs of the students as well as with the Iraqi society expectations. The results show that (9) (19.6%) students have responded to the more suitable translation besides stating the reason correctly while (33) (71.7%) students have failed to state the reason although they chose the right translation. Only (4)(8.7%) students could not realize the correct translation. The mean of the correct translation is (1.1087) which denotes the students' high realization of such a translation problem.

Table (37) :Statistical Analysis Results of Item No.37

N	Possibility	Frequency	Percentage	sum	Mean
46	0	4	8.7	51	1.1087
	1	33	71.7		
	2	9	19.6		

38. وَأَسْتَفْزِزْ مَنْ اسْتَطَاعَتْ مِنْهُمُ بِصَوْتِكَ (الأسراء/64)

- And incite whoever you can among them with your voice.
- And incite those whoever you can among them with your voice (i.e. songs, music, and any other call for Allah's disobedience).

The given item aims at revealing the students' position from the translator's intervention with the text by an expansion of meaning. Texts, especially religious texts, should be mute in the translation as they are in

the original. It is not the translator's duty to make the text speak for his interpretation. A Quranic text must be valid to all interpretations of the reader. For that reason, the given holy verse is better to be translated as 'And incite those whoever you can among them with your voice' rather than into ' And incite those whoever you can among them with your voice (i.e. songs, music, and any other call for Allah disobedience). When investigating the students' awareness of this translation problem,(19) (41.3%) students responded to 'And incite whoever you can among them with your voice', (9) (19.5%) of them state the reason while (10) (21.7%) failed to state the reason.(27)(58.6%)students preferred the translation 'And incite those whoever you can among them with your voice(i.e. songs, music, and any other call for Allah disobedience);(11) (23.9%) students could realize the right reason while (16)(34.7 %) could not.As the mean of the incorrect responses shows, it is a very hard problem for the students.

Table (38) :Statistical Analysis Results of Item No.38

Preferable translation	N	Possibility	Frequency	Percentage	Sum	Mean
And incite whoever you can among them with your voice	46	1	10	21.7	28	0.6086
		2	9	19.5		
And incite those whoever among them with your voice(i.e. songs, music, and any other call for Allah's disobedience)	46	1	16	34.7	38	0.8260
		2	11	23.9		

39. قَبْلَ أَنْ يَرْتَدَّ إِلَيْكَ طَرْفَكَ (النمل/40)

- before thy glance returnth unto thee.
- before your glance returns to you.

The problem of translating the above holy verse is to reveal the students' preferable style in the translation of using either the old forms of

words or the modern ones. The two available translations are 'before your glance returns to you' and 'before thy glance returnth unto thee'. As the given text is a holy, poetic and old one so it is better to follow the old aesthetic form since it is the form used with poetic and religious texts. (17) (36.9%) students have followed old forms in translation; (5) (10.8%) of them stated the reason correctly and (12) (26.0%) have failed to state the reason.(29) (63.0%) students prefer the modern form of words;(9) (19.5%) of them showed the correct reason and (20) (43.4%) could not realize the reason for their translation. Most students have responded to the wrong translation which reflects their poor awareness of this problem and puts the problem as a severe one for them.

Table (39) :Statistical Analysis Results of Item No.39

Preferable translation	N	Possibility	Frequency	Percentage	Sum	Mean
Before your glance returns to you.	46	1	20	43.4	38	0.8261
		2	9	19.5		
Before thy glance returnth unto thee.	46	1	12	26.0	22	0.4782
		2	5	10.8		

40. (62/النمل) أَمَّنْ يُجِيبُ الْمُضْطَرَّ إِذَا دَعَاهُ (النمل/62)

- **Who listens to the distressed person when he calls on Him.**
- **Who listens to the distressed ones when he calls on Him.**

The translator's awareness of the linguistic systems of the source language and the target language is a prerequisite to produce an accurate translation. The difficulty in this item is the accuracy and inaccuracy of the cataphoric reference pronoun. Translating the holy verse above into English as 'Who listens to the distressed ones when he calls on Him' seems to be an inaccurate translation as there is not any concord between (ones) and (he) as the first signifies plural whereas the second denotes a single pronoun. For that, it is better to translate the given verse into ' Who listens to the distressed person when he calls on Him'. The

results show that (3) (6.6%) students chose the correct translation besides stating the right reason whereas (18) (39.1%) of them could not state the reason.(25) (54.3%) have failed to translate correctly. This translation problem stands as a severe problem for the student as the mean of their correct translations shows(0.5217).

Table (40) :Statistical Analysis Results of Item No.40

N	Possibility	Frequency	Percentage	sum	Mean
46	0	25	54.3	24	0.5217
	1	18	39.1		
	2	3	6.6		

4.3 Discussion

After analyzing the questionnaire's items and students' responses to these items, it is time to discuss the results in light of the research hypotheses and objectives. The results of the questionnaire's items analysis are as follows in the table below:

Table(41): Statistical Analysis Results of All of the Questionnaire Items

No.	The Questionnaire items	0	%	1	%	2	%	Mean	St.deviation
1	Cambridge University is the second oldest university in the world.	38	82.6	5	10.9	3	6.5	0.2391	0.56509
2	John went fishing with his friends.	2	4.3	24	52.2	20	43.5	1.3914	0.57651
3	Basra is a great city.	1	2.2	36	78.3	9	19.5	1.1739	0.43738
4	He lived first in Hull	4	8.7	26	56.5	16	34.8	1.2609	0.61227
5	John and Marry were in the sitting-room. They were playing	7	15.2	35	76.1	4	8.7	0.9348	0.49000

	cards.								
6	The boy bought pencils, sharpeners, erasers and copybooks.	17	37.0	19	41.3	10	21.7	0.8478	0.75916
7	Poetry took numerous forms in medieval Europe.			38	82.6	8	17.3	1.1739	0.38322
8	The translator needs to be bilingual, s/he also needs to be bicultural.			35	67.1	11	23.9	1.2391	0.43127
9	Our team shall meet them in February.	20	43.5	20	43.5	6	13	0.6957	0.69505
10	I will go to Fatoota rest to buy a hamburger.	29	63.0	16	34.8	1	2.2	0.3913	0.53658
11	The Persian Gulf is located in the southwestern Asia.	17	37.0	18	39.1	11	23.9	0.8696	0.77771
12	He played an important role.	29	63.0	11	23.9	6	13.1	0.5000	0.72265
13	Carrying coal to Newcastle.	24	52.2	16	34.8	6	13	0.6087	0.71424
14	Birds of a feather flock together.	14	30.4	22	47.8	10	21.8	0.9130	0.72499
15	Charlie kicked the pocket today.	9	19.6	21	45.7	16	34.7	1.1522	0.72930
16	He thought of men who feared going to the sea.	26	56.5	17	37	3	6.5	0.5000	0.62361
17	He looked for the bird now because he would have liked him for			40	87	6	13	1.1304	0.34050

	company.								
18	Les Miserables is a French historical novel by Victor Hugo.	46	100	0	0	0	0	0	0
19	My heart still loves the people of the house of Amir.	20	43.4	26	56.5	0	0	0.5652	0.50121
20	Where are my Switzers?			41	89.1	5	10.9	1.1087	0.31470
21	Shall I compare thee to a summer's day?			26	56.5	20	43.4	1.4347	0.50121
22	I saw the one-eyed merchant.	9	19.6	36	78.3	1	2.1	0.8261	0.43738
23	My hair turned grey.	34	73.9	12	26.6	0	0	0.2609	0.44396
24	You are a liar then.			26	56.5	20	43.4	1.4347	0.50121
25	تريد مونا أن تصبح مترجمة.	7	15.2	25	54.3	14	30.5	1.1522	0.66558
26	الأسلام دين ينتشر بسرعة كبيرة.	1	2.2	26	56.5	19	41.3	1.3913	0.53658
27	وصل أية الله العليا السيد علي السيستاني مدينة النجف بعد رحلة علاجية.	13	28.3	24	52.2	9	19.5	0.9130	0.69366
28	التقى وزير الخارجية الأمريكية نظيره الروسي.	13	28.3	24	52.2	9	19	0.9130	0.69366
29	أصدرت العمادة كتابا رسميا جديدا.	14	30.4	28	60.9	4	8.7	0.7826	0.59304
30	يقع قصر الحمراء في غرناطة.	27	58.7	12	26.1	7	15.2	0.5652	0.74988
31	أشكو اليك قلة الفئران في بيتي.	12	26.1	23	50	11	23.9	0.9783	0.71458
32	أنه كلبى بلاكي , وهو صديقي الحميم.	28	60.9	5	10.9	13	28.2	0.6739	0.89578
33	انها تمطر كأفواه القرب	13	28.3	27	58.7	6	13	0.8478	0.63131
34	لَتَبْلُؤُنَّ فِي أَمْوَالِكُمْ وَأَنْفُسِكُمْ(ال)	13	28.3	24	52.2	9	19.5	0.9130	0.69366

	عمران/ (186)								
35	أَوْ لَامَسْتُمُ النِّسَاءَ (النساء/43)	21	45.7	6	13	19	41.3	0.9565	0.94178
36	وَجَدْتُ امْرَأَةً تَمْلِكُهُمْ (النمل/24)	10	21.7	26	56.5	10	21.8	1.0000	0.66667
37	الله نور السموات والأرض (النور/35)	4	8.7	33	71.7	9	19.6	1.1087	0.52613
38	وَاسْتَفْزِرُ مَنِ اسْتَطَعْتَ مِنْهُمْ بِصَوْتِكَ (الأسراء/64)			26	56.5	20	43.5	1.4348	0.50121
39	قَبْلَ أَنْ يَرْتَدَّ إِلَيْكَ طَرْفَكَ (النمل/40)			32	69.6	14	30.4	1.3043	0.46522
40	أَمَّنْ يُجِيبُ الْمُضْطَرَّ إِذَا دَعَا (النمل/62)	25	54.3	18	39.1	3	6.6	0.5217	0.62322

From the table above, items which aim to investigate the students' linguistic knowledge of the English language which include (1,2,3,4,5,6,7,16,17,18) items have got (1) scores as the most among other scores; (52.1%) for the (1) scores, (30.6 %) for the (0) scores and (15 %) for the (2) scores. That means that the students can give the right solution to the problem they face, yet they are unable to realize the reason for that translation due to their limited background linguistic knowledge of the English language and that which the research hypothesis (2) states (although students may choose the suitable solutions, they are unable to give the suitable explanations) .

Table (42): Statistical Analysis Results of Linguistic Items of English Translation

	0	%	1	%	2	%	Mean
English linguistic problems	141	30.6	240	52.1	69	15	0.82173

Items (9,10,13,14,15,19,20) which focus on examining the students' cultural knowledge of the English language have got (1) scores as the highest percentage (44.7%); (36%) for the (0) scores and (13.6%) for the (2) scores and that affirms the research hypothesis (2) .

Table (43) : Statistical Analysis Results of Cultural Items of English Translation

	0	%	1	%	2	%	Mean
English cultural problems	116	36	144	44.7	44	13.6	0.72049

Concerning items that aim to examine the students' political and ideological knowledge of the English language which include the (11) item only, it has got (1) scores in a percentage of (39.1%) and then (0) scores of (36.9%) and (2) scores in a percentage of (23.9%).It is clear that the (0) and (1) scores are the highest with a very little difference between them and that goes in line with both the research hypotheses(1) which states that students fail to choose the suitable solutions (translations) for the translation problems they face and hypothesis (2).

Table (44) : Statistical Analysis Results of Political and Ideological Items of English Translation

	0	%	1	%	2	%	Mean
political and ideological problems of English translation	17	36.9	18	39.1	11	23.9	0.86956

Gender-related items of English language including the (8) item has got (35) students who have stated their opinions from the English gender problem yet they were unable to state the reason which reflects their poor background knowledge. Only (11) students were aware of the right reason and that is a small number compared to (35) students of limited background knowledge. That goes in line with the research

hypotheses (2) and (3) which denote that students' background knowledge about translation is not sufficient and this may be attributed to the fewness of the courses which deal with the theoretical facets of translation.

Table (45) : Statistical Analysis Results of Gender Items of English Translation

	0	%	1	%	2	%	Mean
English gender-related problem			35	76	11	23.9	1.23913

with reference to literal translation problems of English language which include (12,21,22), they have got (1) scores more than (0) and (2) scores; (52.8%) for the (1) scores, (27.5%) for the (0) scores and (19.5%) for the (2) scores and that affirms the research hypothesis (2).

Table(46):Statistical Analysis Results of English Literal Translation Items

	0	%	1	%	2	%	Mean
English Literal translation problems	38	27.5	73	52.8	27	19.5	0.92028

In terms of investigating the students' preferable style in translation, items (23,24) aim to reveal the students followed style concerning English translation problems. They have got (36.9%) for the (0) scores, (41.3%) for the (1) scores and (21.7%) for the (2) scores. As it is clear that a big proportion (41.3%) of the students are unable to explain the reason for their choice correctly as the hypothesis (2) states besides the number of students who failed to choose the right translation is the second highest proportion (36.9%) as the hypothesis (1) denotes.

Table(47):Statistical Analysis Results of Stylistic items of English Translation

	0	%	1	%	2	%	Mean
English Stylistic translation problems	34	36.9	38	41.3	20	21.7	0.84782

As for problems in the Arabic into English phase of translation, items that focus on the students' linguistic knowledge of the Arabic language are (32,34,40). These items have got (0) scores more than other scores in a percentage of (47.8%) ; (1) scores as (34%) and (2) scores as (18.1%). That means the larger number of students fails to respond to the right translation as hypothesis (1) implies.

Table (48) : Statistical Analysis Results of Linguistic Items of Arabic Translation

	0	%	1	%	2	%	Mean
Arabic linguistic problems	66	47.8	47	34	25	18.1	0.70289

Concerning items that focus on the students' Arabic cultural background knowledge which (28, 30,33,35), they have got (74) (40.2%) students failed to respond to the right translation and it was the highest proportion ; (37.5%) for the (1) score and (22.2 %) for the (2) scores. Students' failure to choose the right translation as well as their disability to state the reason expresses their poor cultural background knowledge of the Arabic language as the research hypotheses (1,2,3) denotes.

Table (49): Statistical Analysis Results of Cultural Items of Arabic Translation

	0	%	1	%	2	%	Mean
Arabic cultural problems	74	40.2	69	37.0	41	22.2	0.82065

In reference to items that aim to reveal the students' political and ideological knowledge of the Arabic language which include (26, 37), students who responded to the right translation yet were unable to state the reason constitute the larger proportion (64.1%) ,(5.9%) of them could not realize the right translation and (30.4%) were able to respond to the right translation besides stating the right reason. Anyhow, that result reflects the students' limited theoretical background knowledge of the Arabic language.

Table (50): Statistical Analysis Results of Political and Ideological Items of Arabic Translation

	0	%	1	%	2	%	Mean
Political and ideological problems of Arabic translation	5	5.9	59	64.1	28	30.4	1.89130

Gender-related item of the Arabic language including the (25) item only and it has got (1)scores as the highest percentage (54.3%); (0) scores as (15.2%) and (2) scores as (30.4%). As it is clear, the larger number of students were able to respond to the right translation but unable to show the theoretical reason which reflects their limited theoretical background knowledge of the Arabic gender-related problems in translation(hypotheses 2 and 3).

Table (51) : Statistical Analysis Results of Gender-Related Items of Arabic Translation

	0	%	1	%	2	%	Mean
Arabic gender related problems	7	15.2	25	54.3	14	30.4	1.15217

Concerning items of literal translation problems of the Arabic language which are (31,29,36), the larger number of students was

unaware of the theoretical reason of their choice although they have responded to the right translation (hypothesis 2) ; (55.7%) for the (1) scores as the most, (26%) for the (0) scores and (18.1%) for the(2) scores. That result reflects the students' limited background knowledge of literal translation problems of the Arabic (hypothesis 3).

Table (52) : Statistical Analysis Results of Literal Translation Items of Arabic Translation

	0	%	1	%	2	%	Mean
Arabic Literal translation problems	36	26	77	55.7	25	18.1	0.92028

Items that aim to reveal the students' preferable style in translation when dealing with Arabic texts are (38,39). The number of students who could state the right reason for their style was (34)(36.9%) whereas those who could not state the exact reason were (58) (63%) . The most of students lack sufficient theoretical knowledge which makes them able to explain their translation(hypotheses 2 and 3).

Table (53) : Statistical Analysis Results of Stylistic Items of Arabic Translation

	0	%	1	%	2	%	Mean
Stylistic items of Arabic language			58	63	34	36.9	1.36956

In order to find out which translation problems represent the most difficult for the students, a comparison is carried out between the mean values of the questionnaire items and the result is as follows (from the most difficult to the less):

1. Linguistic problems of Arabic translation
2. Cultural Problems of English translation
3. Linguistic Problem of English translation

4. Cultural Problems of Arabic translation
5. Stylistic Problems of English translation
6. Political and ideological problems of English translation
7. Literal translation problems of English translation & literal translation problems of Arabic translation (equal)
8. Gender-related problems of Arabic translation
9. Gender-related problems of English translation
10. Stylistic problems of Arabic translation
11. Political and ideological problems of Arabic translation

Chapter Five

Conclusions,

Recommendations and

Suggestions

Chapter five

Conclusions, Recommendations and Suggestions

5.1 Conclusions

The study has come with the following conclusions:

1. Students' theoretical background knowledge about translation is very limited which as the majority of their responses to the questionnaire items was either not responding to the right translations or responding to the right translation but not realizing the reason of their responding.
2. Students' ability to realize the right translation besides realizing the theoretical reason for that translation is very poor.
3. Although students sometimes are aware of the right translation to the particular problem they face, they fail to show the theoretical reason behind that translation.
4. Linguistic and cultural problems of translation constitute the most difficult problems for the students in both Arabic and English languages.
5. Students' background knowledge about political problems in Arabic translation is rich compared to their English translation.
6. Students' background knowledge about literal and gender translation problems in both Arabic and English languages are the same.
7. Students' ability to state the reason behind their preferable style in Arabic translation is stronger than theirs in English translation.

5.2 Recommendations

In light of the conclusions mentioned above, many recommendations are offered:

1. Enhancing the theoretical side of translation learning to make students' dealing with translation problems based on reasoned background knowledge.
2. Increasing the theoretical courses that deal with linguistic and cultural aspects in both languages (Arabic and English) given to the students as they represent the most difficult translation problems for them.
3. Improving students' awareness of literal translation problems by providing texts with literal translations versus their equivalent functional translations.
4. Promoting the students' translation experience via more translation practice.

5.3 Suggestions for Further Studies

1. The present study focuses on the students' responses to different translation problems, a further study could be conducted to investigate students' responses to pragmatic translation problems from English into Arabic (or vice versa).
2. A further study could be carried out to examine the students' responses to electronic translational problems from English into Arabic (or vice versa).
3. A comparative study could be carried out to investigate the students' performance in Arabic and English Translation.

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Appendices

Appendix (1)

Letter to the Jury Members

Dear Jury Member,

The questionnaire in your kind hands is part of an MA thesis entitled "An Analytical Study of the Responses of Advanced Students of Translation to Different Translation Problems". It seeks to investigate the background translation knowledge and translation competence advanced students of translation have attained during their period of study together with their skill in dealing with translation problems and their choice of the most appropriate translation. You are kindly requested to comment on the suitability of the selected problems, the number of the items, the coverage of important aspects in Arabic and English and any other suggestion you may like to make.

Kind Regards & Best wishes

Suzan Mohammed Qasim, College of Education

Maysan University

Appendix (2)

Letter to the Students

إستبيان

عزيزي الطالب المحترم

تحية طيبة.....وبعد

فهذا الاستبيان الذي بين يديك هو جزء من دراسة تقوم بها الباحثة بعنوان "دراسة تحليلية لأستجابات طلبة المراحل المتقدمة في الترجمة لمشاكل ترجمية مختلفة **An Analytical Study of the Responses of Advanced Students of Translation to different Translation Problems** " ، وتهدف الى التعرف على مدى المعلومات التخصصية التي نالها الطالب في الترجمة عبر دراسة رؤاه المختلفة من هذه المشاكل لما لها من أهمية في التعرف إلى طرائق الترجمة و استراتيجياتها و الحلول التي ترونها مناسبة لكم. وفي الوقت الذي نبلغكم فيه بسرية التعامل مع معطيات هذا الاستبيان وحرصنا على المعلومات التي تدلون بها فأننا نأمل أن تعبرون عن أعلى درجات الوعي والمعرفة في التعامل مع مفرداته . و نرجو في حال موافقتكم على المشاركة بالاستبيان توقيع رسالة الموافقة.... ولكم خالص الشكر والتقدير

الباحثة

سوزان محمد قاسم

كلية التربية – جامعة ميسان

Appendix (3)

Letter of Consent

I agree to participate in the present questionnaire in consonance with my interest in promoting research on translation and in view of the assurances offered by the researcher.

رسالة موافقة

أوافق على المشاركة في هذا الاستبيان في ضوء رغبتني في تعزيز عملية البحث الترجمي و في ضوء التطمينات التي قدمتها الباحثة

Name:.....

Year and Section:.....

Date: / / 2020

Appendix (4)

The Questionnaire

Dear student: kindly choose the translation you find most appropriate by attaching the (✓) symbol together with indicating the code for the clue you find as the appropriate reason. Please notice that the clues are arranged randomly.

عزيزي الطالب : أختار الترجمة المناسبة لك بتأشيرها بالعلامة (✓) مع بيان رقم الإشارة التي تراها سببا مناسباً لاختيارك ، و ملاحظة أن الإشارات اعلاه مرتبة بصورة عشوائية

No.	Problems and Translation
1	<p>Cambridge University is the second oldest university in the world.</p> <p>- جامعة كامبردج هي ثاني اقدم جامعة في العالم. - جامعة كيمبرج هي ثاني اقدم جامعة في العالم.</p> <p>Reason:.....</p>
2	<p>John went fishing with his friends.</p> <p>- جون ذهب للصيد مع اصدقائه. - ذهب جون للصيد مع اصدقائه.</p> <p>Reason:.....</p>
3	<p>Basra is a great city.</p> <p>- بصرة مدينة عظيمة. - البصرة مدينة عظيمة.</p> <p>Reason:.....</p>

4	<p>He lived first in Hull.</p> <p>-وسكن اولاً في بدن سفينة -وسكن اولاً في مدينة هل</p> <p>Reason:.....</p>
5	<p>John and Marry were in the sitting-room. They were playing cards.</p> <p>- كان جون وماري في غرفة الجلوس , وكانوا يلعبون الورق. - كان جون وماري في غرفة المعيشة وكانا يلعبان الورق.</p> <p>Reason:.....</p>
6	<p>The boy bought pencils, sharpeners, erasers and copybooks.</p> <p>- اشترى الصبي أقلاماً , مبرايات , مماحيات ودفاتر. - اشترى الصبي أقلاماً و مبرايات و مماحي ودفاتر.</p> <p>Reason:.....</p>
7	<p>Poetry took numerous forms in medieval Europe.</p> <p>- اتخذ الشعر أشكالاً متعددة في أوروبا القرون الوسطى - اتخذ الشعر أشكالاً متعددة في أوروبا القروسطية</p> <p>Reason:.....</p>
8	<p>The translator needs to be bilingual, s/he also needs to be bicultural.</p> <p>- يحتاج المترجم أن يكون ثنائي اللغة والثقافة. - يحتاج المترجم / يحتاج المترجمة أن يكون / أن تكون ثنائي / ثنائية اللغة, ويحتاج /تحتاج الى أن يكون ثنائي الثقافة.</p> <p>Reason:.....</p>

9	<p>Our team Shall meet them in February.</p> <p style="text-align: right;">- سيواجههم فريقنا في شهر فبراير. - سيواجههم فريقنا في شهر شباط.</p> <p>Reason:.....</p>
10	<p>I will go to Fatoota rest to buy a hamburger.</p> <p style="text-align: right;">- سأذهب إلى مطعم فطوطة لأشتري همبرغر. - سأذهب إلى مطعم فطوطة لأشتري شطيرة لحم.</p> <p>Reason:.....</p>
11	<p>The Persian Gulf is located in southwestern Asia.</p> <p style="text-align: right;">- يقع الخليج الفارسي في جنوب غرب اسيا. - يقع الخليج العربي في جنوب غرب اسيا.</p> <p>Reason:.....</p>
12	<p>He played an important role.</p> <p style="text-align: right;">- لعب دورا مهما . - قام بدور مهم.</p> <p>Reason:.....</p>
13	<p>Carrying coal to Newcastle.</p> <p style="text-align: right;">- كباتع الماء الى حارة السقايين. - كباتع الفحم الى نيوكاسل.</p> <p>Reason:.....</p>
14	<p>Birds of a feather flock together.</p> <p style="text-align: right;">- وافق شن طبقة. - تتجمع الطيور مع بعضها البعض.</p> <p>Reason:.....</p>

15	<p>Charlie kicked the pocket Yesterday.</p> <p style="text-align: right;">- توفي جارلي أمس. - رفس جارلي الدلو أمس.</p> <p>Reason:.....</p>
16	<p>He thought of men who feared going to sea.</p> <p style="text-align: right;">- وفكر في اولئك الذين يخشون الخروج للبحر. - وفكر في اولئك الذين خشوا الخروج للبحر.</p> <p>Reason:.....</p>
17	<p>He looked for the bird now because he would have liked him for company.</p> <p style="text-align: right;">- وجال طرفه في ما حوله باحثا عن الطير, إذ كان يجد في رففته عزاء وسلوى. - وجال طرفه في ما حوله باحثا عن الطير, إذ كان يجد في رففته عزاء.</p> <p>Reason:.....</p>
18	<p>Les Miserables is a French historical novel by Victor Hugo.</p> <p style="text-align: right;">- البائسون رواية تاريخية فرنسية للكاتب فكتور هوغو. - البؤساء رواية تاريخية فرنسية للكاتب فكتور هوغو.</p> <p>Reason:.....</p>
19	<p>My heart still loves the people of the house of Amir.</p> <p style="text-align: right;">- وقلبي بحب آل البيت عامر. - وقلبي لازال يحب آل عامر.</p> <p>Reason:.....</p>

20	<p>Where are my Switzers (from Switzerland)?</p> <p style="text-align: right;">- أين سويسريوي؟ - أين حرسى الخاص؟</p> <p>Reason:.....</p>
21	<p>Shall I compare thee to a summer's day?</p> <p style="text-align: right;">- أبيوم من ايام الصيف أشبهك؟ - أبيوم من أيام الربيع أشبهك؟</p> <p>Reason:.....</p>
22	<p>I saw the one –eyed merchant.</p> <p style="text-align: right;">- رأيت التاجر أحادي العين. - رأيت التاجر كريم العين.</p> <p>Reason:.....</p>
23	<p>My hair turned grey.</p> <p style="text-align: right;">- أصبح شعري أشيبا. - أشتعل رأسي شيبا.</p> <p>Reason:.....</p>
24	<p>You are a liar then.</p> <p style="text-align: right;">- أنت كاذب إذن. - أنك إذن لمن الكاذبين.</p> <p>Reason:.....</p>

25	<p>تريد مونا أن تصبح مترجمة</p> <p>-Mona wants to be a female-translator - Mona wants to be a translator</p> <p>Reason:.....</p>
26	<p>الإسلام دين ينتشر بسرعة كبيرة.</p> <p>-Mohammedism is a quickly growing religion. -Islam is a quickly growing religion.</p> <p>Reason:.....</p>
27	<p>وصل آية الله العليا السيد علي السيستاني مدينة النجف بعد رحلة علاجية.</p> <p>- Ali As-Sistani reached Najaf after a medical trip. - Grand Ayotollah Sayyid Ali As-Sistani reached Najaf after a medical trip.</p> <p>Reason:.....</p>
28	<p>التقى وزير الخارجية الأمريكي نظيره الروسي</p> <p>- The American minister of Affairs met with his Russian counterpart. - The American Secretary of State met with his Russian counterpart.</p> <p>Reason:.....</p>
29	<p>اصدرت العمادة كتابا رسميا جديدا</p> <p>- The deanery issued a new formal book. - The deanery issued a new formal letter.</p>

	Reason:.....
30	<p>يقع قصر الحمراء في غرناطة.</p> <p>-Al-Hambra Palace is located in Granada. -Al-Hamra Palace is located in Granada</p> <p>Reason:.....</p>
31	<p>أشكو اليك قلة الفئران في بيتي.</p> <p>- I complain to you the fewness of mice in my house. - I complain to you my poverty.</p> <p>Reason:.....</p>
32	<p>إنه كلابي بلاكي ، و هو صديقي الحميم</p> <p>-This is my dog Blackie, and he's my close friend. - This is my dog Blackie, and it is my close friend.</p> <p>Reason:.....</p>
33	<p>انها تمطر كأفواه القرب</p> <p>- It is raining cats and dogs. - It is raining heavily.</p> <p>Reason:.....</p>
34	<p>لَنُبَلِّوَنَّ فِي أَمْوَالِكُمْ وَأَنفُسِكُمْ (آل عمران /186)</p> <p>- You shall be tested in your wealth and in yourselves. - You shall surely be tested in your wealth and in yourselves.</p> <p>Reason:.....</p>

35	<p style="text-align: right;">أَوْ لَامَسْتُمُ النِّسَاءَ (النساء/43)</p> <ul style="list-style-type: none"> - or you have touched the women. - or you have had sex with women. <p>Reason:.....</p>
36	<p style="text-align: right;">إِنِّي وَجَدْتُ امْرَأَةً تَمْلِكُهُمْ (النمل/24)</p> <ul style="list-style-type: none"> - I found a woman owning them. - I found a woman ruling over them. <p>Reason:..... -</p>
37	<p style="text-align: right;">الله نور السموات و الأرض (النور/35)</p> <ul style="list-style-type: none"> - God is the Light of the Earth and Heavens. - Allah is the Light of the Earth and Heavens. <p>Reason:.....</p>
38	<p style="text-align: right;">وَاسْتَفْزِرْ مَنْ اسْتَطَعْتَ مِنْهُمْ بِصَوْتِكَ (الأسراء/64)</p> <ul style="list-style-type: none"> - And incite whoever you can among them with your voice. - And incite those whoever you can among them with your voice (i.e. songs, music, and any other call for Allah's disobedience). <p>Reason:.....</p>
39	<p style="text-align: right;">قَبْلَ أَنْ يَرْتَدَّ إِلَيْكَ طَرْفُكَ (النمل/40)</p> <ul style="list-style-type: none"> - before your glance returns to you. - before thy glance returnth unto thee. <p>Reason:.....</p>

40

أَمَّنْ يُجِيبُ الْمُضْطَرَّ إِذَا دَعَاهُ (النمل / 62)

- Who listens to the distressed person when he calls on Him.
- Who listens to the distressed ones when he calls on Him.

Reason:.....

Appendix (5)

Problem Clues

No.	Clue	Code
1	Multiple equivalents are more emphatic	R 1
2	Prefer local words to non-local words	R2
3	Formally more correct	R 3
4	Prefer non-literal to literal translation	R4
5	Prefer naturally derived to non-naturally derived words	R 5
6	Prefer feminine to non-feminine words	R 6
7	Single equivalents is more correct	R 7
8	Functional equivalents are better than literal equivalents	R 8
9	This equivalent has Islamic overtones	R 9
10	Prefer to use the Arabic punctuation system	R 10
11	This equivalent does not differ from the other	R 11
12	No difference between feminine and non-feminine words	R 12
13	Literal equivalents are better than functional equivalents	R13
14	This translation agrees with my political position	R 14
15	Prefer to follow the punctuation of the original	R 15
16	Prefer neologisms to sexual terms	R 16
17	Prefer old forms of words in literary style	R 17
18	Pronoun back reference should be observed	R 18
19	Capital letters signify difference	R 19
20	This translation shows more honour and respect	R 20
21	Prefer modern forms of words to old forms	R 21
22	This translation is more accurate than the other one	R 22
23	No much difference between the two translations	R 23
24	Femininity must be visible	R 24
25	Prefers this equivalent because it agrees with my religious views	R 25
26	Agree with the translation because I like bets	R 26
27	Agree with the translation because animals cannot be given human pronouns	R 27
28	Prefer this translation because it is more emphatic	R 28

29	Correct historical fact	R 29
30	Prefer Quraanic style	R 30
31	Do not prefer Quraanic style	R 31
32	Like translator's expansion of meaning	R 32
33	Do not like translator's expansion of meaning	R 33
34	Is more correct because it agrees with the article system	R 34
35	The equivalent is more natural (domestication)	R 35
36	The foreignized equivalent is more expressing	R 36
37	Although incorrect, it is more common	R 37
38	More accurate equivalent	R 38
39	More correct phonetically	R 39
40	The subject- verb agreement is correct	R 40
41	Is more correct Islamically	R 41
42	Culturally correct translation	R 42

Appendix (6)

Formal Letter

Ministry of Higher Education and Scientific Research
University of Misan
College of Education
Postgraduate Unit

جمهورية العراق
جامعة ميسان
كلية التربية
وحدة الدراسات العليا

وزارة التعليم العالي والبحث العلمي
جامعة ميسان
كلية التربية
وحدة الدراسات العليا

العدد : ١٤٢
التاريخ : ٢٠٢٠/٣/٥ ميسان

جامعة ميسان
كلية التربية
وحدة الدراسات العليا

إلى / جامعة البصرة / كلية الآداب / لجنة محمد ر
م / تسهيل مهمة

تحية طيبة ...
يرجى التفضل بتسهيل مهمة الطالبة (سوزان محمد قاسم) إحدى طلبة كليتنا في الدراسات العليا الماجستير في قسم (اللغة الانكليزية) لغرض اكمال اجراءات بحثها الموسوم:

(An Analytical Study of The Response of Advanced Students of Translation to Different Translation Problems)

لغرض اجراء تقييم الاختبار المزمع اجراءه على طلبة المرحلة الرابعة في كلية الآداب / قسم الترجمة شاكرين تعاونكم مع طلبتنا.

مع التقدير.

أ.م.د. أمير علي حسين
معاون العميد للشؤون العلمية والدراسات العليا
٢٠٢٠/٣/٥

جامعة ميسان
كلية التربية
وحدة الدراسات العليا

نسخة منه الى:
• السيد العميد / للتفضل بالاطلاع ... مع التقدير.
• السيد معاون العميد للشؤون العلمية والدراسات العليا ، للتفضل بالعلم ... مع التقدير.
• صادرة الدراسات العليا، ملفه الطالب الشخصية، للحفظ مع الأوليات.

Appendix (7)

Formal Letter

Ministry of Higher Education and Scientific Research
University of Misan
College of Education
Postgraduate Unit

وزارة التعليم العالي والبحث العلمي
جامعة ميسان
كلية التربية
وحدة الدراسات العليا

العدد : ١٤١
التاريخ : ٢٠٢٠/٣/٥

كلية التربية
وحدة الدراسات العليا

إلى / جامعة البصرة / كلية الآداب
م / تسهيل مهمة

تحية طيبة ...

يرجى التفضل بتسهيل مهمة الطالبة (سوزان محمد قاسم) إحدى طلبة كليتنا في الدراسات العليا الماجستير في قسم (اللغة الانكليزية) لغرض اكمال اجراءات بحثها الموسوم:

(An Analytical Study of The Response of Advanced Students of Translation to Different Translation Problems)

لغرض اجراء اختبار على طلبة المرحلة الرابعة في كلية الآداب / قسم الترجمة شاكرين تعاونكم مع طلبتنا ...مع التقدير.

أ.م.د. أمير علي حسين
معاون العميد للشؤون العلمية والدراسات العليا
٢٠٢٠/٣/٥

نسخة منه الى:
• السيد العميد / للتفضل بالاطلاع ... مع التقدير.
• السيد معاون العميد للشؤون العلمية والدراسات العليا ، للتفضل بالعلم ... مع التقدير.
• صادرة الدراسات العليا، ملفه الطالب الشخصية، للحفظ مع الأوليات.

E-mail: pgedu@uomisan.edu.iq

العمارة - ميسان - طريق الكحلان

المستخلص

الترجمة عملية معقدة تضم العديد من المشاكل اللغوية وغير اللغوية التي تتطلب من المترجم ان يتعامل معها بحذر وفاعلية شديتين من اجل انتاج نص مترجم يؤدي رسالة مشابهة لرسالة النص الأصلي. ما تعنيه مشاكل الترجمة هي تلك الجوانب في الترجمة التي تتواجد في النص الأصلي التي تتطلب من المترجم ان يتعامل معها وظيفياً من أجل أنتاج نص مترجم متكافئ. ومن المتوقع من طلاب الترجمة أن يكتسبون الخلفية العلمية اللازمة للتعامل مع هكذا جوانب خلال دراستهم الأكاديمية. لكن يبدو أن طلاب الترجمة يفتقرون لهكذا خلفية علمية ضرورية مما يؤدي بترجماتهم لأن تكون غير متكافئة. لأجل ذلك , فإن الدراسة الحالية تحاول استقصاء الخلفية العلمية للطلبة عن الترجمة وتشخيص ماهية المشاكل الترجمية التي تمثل الجوانب الأصعب للطلاب وكذلك إيجاد الحلول الناجعة لتلك المشاكل.

ومن أجل تحقيق أهداف الدراسة فقد صمم إستبيان يشتمل على مشاكل ترجمية متنوعة جميعها مما ألفه الطلاب خلال مسيرتهم الدراسية الأكاديمية. لقد تم الطلب من الطلاب بأن يستجيبوا لتلك المشاكل عن طريق تحديد الترجمة الصحيحة وكذلك اختيار التفسير الصحيح لأختياراتهم من الترجمات. بعد ذلك تم تحليل أستجابات الطلبة لهذه المشاكل باستخدام حزمة البرامج الألكترونية (SPSS).

في ضوء تحليل أستجابات الطلبة لفقرات الإستبيان , أظهرت النتائج أن معظم الطلاب يستجيبون للترجمات الصحيحة لكنهم غير قادرين على اعطاء السبب النظري لتلك الترجمات بالإضافة الى كون عدد الإجابات المتكاملة قليل جداً. واعتماداً على هذه النتائج استنتجت الدراسة أن خلفية الطلبة العلمية عن الترجمة محدودة جداً طالما أنهم لا يستطيعون تفسير السبب النظري لمعظم استجاباتهم للترجمات .

أستناداً الى هذه النتيجة تم عرض بعض التوصيات أهمها تعزيز الجوانب النظرية لعملية تعلم الترجمة لجعل تعامل الطلبة مع المشاكل الترجمية مستنداً على خلفية علمية منطقية بالإضافة الى زيادة الكورسات النظرية ذات الطابع اللغوي والثقافي في كلتا اللغتين العربية والانجليزية المعطاة الى الطلبة لكون هذه الجوانب تمثل المشاكل الأكثر صعوبة بالنسبة للطلاب .



جامعة ميسان
كلية التربية
قسم اللغة الأنكليزية

دراسة تحليلية عن أستجابة طلبة المراحل المتقدمة في الترجمة
لمشاكل ترجمية مختلفة

رسالة مقدمة الى مجلس كلية التربية في جامعة ميسان وهي جزء من متطلبات نيل
شهادة الماجستير في اللغة الأنكليزية وعلم اللغة

تقدمت بها

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