

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

HASSIBA BENBOUALI UNIVERSITY OF CHLEF

FACULTY OF FOREIGN LANGUAGES

DEPARTMENT OF ENGLISH

Course title:

Translation and interpreting

Academic Level: 3rd year

Teacher in charge: Dr. Assia LARIBI

Academic year 2023/2024

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| Course Title: translating and interpreting | |
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BASIC INFORMATION

Course Title: Translation and Interpretation

Target students: 3rd-year students

Course nature: annual

Code UEF 3.1

Credits: 06

Coefficient: 2

Credit hours per week: 1h30

Credit hours per semester: 15 weeks

Assessment method :

- The evaluation of students will be carried out as follows:
- Exam: 10 out of 20 points
- Attendance: 5 out of 10 points

- Class participation and submission of exercises required by the professor
- The total evaluation will be out of 20 points.

Course Description :

This course is designed for third-year English language students, who will have completed an introductory translation course in their second year. The focus of the third-year lessons will be on developing the students' proficiency in navigating the diverse linguistic styles and constructions in both English and Arabic.

Lessons will then explore a range of grammatical, cultural, lexical, stylistic, and pragmatic issues. For each topic, the course will provide a detailed theoretical examination of the nature of the problem, as well as the established methods, procedures, techniques, or strategies for addressing it.

Fundamentally, the lessons are structured to train students to critically observe and analyze the linguistic differences between Arabic and English at the morphological, syntactic, semantic, discourse, and pragmatic levels. This practice is intended as a crucial first step, which will encourage students to become acutely aware that their ultimate goal is to achieve accuracy in translating into the target language. They will also be guided towards producing translations that are natural and fluent in both form and meaning.

Consequently, students will be required not only to learn various translation techniques and methods but also to develop a strong command of paraphrasing and reformulation skills. This will enable them to adapt their translations to the rules and norms of the target language.

General objectives of the course :

Students should be able to:

- Translate accurately between English and Arabic.
- Develop a deeper understanding and respect for the subtleties of culture and the various contextual elements that shape the way language is employed and interpreted, both in its original form and in translation.
- Develop a deep understanding of the grammatical structures, syntax, and lexical differences between Arabic and English.
- Employ the appropriate translation methods and procedures based on the specific problem or issue presented.
- Develop critical analysis skills to identify and resolve complex translation challenges.
- Acquire the necessary skills and knowledge to work as a professional translator or interpreter between Arabic and English.

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Definition of translation

Learning outcomes: the learner will be able to

- Analyse a range of definitions allows the learner to develop a more comprehensive and nuanced understanding of the complex nature of translation.
- Explore the theoretical frameworks and approaches underlying the various definitions helps the learner build a solid foundation in translation theory.

Perquisites:

- Basic understanding of translation
- Critical thinking skills

The definition of translation is not straightforward, there are numerous definitions of translation proposed by various experts. **Catford** (1965:20) defines translation as "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)." Similarly, **Nida** (1969:12) states that translation involves reproducing the natural **equivalent** of the source language message in the target language, first in terms of meaning and then in terms of style.

However, the definitions of translation are not limited to **Catford's** and **Nida's** perspectives. Several other experts have provided their definitions; For instance, **Larson** (1984:3) asserts that translation means transferring the **meaning** of the source language into the receptor language. **Newmark** (1988:5) further elaborates on the importance of meaning, stating that translation is the process of **rendering** the **meaning** of a text into another language

Moreover, Several scholars emphasize the cultural dimension of translation in their definitions, for instance, The scholar Baker(1992)," discusses how translation involves cultural aspects, she says that translation is not just about transferring words

from one language to another. It also includes dealing with the different meanings and contexts of cultures across languages.

Another scholar, Venuti, (1995) is known for promoting the idea of "foreignization" in translation. This means keeping some of the foreignness of the original text, instead of trying to make it fit the target culture completely. Venuti believes this is important to respect the diversity of cultures and challenge the dominant culture of the target language.

Meanwhile, the scholar Spivak (2003) who studies postcolonial issues, emphasizes the political and cultural effects of translation. She says that translation involves dealing with power differences and cultural hierarchies between languages and cultures.

Overall, these scholars show that translation is deeply connected to culture. It's not just about language - it also affects how cultures are represented and how power relationships between them are expressed.

At the heart of translation lies the transfer of meaning a translation that maintains structural correctness but fails to convey the intended meaning is ultimately ineffective. As **Larson** (1984:3) states, translation involves the process of transferring the meaning from the source language into the receptor language. Similarly, **Newmark** (1988:5) emphasizes the importance of meaning, defining translation as the act of rendering the **meaning** of a text into another language in a way that reflects the author's original intent.

The term "translation" itself can have multiple meanings. It can refer to the general field of study, the product (the translated text), or the process of producing the translation, also known as "translating." The process of translation between two written languages involves the translator changing an original written text (the source text or ST) in the source language (SL) into a written text (the target text or TT) in a different target language (TL). This type of translation corresponds to "interlingual translation," one of the three categories of translation described by the Russo-American structuralist Roman Jakobson in his seminal work "On linguistic aspects of translation" (Jakobson 1959/2004: 139).

In conclusion, translation can be understood as a process in which the translator aims to transfer the ideas, meanings stylistic, and cultural elements of the

source language text into the target language. The ideal outcome of the translation process is for the appreciation and understanding of the target language readers to closely approximate the original appreciation and understanding of the source text by the author or writer.

Translation from different perspectives :

Throughout the development of translation studies, various theorists have approached the concept of translation from different perspectives. They have provided diverse definitions of translation based on their own experiences, cultural backgrounds, practices, or the theoretical frameworks they have adopted. As a result, researchers can find a multitude of definitions of translation throughout the history of the field. We are going to focus on three important perspectives of translation notably linguistic cultural and social and psychological. By organizing the previously discussed definitions into three main categories, the students will be better able to comprehend and synthesize the different perspectives on translation.

They will see various ways translation has been defined and conceptualized, rather than simply memorizing a list of individual definitions. Categorizing the definitions into broader conceptual frameworks will facilitate the students' overall understanding of the multifaceted nature of translation.

a. Linguistic perspective: Catford (1965: 20) defines translation as "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)." Catford emphasizes that translation is a process of "replacement" rather than "transfer." By "textual material," he means that we do not always translate the entire text; sometimes, we translate at the level of grammar, lexis, phonology, or graphology.

Examples:

"The keys are on the table" → "المفاتيح هي فوق المائدة"

"We were waiting for you" → "كنا بانتظارك"

In these examples, the translations have achieved grammatical and lexical equivalence.

Newmark (1988, p. 5) defines translation as "Rendering the meaning of a text into another language in the way that the author intended the text." For Newmark, translation is not a purely scientific process, but one that involves the six senses: knowledge, intelligence, sensitivity, and intuition translation from a linguistic perspective:

b. Definition of translation from a Cultural perspective:

The cultural approach to translation defines it in terms of cultural aspects, ideologies, and norms of the target text. This cultural perspective on translation is exemplified by the emergence of notable scholars such as **Bassnett (2002)**, who view translation as a form of intercultural communication, not merely a linguistic activity. For example, the concept of "**idda**" - the period during which a divorced or widowed woman cannot remarry according to Islamic teachings - highlights the cultural considerations involved in translation. Translating this term requires an understanding of the underlying cultural and religious context, beyond a simple linguistic transfer. The cultural approach recognizes that translation is not just about finding linguistic equivalents, but also about navigating the nuances of cultural differences and norms between the source and target texts, for instance :

- الخال والعم: which should be translated as a maternal uncle or paternal uncle
- السلام عليكم كيف حالكم؟: Hello how are you?
- Goodbye: مع السلامة
- عظم الله أجرك: We are sorry for your loss :My thoughts are with you and your family /Please accept our deepest sympathies/ My deepest condolences to you and your family
- شكر الله سعيكم Thank you

Public bodies are translated differently from one culture to another, eg الوزارات

Become departments in the British culture, we say Department for Education instead of Ministry for Education.

André Lefevere views translation as a process of rewriting. The process of rewriting consists of manipulating the literary frame of the original work to serve the dominant

ideology of the target culture, also it plays a positive role as it contributes to the evolution of a given society by introducing new thoughts and literary components.

c. Translation from a social and psychological perspective

According to **Simon** (1996) and **Genzler (1993)**, translation is not a marginal activity but it plays a role in forming identities of nations, Sherry Simon focused on gender issues in translation and seeks to create new cultural meaning from a feminist perspective, Whether Genzler regards translation from a postcolonial perspective and focused on the use of the language to empower marginal cultures by the use of archaism dialect, social variations etc....

Example of gender-neutral language

Ex; the use of person instead of man

Translating Arabic saying طعام زيد قد يكون سما لعمرؤ by using gender-neutral language

one person's food is another person's poison

Humankind instead of mankind

To sum up, There is no single, universally accepted definition of translation. Rather, the definition of translation reflects the specific approach and practices of the individual translator. In other words, the way translation is defined can vary depending on the translator's theoretical framework, cultural perspectives, and practical experiences. The definition of translation is not fixed or monolithic, but rather shaped by the translator's lens and methodology.

The lack of a singular definition underscores the multifaceted and dynamic nature of translation. Different translators may emphasize various aspects - linguistic, cultural, ideological, etc. - when defining the translation process and product.

Procedures of translation

Learning outcomes: the learners will be able to :

- Understand the distinction between direct translation procedures (borrowing, calque, literal translation) and oblique translation procedures (transposition, modulation, equivalence, adaptation).
- Recognize when to apply direct or oblique methods based on the linguistic and cultural differences between the source and target languages.
- Evaluate the distinctions between Newmark's translation procedures and those outlined by Vinay and Darbelnet.

Prerequisites :

- Solid foundation in translation theory
- Extensive reading and analysis of a wide range of texts across various genres and domains.

Introduction :

Translation has been regarded as transferring the message to its **closest equivalent** in another language. Equivalence is defined as achieving a similarity between the source language and the target language concerning the form and meaning. Achieving equivalence entails a large overlap of techniques that only translators are aware of. Bilingual speakers can skip from one language to another one without any obstacles providing an acceptable translation, but it may lack the exactitude and the same effect of the original message.

To ensure that the translator produces an equivalent effect, translation scholars made significant efforts to develop procedures for translators to deliver the exact meaning of the source language and avoid any possible message distortion. Peter Newmark defined procedures of translation as the manipulation that occurs on the small units of a text such as words, expressions, and sentences(Newmark. 1988). In the following section, we will expose the procedures for translation developed by the Canadian scholars Vinay and Darbelnet.

**Vinay and Darlbelnet (1995) identified two methods of translation:
Direct and oblique**

Direct translation methods involve straightforward techniques for transferring words and expressions from the source language into the target language. The key direct methods are:

Borrowing: The translator chooses to keep the same word or expression from the source language and incorporate it directly into the target text. For example, using the English word "football" in an Arabic text (فوت بول) or the Arabic word "virus" in an English text (الفيروس).

Calque: The translator borrows an expression from another language and then literally translates it word-for-word, resulting in a new mode of expression that follows the syntactic structure of the target language. This can happen at the: a. Lexical Level: For instance, the French phrase "Compliments de la Saison" is translated literally into English as "Compliments of the Season" to wish someone well during the holidays.

Ex: Climate change التغير المناخي

B cell receptor مستقبل الخلية ب

Breakthrough infection العدوى المخترقة

a. Syntactical level: it introduces a new construction into the target language

Immune response استجابة مناعة

Hard disk القرص الصلب

Internal memory الذاكرة الداخلية

Literal translation involves the direct transfer of a source language text into a grammatically and idiomatically appropriate target language text, where the translator's task is primarily to adhere to the linguistic requirements of the target

language. This method is commonly used between languages that belong to the same family and share a similar culture or have geographical or historical proximity.

For example, the English sentence "Covid-19 is continuing to spread around the world" can be literally translated into Arabic as "كوفيد 19 يواصل الإنشاء حول العالم". Similarly, the sentence "I would like a window seat" can be literally translated into Arabic as "أريد مقعدا بجوار النافذة".

When the direct application of literal translation results in an unacceptable or awkward target language expression, the translator should turn to oblique translation methods, such as:

Transposition: Replacing one grammatical category with another without changing the meaning of the message, e.g., "He was eating too quickly" can be translated as "كان سريعا في أكله" or "He walked quickly" can be translated as "يمشي بسرعة" or "بمجرد استيفائه".

Modulation: Changing the form of the message, which is justified when a literal or transposed translation produces an unsuitable or awkward utterance. This can include optional or fixed modulation, such as turning a negative expression in the source language into a positive one in the target language: "It's not easy to understand" can be translated as "يصعب فهمه".

Equivalence: Using completely different stylistic or structural methods to describe the same situation, particularly effective for translating proverbs and idioms, e.g., "add fuel to the fire" can be translated as "يزيد الطين بلة", and "Charity Begins at home" can be translated as "الأقربون أولى بالمعروف".

Adaptation: Used when the situation being referred to in the source language is unknown in the target language culture, requiring the translator to establish a new scenario that holds a comparable status. This can involve various changes, such as deletion, addition, explanation, illustration, or exemplification.

By employing these oblique translation methods, the translator can overcome the limitations of literal translation and produce target language expressions that are more natural, idiomatic, and appropriate for the target audience.

Activity: Translate the following text into English using the suitable procedure of translation

انقطع والدي عن منزل جدتي طوال فترة حمل والدتي بي، كان عنيدا، تقول والدتي، أو بيدي عدم الاكتراث، في حين كان يشتعل من الداخل شوقا للسيدة الكبيرة. كنت على يقين بأنه يشعر بالندم وإن أبدى عكس ذلك. لم يزرها في تلك الأثناء قط، ربما خجلا، ولكنه حاول الاتصال بها، إلا أن أخواته كن يخبرنه بأنها لا تريد سماع صوته، وفي المقابل، لم تحاول واحدة منهن أن تتواصل معه بأي شكل من الأشكال. كان والدي على يقين أن مجيئي إلى هذا العالم كفيل بتغيير جدتي وأنها ستأخذني إلى حضنها ما إن تراني محمولا بين يديه معلنا تتويجها جدة. كان قد اتخذ قراره بتسميتي عيسى، كاسم أبيه، إذا ما جنئت ذكرا، أو غنيمة، كاسم أمه، إذا جنئت أنثى.

Methods of translation

Objective s: the learners will be able to :

- Develop proficiency in different translation methods, including literal translation, free translation, adaptation, equivalence, and more.
- Be able to select and apply the appropriate method based on the specific context and requirements of the translation task.

Prerequisites :

- A solid understanding of both the source language (the language being translated from) and the target language (the language being translated into) is essential.

Introduction:

The method of translation refers to the strategy that the translator consciously or unconsciously chooses to translate the entire text. The history of translation has witnessed two main translation methods: literal and free, also known as word-for-word versus sense-for-sense translation, and faithful versus free translation. The debate between these two approaches is deeply rooted in the history of translation, with ongoing disagreements among proponents of both methods up until the second half of the 20th century.

The discussion over these two approaches can be traced back to the Roman period. Cicero and Saint Jerome were among the first translators who advocated for free translation over literal translation. Cicero, for instance, illustrated his preference for the free translation approach in the following statement: "And I did not translate them as an interpreter, but as an orator, keeping the same ideas and forms, or as one might say, the 'figures' of thought, but in language which conforms to our usage. And in so doing, I did not hold it necessary to render word for word, but I preserved the general style and force of the language" (Munday, 2008).

Free translation allows for a certain degree of "artistic freedom," where the translator is not bound to follow the same grammatical and syntactic structures of the original text, but must preserve the overall meaning. In contrast, literal translation is regarded as rendering the target text as close as possible to the original text. Friedrich Schleiermacher, one of the proponents of literal translation, suggested two strategies: "Either the translator leaves the writer in peace as much as possible and moves the reader toward him, or he leaves the reader in peace as much as possible and moves the writer toward him" (Munday, 2008). Schleiermacher favored the first strategy, which involves keeping the form of the source text and introducing new features to the target text, translating grammatical and structural constructions using their closest equivalents without additions or deletions. However, this method may not be suitable for all types of texts, as it can potentially distort the original message.

As the world has become increasingly interconnected, the aspects of translation have changed. Translation has acquired new roles that go beyond introducing literary masterpieces to new languages and cultures. Technological developments have facilitated communication between people around the world, leading to the emergence of new areas of translation, such as in the fields of business, media, and economics (Farghal, 2013). In this new era, the dichotomy of literal and free translation is no longer seen as problematic, as they are now understood to have a complementary relationship.

Methods of translation

Method of translation as we mentioned above is the approach that the translator chooses to translate the whole text, while procedures of translation refer to the techniques the translator used to sentences and smaller units (see Newmark,1988). According to **Newmark (1988)**, there are eight methods of translation, he divided them into source-language-oriented methods and target language-oriented methods. In other words, he classified the methods based on the approach and the type of text that the translator might choose.

Source language-oriented methods:

- **Word-for-word translation:** it is a pre-translation process in which each word is translated singly out of context. Cultural words are translated literally and SL word order is preserved. It is used to decode the source language and understand its mechanism.

Ex: Genocide is widely seen as the most serious crime against humanity. It is defined as a mass extermination of a particular group of people .

الإبادة الجامعية ينظر لها أنها الأكثر خطر جريمة ضد البشرية. يتم تعريفها أنها جماعية إبادة معينة مجموعة من الناس.

- **Literal translation:** the SL grammatical constructions are rendered to their nearest equivalent, but the lexical words are translated singly out of context. It is considered a pre-translation process to identify translation problems and determine the solutions.

متطرفون مناهضون للقاحات وداعمون لبوتين خططوا لشن هجمات

Anti-vaccine extremists and supporters of Putin planned to lunch attacks.

- **Faithful translation:** it tends to be faithful to the original text and to the writer's intention. It respects the contextual meaning of the original text and preserves the TL grammatical structures. It introduces new language aspects from the source language. Ex:

اطمأن جلالة الملك عبد الله الثاني ابن الحسين المعظم أطال الله في عمره في اتصال هاتفي على صحة معالي الشيخ سلطان ماجد العدوان، وتمنى له الشفاء العاجل وموفور الصحة والعافية. (تغريدة مأخوذة من الحساب الشخصي للفيسل الأردني تاريخ الاطلاع عليه بتاريخ 15 أبريل 2022)

His Majesty the King Abdel ALLAH Ibn El Hussein, may God prolong his life, reassured in a phone call the health of his excellency the sultan Majed El Adwan and wished him a speedy recovery and good health.

Now let's examine how are monarchs addressed in international media discourse. In the UK for example, there is no such praise for the royal family and they simply write "Queen and King" with a capital letter. A good translator should be aware of the target cultural context, therefore, if the communicative translation¹ is applied, the translation would appear as follows:

The king AbdelALLAH Ibn el Hussein reassured in a phone call the health of his excellency Sultan Majed El Adwan and wished him a speedy recovery and good health.

- **Semantic translation:** which differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the SL text. Semantic translation attempts to recreate the same flavor as the original. Semantic translation suits religious, political, literary, and philosophical texts. Ex:

و غادر محمد المسجد بينما كانت دماء شرايينه أصواتا تتوسل بلهفة، وتهتف ضارعة: بالله

Mohamed left the mosque, and he did so, the blood in his vein **became a mass of** imploring voices, calling out woefully oh God. (ديكنز وآخرون، 2008،) (214)

Target language-oriented methods:

- **Adaptation:** it is the freest form of translation, and is used mainly for plays, comedies, and poetry; the themes, characters, and plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.

Ex:

The novel: Notre dame de Paris' by Victor Hugo is translated to أحذب نوتردام

The hunchback of Notre Dame

The Algerian novel "Les agneaux du seigneur خرفان المولى (2010) written by Yasmina khadra" is translated into English under the title of " In the name of God"

¹ Communicative translation is discussed below

A cartoon's title called Digimon: Digital **Monsters** became in Arabic version أبطال الديجيتال

- **Free translation:** It produces the content without the form of the original. It is a kind of paraphrase that differs from the source text and results in longer text.

Ex: Having failed in all previous attempts, he evolved a new plan which surprised everybody.

نجح أخيرا بعد تخطيه جميع الصعاب.

- **Idiomatic translation:** idiomatic translation reproduces the original's 'message,' but tends to distort nuances of meaning by favoring colloquialisms and idioms where these do not exist in the original

Ex: Not only did the club stop the team from playing, they also took away their equipment – that's **made the situation worse**.

لم يوقف النادي الفريق من اللعب فحسب، إنما أخذ معداته أيضا ، مما زاد الطين بلة.

- **Communicative translation:** it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership (Newmark,1988: 45-47). Communicative translation communicates the meaning in a natural way and it suits non-literary texts such as; journalist, informative, and technological.

Ex: She has a great facility in learning languages

لديها موهبة في تعلم اللغات

Conclusion:

Translation is more than just converting text from one language to another. It involves following rules to ensure the translated version is accurate and clear. These rules cover details like individual words (micro-structure) and the overall structure (macrostructure) of the text. Before starting a translation, the translator should read

the text and choose the best approach based on its type. By respecting different types of texts, translators can create translations that meet the needs of the audience.

Activity1:

1. What is the best method to translate the following text?

The UAE is around the same size as Portugal, but some 80% of its land area is already desert. Its ecosystem is fragile and, partly due to desertification, much of its most valuable land is coming under increased strain. A government report published in 2019 stated that "with an increase in population and food consumption systems, land degradation and desertification are becoming rampant". Finding effective solutions has become a priority for the country. The goal is not to conquer the desert, but to restore areas of land that are no longer productive.

Activity2 :

Compare the source text to the translation and explain the translation method:

تهتز الحافلة .. تهتز الرؤوس لاهتزازها وتتمايل ، تتوقف فجأة، تحمل مزيدا من الركاب. زحام فوق زحام. تبتلع الحافلة الكثير، وتلفظ القليل، ثم تنطلق من جديد. وأنا مسحور بحكايات الوجوه من حولي. لا أحتاج لتخمين القصص التي تخنفي وراءها، فكل وجه بحكاياته يبوح. أهدق في كل وجه أقرأه ، مستغلا نظاراتي الشمسية بعدستها العاكستين كمرآة. أمعن النظر في الناس، وإن أمعنوا ليدركوا عيني خلف النظارة، لن يشاهدوا سوى وجوههم منعكسة على عدستها.

The bus shook and the heads swayed in time. It suddenly stopped and took on new passengers, adding to the crush. The bus swallowed up many but spat out few, then set off again. I was mesmerised by the stories behind the faces around me. I didn't need to guess what the stories were, because every face told its own story. I looked into every face and read it, taking advantage of my sunglasses with the mirrored lenses. If people tried to see my eyes, all they could see was their own faces reflected in the lenses.

Nb: The examples provided are taken from different websites and books of translation.

Terminology:

Methods of translation: طرائق الترجمة

Word for word translation : الترجمة كلمة بكلمة

Literal translation : الترجمة الحرفية

Faithful translation : الترجمة الأمينة

Semantic translation : الترجمة الدلالية (التخاطبية)

Adaptation : الترجمة بتصريف ، التكيف

Free translation : الترجمة الحرة

Idiomatic translation : الترجمة الاصطلاحية

Communicative translation : الترجمة التواصلية

Source-language-oriented translation : أهل المصدر (المصدريون)

Target-language-oriented translation : أهل الهدف (الهدفيون)

Translating Verbs: Past simple

Learning outcomes of the lesson:

- The learner will be able to pay more attention to verb tenses while he/she translating
- The learner will be able to use the correct past tense verb from English to Arabic

- The learner will be able to use the correct past tense from Arabic to English despite the grammatical and stylistic differences.

Perquisites:

The learner should have a good grammatical background

Definition and type of verbs in English:

Verbs are words that denote an action, event, process, or state of being, with reference to a subject. Functionally, there are two types: Auxiliary (helping) and Lexical. Apparently, English has 12 tenses: Simple present tense, present continuous tense, present perfect, present perfect continuous tense, simple past tense, past continuous tense, past perfect tense, past perfect continuous, simple future tense, future continuous tense, future perfect tense, future perfect continuous tense. Perfect and progressive refer to aspect rather than tense, so verbs in English are divided into four categories:

a. Tense ex: Past or present

a. **Modal: can, could, may, should, must, have to, Might.**

b. **Aspect: perfect or Continuous.**

c. **Voice: passive or active**

In English, verbs need an auxiliary ex: **will** steal, **has** gone, **was** playing, **were** looking, should, **has** been waiting, **is being** moved, **had** been traveling, I must have been dreaming. English has 12 tenses: simple past/present/future, past/present/future perfect, past/present/future progressive, and past/present/future perfect progressive.

Definition and type of verbs in Arabic:

Arabic verbs share the above definition, however, there are some differences, Arabic is characterized as having two basic aspects: perfect الماضي and imperfect: المضارع as for tenses there are three:

a. Past: كتب

b. Present: يكتبُ

c. Imperative: اكتب

There are no modal auxiliaries in Arabic, but English modals can be rendered as follows:

can, could: باسطةاعة: ممكن ،

Might: قد يكون ، ربما، قد، من المحتمل

must: ينبغي ، يجب، لا بد

Will, shall: سوف

As for auxiliaries كان و ليس play the role of primary auxiliaries.

The past tense in Arabic can be rendered in several ways, and in this case where translation from and into the past causes the most problems, here are some examples that illustrate the grammatical problems of translating the past tense into English:

ارتدى سامي بعض الملابس وذهب إلى محل المواد الغذائية (Reverso.net)

Here are some possible translations that the student might suggest:

- a) Sami put on some clothes and went to the grocery store.
- b) Sami has put on some clothes and has gone to the grocery store.
- c) Sami was putting on some clothes and was going to the grocery store.

From a grammatical perspective, all three potential translations are accurate since they all employ the past tense in English. Nevertheless, the most accurate translation is the first one, as it aligns with the context of the sentence as the action started and finished in the past without any sign of interruption of another action.

“Sami put on some clothes and went to the grocery store.”

Now let's consider the following example:

وقفت عند باب دار جدي في الصباح – باب ضخم عتيق من خشب الحراز، لا شك أنه استوعب حطب شجرة كاملة (صالح 1987:74)

I **stood** at the door of my grandfather's house in the morning, a vast and ancient door made of harraz, a door that **had** doubtless **been fashioned** from the wood of a whole tree.(Salih tr by Lalami)

As mentioned, when dealing with the "fiil madi" in Arabic, the first verb is translated into the past tense in English, while the second verb in the passive voice is rendered in the past perfect. This choice of tense indicates that the second action, "استوعب" occurred before the action of "وقف". Therefore, the translator chose the past perfect tense to convey the meaning of the original text.

The following section will cover in detail the translation of the verbs in all their tenses and aspects between Arabic and English.

Translating the past:

ترجمة الماضي

| English | Arabic |
|---|------------------------------------|
| The student studied | درس الطالب |
| Negative form in the past | |
| The woman did not travel | لم تسافر المرأة ما سافرت المرأة |
| Positive non-assertive/interrogative | |
| Did the woman travel? | هل سافرت المرأة؟ |
| negative non-assertive | |
| Didn't the woman travel? | ألم تسافر المرأة؟ |

وعرضنا جهنم يومئذ للكافرين عرضا

And on that day we shall present hell to the disbeliever's plain-to-view (:2020) . خشب .
In the example provided, the Arabic verb appears in the past tense, but the translated version uses the future tense because the Day of Judgment has not yet occurred. This

Quranic verse expresses certainty about something that will undoubtedly happen in the future. If the translation were to follow the tense of Arabic Quranic verse, it would result in a "grammatical loss," as a result, the translator opted to use the future tense, which accurately conveys the intended meaning.

Exercise: translate the following sentences into Arabic by focusing on the verb tense

1. We exchanged some small talk and I told him I had a job interview; he told me that he had an interview as well, some packing job for Federal Express, where he said they were really good about hiring veterans.

تبادلنا بعض الأحاديث الصغيرة وأخبرته أن لدي مقابلة عمل؛ أخبرني أنه أجرى مقابلة أيضاً، في وظيفة تعبئة لدى شركة Federal Express ، حيث قال إنهم جيّدون حقاً في توظيف ذوي الخبرة .

2. A year ago, an anonymous letter with a hand-drawn cross on it was sent to her home. Then, in March this year, a group of thugs broke into her office at night and turned the place upside down..(BBC Future.com)

قبل عام، تم إرسال رسالة مجهولة المصدر عليها صليب مرسوم باليد إلى منزلها. ثم، في شهر مارس من هذا العام، اقتحمت مجموعة من البلطجية مكتبها ليلاً وقلبوا المكان رأساً على عقب

3. The overnight switch to home-working in the pandemic undoubtedly increased some people's workloads, as they were unable to switch off metaphorically and literally. (BBC FUTURE .COM By Josie Cox)

لا شك أن التحول بين عشية وضحاها إلى العمل من المنزل في ظل الوباء أدى إلى زيادة أعباء العمل على بعض الأشخاص، حيث لم يتمكنوا من التوقف عن العمل مجازياً وحرافياً

4. At these words he suddenly raised the hand that held the stick towards the jar, and broke it, and the contents ran down upon his head and face.

عند هذه الكلمات رفع فجأة اليد التي كانت تحمل العصا نحو الجرة، فكسرها، وسقطت محتوياتها على رأسه ووجهه.

Exercise 2: Translate the following sentence into English by focusing of the tense of the verbs:

- وقع انفجار كبير في شارع الاستقلال السياحي الشهير وسط مدينة إسطنبول، نفذته "انتحارية"، حسب ما أعلن نائب الرئيس التركي فؤاد أوقطاي، مساء الأحد، مما خلف ستة قتلى و81 مصاباً.

• الذي ابتكر فكرة الموضة كان تاجرا ذكيا جدا، فهو الوحيد الذي استطاع أن يقنع المرأة لأن تلقي جميع فساتينها بدون سبب. إذا كانت فساتينها طويلة أخرج لها موضة قصيرة. وإذا كانت فساتينها قصيرة أخرج لها موضة طويلة.

• كان تاجر من التجار كثير المال والمعاملات في البلاد قد ركب يوما وخرج يطالب في بعض البلاد فاشتد عليه الحر فجلس تحت شجرة وحط يده في خرجه وأكل كسرة كانت معه وثمره فلما فرغ من أكل التمرة رمى النواة وإذا هو بعفريت طويل القامة وببده سيف فدنا من ذلك التاجر وقال له قم حتى أقتلك مثلما قتلت ولدي. فقال له التاجر كيف قتلت ولدك قال له لما أكلت التمرة ورميت نواتها جاءت النواة في صدر ولدي ففضى عليه ومات من ساعته.(ألف ليلة وليلة)

• كانت بنت محجوب امرأة طويلة لونها فاحم مثل القطيفة السوداء، ما يزال فيها إلى الآن وهي تقارب السبعين بقايا جمال. وقد كانت مشهورة في البلد، يتسابق الرجال والنساء على السواء لسماع حديثها لما فيه من جرأة وعد تخرج.(صالح موسم الهجرة الى الشمال ص80)

Exercise 2: circle the correct translation

أمسى علينا المساء ونحن لا زلنا في القاهرة

Evening came upon us while we were still in Cairo

The evening has come upon us while we were still in Cairo

The evening had come upon us while we were still in Cairo

Translating verbs

Part 2: Present/ progressive /perfect aspects /present perfect continuous

Learning outcomes:

- The learner will be able to use the correct translated tense in English and Arabic.

Perquisites:

- The learner should have a minimum background knowledge of grammar

Present simple:

Simple present tense is used when an action is happening now, or when it happens regularly. In Arabic, the present tense indicates an action happening at the moment of speaking or shortly after. To differentiate it from the present continuous tense, certain adverbs like "دائماً" (always) or "عادة" (usually) can be added to emphasize that the action is habitual or recurrent.

The present tense is translated into Arabic using the following form:

| | |
|---|---|
| I feel tired (express physical feeling) | أشعر بالتعب إنني أشعر بالتعب أنا متعب |
| I go to work on foot | عادة ما أذهب إلى العمل سيراً على الأقدام |
| He doesn't like the food | لا يحب الأكل |
| Do they live in Algiers? | هل يعيشون بالجزائر العاصمة؟ |

Present continuous :

Present continuous indicates that an action or event is happening now, and may continue into the future, there is no equivalent tense in Arabic the only way to indicate the tense is to add “now” الآن (Abdleaal :2000).

| | |
|--------------------------------|--|
| The children are sleeping | ينام الأطفال الآن الأطفال نائمون |
| The children are not sleeping | لا ينام الأطفال الآن |
| Are the children sleeping? | هل ينام الأطفال الآن؟ |
| Aren't the children sleeping ? | أليس الأطفال بنائمين الآن؟ ألا ينام الأطفال؟ |
| The house is being painted | يتم طلاء المنزل يجرى للمنزل طلاء حالياً |

We have added in all the above sentences the adverbial word الآن or حالياً, that is to say, the student should add some words in order to reach the equivalent meaning of the original message.

Present perfect:

Present perfect tense expresses an action that occurred in the past and has continued into the present. Consider the following examples to know how it is rendered in Arabic:

| | |
|---|--------------------------|
| I have done my homework | قد أتممت واجبي المنزل |
| She has worked for the company since 2000 | تعمل لدى الشركة منذ 2000 |
| He hasn't traveled to England | لم يسافر إلى إنجلترا |
| They have not arrived yet | لم يصلوا بعد |
| She has eaten the apple already | أكلت التفاحة مسبقا |
| She has not eaten the apple | لم تأكل التفاح |
| It has been remarked | لوحظ |

The first example is translated as لقد أتممت واجبي المنزلي, The translation does not show that I have done my homework recently, but this can be understood from the context. Sometimes we add some lexical markers to specify the time of the action ex: لقد أتممت واجبي المنزلي للتو

In the second Example the present perfect verb “has worked” is rendered into the present tense in Arabic, the verb تعمل signifies that the lady is still working at the company, while منذ indicates the period of her employment at the company.

Present perfect continuous

Present perfect continuous indicates that an action started in the past and continued in the past and ended up in the past. It is mostly translated into Arabic with كان + فعل مضارع

| | |
|--|---|
| For about a week he has been complaining of a bad headache. He had been drinking milk out the carton when Mom walked into the kitchen. | كان يعاني من الصداع لأسبوع تقريبا كان يشرب الحليب من العلبه عندما دخلت الأم إلى المطبخ |
| They haven't been working | لم يكونوا يعملون |

| | |
|---------------------------------|----------------------|
| Have they been studying? | هل كانوا يدرسون؟ |
| Hasn't he been asking too much? | ألم يكن يسأل كثيراً؟ |

Practice: translate the following sentences

1. "The overall epidemic situation has been brought under control, with November being the most affected period,"
2. We are gradually moving toward the di-rection of restoring production capacity to normal."
3. Foxconn has faced discontent among its workers in the factory and has attempted to find new employees by offering a 1,000 yuan (£117) bonus to people who recruit a friend or family member.
4. Mr Sneider has not been able to reach his cousin's parents or husband either.
5. China has acknowledged it has relatively low rates of Covid vaccination among the elderly, who are most likely to get seriously ill or die from the virus compared with younger age groups.
6. More than 700 Palestinians have also been killed in the hundreds of air strikes on Gaza that Israel's military is carrying out in response.
7. The family has been decorating the house this winter.
8. They've taken them without any food, without any diapers, without anything
9. I Haven't been feeling well these days
10. My brother was really tired and so he has been sleeping for two hours.
11. Last year, China claimed to have made half of the world's existing stock of Covid vaccines. So, it is not surprising that it has been reluctant to use vaccines developed elsewhere.

12. For myriad reasons, bosses have long tried to nudge workers they perceive as underperforming or being a bad cultural fit out the door. "This has been happening in workplaces for decades," says Christopher Kayes,
13. Companies are usually reluctant to let a worker go," says Kayes. Firing leads to an "immediate sense of sides being created which, at worst, can land the company in court if the worker contests it, potentially generating negative headlines about the working environment. "It's often easier to simply let the underperforming employee stay in the job than to go through the process of firing and potential litigation."
14. Employers often don't want to expose themselves to risk or conflict, adds Suzanne Horne. "Subtly encouraging someone to leave is seen as the easier option. If the employee eventually resigns, it's the 'no-fault approach': severance doesn't need to be paid, conflict is avoided and both parties are ultimately happy."

ترجم ما يلي إلى اللغة الإنجليزية:

- ويرى مراقبون أن تعرض إسرائيل للقصف من الجانب اللبناني يبعث رسالة مفادها أن حزب الله جاهز لمساندة فصائل المقاومة الفلسطينية حين تستدعي الحاجة.
- قالت وزارة الطاقة الإسرائيلية اليوم الثلاثاء إن شركة شيفرون أوقفت تصدير الغاز الطبيعي عبر خط أنابيب غاز شرق المتوسط (إي إم جي) البحري بين إسرائيل ومصر، بينما تقوم بتصدير الغاز في خط أنابيب بديل عبر الأردن.
- قالت وزارة الطاقة الإسرائيلية اليوم الثلاثاء إن شركة شيفرون أوقفت تصدير الغاز الطبيعي عبر خط أنابيب غاز شرق المتوسط (إي إم جي) البحري بين إسرائيل ومصر، بينما تقوم بتصدير الغاز في خط أنابيب بديل عبر الأردن.
- وأضاف المصدر المطلع على سير المحادثات أن المفاوضات التي تجريها قطر بالتنسيق مع الولايات المتحدة "تمضي بشكل إيجابي."
- يأتي ذلك رغم أن قطر قد جمدت علاقاتها مع إسرائيل عام 2009 ومازالت الممول الرئيسي للحركة الإسلامية المسلحة

- وقال ماجد الأنصاري المتحدث باسم وزارة الخارجية لرويترز دون الخوض في تفاصيل "نحن على اتصال مستمر مع كل الأطراف في الوقت الراهن. أولوياتنا هي وقف إراقة الدماء والإفراج عن الأسرى والتأكد من احتواء الصراع قبل أن يتوسع في المنطقة."

Translating verbs (part 3)

Future tense/future perfect tense/future continuous/ future perfect continuous/

Learning outcomes of the lesson:

- The learner will be able to translate future tense verbs from English to Arabic.
- the learner will learn about future tense forms in Arabic and avoid making literal translation mistakes related to verb tenses.

Prerequisites: Prior knowledge of future tense use in both Arabic and English

So far, we examined the past and present tenses in English. we saw how they are translated into Arabic and the structure that they take through examples. In this lesson, we will discuss the future tense with all its aspects and we will see the structure that will take in Arabic translation.

1. Future simple: Future: action that has yet to take place. It takes the form of the modal verbs: Will/Shall + the verb in the infinitive. We use Will with all pronouns and **shall** with I and we. However, there is a nuance of use between will and shall, the choice between these forms to express the future depends on the intended meaning; Will is used to express :

1. Certainty ex; He will be there at the moment
2. Prediction ex: I think it will cost a lot of money to fix the car.

My son will fall asleep whenever we travel anywhere

3. willingness ex: **I will show you where to go**

4. promises ex: I will help you

5. command: will you stop shouting

6. Request ex; will you come for dinner on Saturday?

7. To make an instant decision:

I'm thirsty, I will drink water

My son will fall asleep whenever we travel anywhere

8. To make a promise:

I will call you when I get home

On the other hand, shall is used more frequently in the **formal** and **legal language**, it expresses an effect of a command or formal obligation or requirement, e.g. The accused **shall appear** in court again on 26th October.

It is also used to make a suggestion e.g. shall we go to the cinema?

In Arabic, the present tense takes on a role comparable to the future tense in English due to the absence of a distinct future tense. Therefore, the present tense is used to indicate future actions. To express the future, the prefix س and the lexeme سوف are added, both indicating the future action. However, their usage carries a subtle difference: س is employed for the near future, whereas سوف is reserved for events in the distant future. Also, س is used to emphasize an action or a promise:

قال الله تعالى "قل كل متربص فتربصوا فستعلمون من أصحاب الصراط السوي ومن اهتدى" سورة

طه الآية 135

In some cases, they can be used interchangeably when the time is already mentioned

Ex: سنجتمع بهم العام القادم

سوف نجتمع بهم العام القادم

سوف is mostly used to threat e.g. سوف يعلمون حين يرون العذاب مَنْ أَضَلُّ سَبِيلًا

Also, Arabic users may use other tenses to describe a future event ex:

كل نفس ذائقة الموت وإنما توفون أجوركم يوم القيامة(أل عمران الآية 185)

"Everyone shall taste death. And only on the Day of judgment shall you be paid your full recompense."(Yusuf. A:2001)

The translated version is in the future passive form; here is another example where the verb is in the present while it is intended to mean the future

ومن يعص الله ورسوله ويتعد حدوده يدخله نارا خالدا فيها وله عذاب مهين (النساء الآية 14)

But those who disobey Allah and His messenger and transgress His limits will be admitted To a fire to abide therein: and they shall have a humiliating punishment (Yusuf .A:2001)

The translated version is in the future passive form. There are other ways to express the future in English without using the modal verbs Shall and will:

e.g. we **are going** to study tonight

The cinema **is closing** in November. (present continuous)

تغلق السينما في شهر نوفمبر

Mr. **Duble**y is about to retire

- He might retire soon
- He plans to retire In November
- He might retire soon
- He plans to retire In November

Future with “Going to”

Going to is used to express future tense, but is used in a different context:

- We use “going to” when the future action is very close

e.g. I’m going to meet my friends soon.

- **Prior plans:** when you have decided to do something

I’m going to watch a movie (I have planned to watch the movie)

- **Prediction:** We use “*be going to*” to predict something that we believe is highly likely to happen or for which we have some supporting evidence now:

Future perfect tense: is formed with will have and the past participle of the verb is used for an action that will be completed in the future before another future action:

Ex: At eight o’clock Linda will leave. **(This means that Linda will wait until 8 o’clock to leave.)** At eight o’clock Linda will have left. **(This means Linda will leave before 8 o’clock.)**

The translation into Arabic uses the following structure : سوف/ س + يكون+ فاعل +

قد+ فعل ماض

Ex: By next Monday, I will have finished writing this book

في الإثنين القادم سأكون قد انتهيت من كتابة هذا الكتاب

He will not have received enough scores by the summer

لن يكون قد حصل على ما يكفي من الدرجات بحلول فصل الصيف

The future continuous tense, also known as the future progressive tense, is a verb tense that shows an ongoing action in the future.

The future continuous is usually used with a specific period and it shows more certainty than the future simple ex: They **will be promoting** me to manager on Friday (certain)

Abdelaal (2020) suggests to be translated with the following structure: سوف + أكون + فعل

I will be eating my lunch by 8.

سوف أكون اتناول غدائي في الساعة الثامنة

However, Ghazala (2008) refused firmly to use the previous structure, claiming that it doesn't align with the Arabic style since using two verbs successively is not allowed in Arabic

The translation should be as follows: س/ سوف + أكون + اسم الفاعل

Example: the bank will be closing all the day (Ghazala,2008) سوف تكون المصارفة مغلقة طوال اليوم

In our consideration, both translations need a degree of precision and accuracy because relying on a single structure for all encountered sentences is not feasible.

Let's examine the following examples to illustrate the point :

- Mom will be cleaning the house: سوف تقوم الأم بتنظيف المنزل
- He will be learning a new skill سوف يقوم بتعلم مهارة جديدة

سيتعلم مهارة جديدة

Future perfect continuous, also sometimes called the future perfect progressive, is a verb tense that describes actions that will continue up until a point in the future

In November, I will have been working at my company for three years.

By the time the season ends, I will have been playing for fifteen months without a break

The translation into Arabic should follow this structure :

بنهاية الفصل سأكون ألعب لمدة 15 شهرا دون توقف

I will have been studying when you will be in the exam

سأكون أدرس عندما تكون الامتحان

Exercise: Translate the following sentences into Arabic.

1. 'I shall do everything I can to help you.'
2. 'You will stay at home and I shall go to your office
3. we shall give him some tea
4. 'I'll be seeing them when I've finished with you
5. She will be appearing tomorrow and Sunday at the Royal Festival Hall
6. I will be waiting for you outside
7. I understand you will be moving into our area soon
8. 'By the time you get to the school, the concert will have finished
9. Maybe by the time we get there, he will already have started
10. By then, maybe you will have heard from your sister
11. I will be studying English for four years next June
12. She will have been cooking for five hours continuously by 6 pm
13. I'm going to explore the neighborhood.
14. We are going to see a change in the law next year

1. كان دونيس روهان ينتمي إلى الكنيسة الإنجيلية المسيحية، ووصف نفسه بأنه "مبعوث الرب" الذي على يديه سيهدم المسجد الأقصى ويُعاد بناء الهيكل.
2. بدأت بعض مذاهب المسيحية البروتستانتية بالتبشير بأن المسيح سيعود مرة أخرى وسيظهر في بيت المقدس كما جاء أول مرة.
3. وقال الوزير شلومو قرعي إنه سيعرض اقتراح إغلاق قناة الجزيرة على مجلس الوزراء في وقت لاحق.
4. قال ميوكي هينو- الباحث في جامعة ستانفورد - إن هناك صعوبات "اجتماعية ونفسية في عملية نقل السكان من منازلهم خاصة إذا كان سينطوي على ذلك فقدانهم التراث الثقافي."

Translating verbs: past perfect

Learning outcomes of the lesson:

- The learner will be able to distinguish verb tenses when translating.
- The learner will be able to identify verb tense differences between English and Arabic.

Prerequisites:

- The learner should have the basic grammatical knowledge of past tense in English

The past perfect tense, according to the online Cambridge dictionary, is defined as a form used for an action that had already finished when another action happened. In other words, it refers to two actions one happens before another action in the past, Example: I had my homework before anyone else.

Regarding Arabic language, There is no equivalence for the past perfect, translators try to find some solutions to avoid any grammatical loss which can affect the meaning of the original message, for instance, Ghazala (2008) suggested using before the verb in Arabic

Ex: The time had come to reflect on almost forgotten survival techniques.

لقد حان الوقت للتفكير في تقنيات البقاء المنسية

Other scholars such as (Abdeaal :2000) suggested using the form كان+قد + فعل ماض to express the tense of past perfect.

Ex : In a moment, he had disappeared behind some trees(Reverso context)

وفي غضون لحظة كان قد اختفى بين بعض الأحرار

| English | Arabic |
|---|---|
| The police had questioned the man | لقد استجوبت الشرطة الرجل كانت الشرطة قد استجوبت الرجل |
| Relative pronoun+ past perfect | |
| Persons with disabilities who had fled their places of origin had demonstrated great strength and resilience (Reverso) In that connection, he thanked the representative of Belgium, who had mentioned in his statement the | وقد أبدى الأشخاص ذوو الإعاقة الذين فرو من مواطنهم الأصلية قدرا كبيرا من القوة والمرونة Reverso في هذا الصدد، توجه بالشكر لممثل بلجيكا الذي <u>نوه</u> في بيانه بالصعاب التي يواجهها لبنان نتيجة |

| | |
|--|---|
| difficulties faced by Lebanon as a result of its taking in such a large number of refugees (Reverso) | لاستيعابه هذا العدد الكبير من اللاجئين بتصرف Reverso |
| Past perfect +negative | |
| The police had not questioned the man | ما كانت الشرطة قد استجوبت الرجل لم تستجوب الشرطة الرجل من قبل |
| Past perfect + interrogative | |
| Had the police questioned the man? | هل كانت الشرطة قد استجوبت الرجل؟ |
| Negative+interrogative past perfect | |
| Hadn't the police questioned the man? | ألم تستجوب الشرطة الرجل من قبل؟ |

Now what about translation from Arabic into English? When we are required to use past simple and when we are required to use past perfect?

To translate the past perfect from Arabic into English, the student should be aware of the context in which the original text is produced, now look at the following example a verse from Qur'an

قال الله تعالى: فلما جهزهم بجهازهم جعل السقاية في رحل أخيه ثم أذن مؤذن أيتها العير إنكم لسارقون
«سورة يوسف الآية 70»

At length when he **had furnished** them forth with provisions (Suitable) for them, he **put** the drinking cup into his brother's saddlebag, then **shouted** out a crier" O ye (in) the Caravan! Behold! You are thieves without doubt. (yusuf.A. 2001)

Let's examine the translation and attempt to understand the rationale behind the translator's use of the past simple tense for certain verbs, juxtaposed with the past perfect for others. We observed that the translator opted for the past perfect for the

initial verb because provisioning the caravan with food occurred before placing the drinking cup in the saddlebag. Provisioning the caravan with food is a time-consuming task, and this prolonged action overlaps with the act of placing the cup. Hence, the translator's decision was thoughtful and well-founded.

Exercise: translate the following sentences into English

- She **had been arrested** by morality police in Tehran three days earlier for allegedly violating Iran's strict rules requiring women to cover their hair with a hijab, or headscarf. BBC
- The lights had already changed again, some inquisitive passersby had gathered around the group
- The woman who had suggested a case of nerves was of the opinion that an ambulance should be summoned to transport the poor man to the hospital
- They had arrived at the entrance to the building
- Translation had previously been regarded as an art or a craft; now the translation scholars were happy to have their activity recognized as a science

Exercise2: Translate the following sentences into English

1. منذ ألف سنة كان السفر إلى اليمن على الأقدام يحتاج إلى أعوام، يحمل المسافر خيمته وزاده وزواده وركائب التمر والبلح والخبز المكسر ويتوكل على الله .

2. وفي الخليل تجمع مئات من المستوطنين والمتطرفين اليهود في المسجد الإبراهيمي ومحيطه، وأدوا طقوسا تلمودية

وسط إجراءات أمنية مشددة. وكانت قوات الاحتلال قد عززت وجودها العسكري في محيط المسجد والبلدة

القديمة في الخليل لتأمين الاقتحامات.

3. غير أن اليهود كانوا قد نجحوا في استغلال دعوته ومساهمته في رفع قيود الاضطهاد عنهم

Translating verbs: past continuous/ past perfect continuous

Learning outcomes : The learner will be able to

- Accurately convey the timing and duration of past events in both languages.

Prerequisite:

- Good command of linguistic and grammatical rules in both languages Arabic and English

Past continuous :

Past continuous tense is commonly used to describe actions and ongoing states that were happening at a specific time in the past . This tense emphasizes that the action or state continued for a period of time in the past.

Example :

- She was reading a book (action)
- He was feeling exhausted after a long Journey

The use of the past continuous in translation:

Present continuous is a tense that has no equivalent in Arabic language, to express a similar meaning (كان is added to the verb in the present :

Example: she was studying all night for her final exam.

كانت تدرس طوال الليل من أجل الامتحانات النهائية

| | |
|---|--|
| I was watching tv when the power went out | كنت أشاهد التلفاز عندما انقطعت الكهرباء |
| Negative form | |
| I was not watching TV when the power went out | لم أكن أشاهد التلفاز عندما انقطعت الكهرباء |
| Interrogative form | |
| Was he watching TV when the power went out? | هل كان يشاهد التلفاز عندما انقطعت الكهرباء |
| Negative interrogative form | |
| Wasn't he watching TV when the power went out? | ألم يكن يشاهد التلفاز عندما انقطعت الكهرباء؟ |

Past perfect continuous :

We use the past perfect continuous to talk about ongoing events or activities that started in the past and continued for some time before another past tense took place.

There is a clear difference between past perfect continuous and past perfect, the latter emphasizes the completion of an event. Whereas, the past perfect continuous is used to show that an event or action in the past was still continuing.

Example :

She had been working at the university for five years before she moved to another city

كانت تعمل في الجامعة لمدة خمس سنوات قبل أن تنتقل إلى مدينة أخرى

The past perfect continuous is translated into Arabic with the formula (كان + فعل) مضارع

| | |
|---|--|
| I had been jogging every morning before I injured my ankle | كنت أركض كل صباح قبل أن أصيب كاحلي |
| Negative form | |
| I hadn't been jogging every morning before I injured my ankle. | لم أكن أركض كل صباح قبل أن أصيب في كاحلي |
| Interrogative | |
| Had I been jogging every morning before I injured my ankle? | هل كنت أركض كل صباح قبل أن أصيب كاحلي |
| Negative + interrogative | |
| Hadn't I been jogging every morning before I injured my ankle ? | ألم أكن أركض كل صباح قبل أن أصيب كاحلي |

Exercise: Translate the following sentences into Arabic by focusing on the tense of the verbs:

- Fears that data about millions of Americans were landing in China's hands had been driving Congressional efforts to split TikTok from the Beijing-based company.
- TikTok had been saying ByteDance "was not an agent of China or any other country". And ByteDance had been insisting it was not a Chinese firm, pointing to the many global investment firms that owned 60% of it.
- Some 170 million Americans had been spending at least an hour of their day swiping on TikTok. That had included about six in 10 teenagers, a fifth of whom had said they had been on it "almost constantly", according to Pew Research Center. More than 40% of US users had said it had been their regular source of news.
- By the time Elizabeth Fleming, a conservationist and manatee expert at the non-profit Defenders of Wildlife, explained, these manatees had become dependent on the coal and gas power plants because their historic feeding grounds, the natural springs along the Atlantic coast, had been all but destroyed through development. (BBC.COM)

Translating coordinating conjunction

Learning outcomes:

- The learner will be able to understand the proper use of conjunctions in both English and Arabic
- The learner will develop accuracy in translating coordinating conjunctions between Arabic and English

Introduction:

Translation is a skill that necessitates some abilities such as cognitive process and mastery of two languages and two cultures. Also, Grammar is an inseparable part of any translation process which may serve the translation or impede it.

Brinton.L J, (2000) defined grammar as the principles that set the rules of a given language. in other words, it describes and explains how the system of a language works. Learning the grammar of a foreign language provides the learner with the skills to choose the right words or phrases and combine them correctly without violating the language system. Grammar is resistant to change and it is not tolerant of renovation. (Baker, 1992) pointed out that grammar is divided into two branches: morphology and syntax. Morphology refers to word changes while syntax refers to language structure.

Importance of grammar in translation:

Grammar and translation have been related for a long time. On one hand, Europe introduced the grammar-translation method of language learning between 1840 and 1940, and since then, it has been widely applied worldwide in several educational systems.

On the other hand, many scholars of translation studies agreed that grammar is an essential part of translation skills acquisition, for example, (Baker, 1992) stressed that each language is characterized by specific linguistic patterns that determine the way each unit is combined and structured. Translation describes the same reality with two different languages' structures and equipment because each language gives a distinct degree of importance to express aspects of life as a result, the translator may encounter some problems in finding the suitable equivalent in the target language, and proceeding to changes in the structure of the target language remains an obligation.

Respecting the grammatical features of each language is an essential tool in translation it includes, but is not limited to, the following reason:

- Learning grammatical rules enhance the student's ability to construct a well-structured and proper sentence in the target language.

- Linguistic interference is a common linguistic problem that most beginners translators encounter, so grammar acquisition is an essential material to avoid linguistic interference and produce a text which sounds original.

- Due to a lack of grammar knowledge, the student is compelled to translate literally, causing the translation to be confusing to the intended reader.

Differences between Arabic and English in coordinating conjunction use:

Arabic is a Semitic language with distinctive characteristics such as right-to-left writing, gender divisions, and the absence of upper and lower case characters. When it comes to the structure, the verb comes first, followed by the subject, and then the object. Furthermore, Arabic language is distinguished by the use of a three-consonant root from which words are formed, and each word can produce a vast number of words (Al-Huri:2015)

Arabic language is also characterized by specific conjunction of coordination that is governed by a set of rules in terms of usage and translation. Here are some elements that every beginner translator should follow in order to achieve a linguistically and semantically equivalent effect.

The coordinating conjunction with **و**: الواو is used in Arabic language to join two sentences or to separate items. However, we use “ and “ in English to join two sentences, but we never put it to cite different items:

ex:

تعلمت الطب والهندسة والآداب والفنون

I learned medicine, engineering, literature, **and** arts

ذهبت المسجد وطلوع الفجر

I went to the mosque at dawn

وصلنا إلى أثينا وطلوع الفجر

We arrived in Athens as dawn was breaking

خرجت وشروق الشمس

I went out at sunrise

i. The coordinating conjunction ف

- Using ف to coordinate two consecutive actions :

جاء زيد فعمر

Zaid came **first**, **then** Omar

Zaid came **followed** by Omar

وأقرت الجمعية الوطنية هذا المرسوم فدخل حيز التنفيذ

The decree was approved by the National Assembly, **and** it entered into force.

ألم تر أن الله أنزل من السماء ماء فتصبح الأرض مخضرة

Seest thou not Allah sends down rain from the sky **and** forthwith the earth

becomes clothed with green?

- **Expressing the consequence :**

لقد سكب الماء عليه فاعتذرت

I spilled water on him, so I apologized.

قال الله تعالى: فوكزه موسى ففضى عليه:

And Moses struck him with his fist **and** made an end of him

Sentences expressing conditions.

وقد ظلت اليابان تدرس لعقود عديدة آثار التعرض للإشعاع في هيروشيما و نغازاكي، فتراكمت

لديها معرفة واسعة بالموضوع.

For several decades now, Japan has studied the impact of exposure to radiation in Hiroshima and Nagasaki, **accumulating** extensive knowledge on the subject.

ثم The conjunction of coordination

We use "ثم" to coordinate actions that take place over a longer period of time and do not immediately follow one another :

أدرس ثم أنام

I study **before** sleeping

I study **then** I sleep

قال الله تعالى " يا أيها الناس إن كنتم في ريب من البعث فإننا خلقناكم من تراب ثم من نطفة ثم من علقة ثم من مضغة " سورة الحج الآية "5"

O mankind if you have a doubt about resurrection (consider) that we created you out of dust, then out of sperm, then out of a leech-like clot then out of a morsel of flesh.

In some cases ثم is used instead of and

نزل للطابق الأسفل ثم عاد بالمسدس

He went downstairs **and** came back with a gun.

قال الله تعالى : "وقالوا لولا أنزل عليك ملك ولو أنزلنا ملكا لقضي الأمر ثم لا ينظرون" سورة

الأنعام الآية 8

They say : why is not an angel sent down to him? If we did send down an angel, the matter would be settled at once and respite would be granted them

أو The coordinating conjunction

We use أو to indicate choice between different items :

قد تجد المكان مريحا أو ممتعا أو خلابا أو استثنائيا

You may find the place comfortable, pleasant, fascinating, or exceptional

قال الله تعالى: "ولا يبدین زینتھن إلا لبعولتھم أو آبائھن أو آباء بعولتھن أو أبنائھن أو أبناء بعولتھن أو إخوانھن أو بنی أخواتھن أو نسائھن أو ما ملکت أیمانھن " سورة النور الآية 31

“And not display their beauty except to their husbands, their fathers, their husbands’ fathers, their sons, their husband’s sons, their brothers, or their brother’s son”

قال الله تعالى : "وقالوا لولا أنزل عليك ملك ولو أنزلنا ملكا لقضي الأمر ثم لا ينظرون" الأنعام

الآية 8

They say: why is not an angel sent down to him? If we did send down an angel, the matter would be settled at once and respite would be granted them.

Exercise: Translate the following passage into English by respecting the coordinating conjunctions rules:

إنها مسائل فلسفية بالدرجة الأولى، إنها الحرية، نحن طلاب الحرية ، لم نعد نريد وصاية من أحد، الأجداد كذابون والأبء منافقون والعواظ مرتزقة والشعارات تجارة والمبادئ سلالم وصول. هل أنت مشغول بجمع المال وامتلاك العقارات وتكديس الأسهم والسندات؟ أم مشغول بالتسلق على المناصب وجمع السلطات والتحرك في موكب من الخدم والحشم والسكرتيرات؟ أم أن كل همك الجريم وموائد المتع ولذات الحواس وكل غايتك أن تكون لك القوة والسلطة والغنى والمسرات.

Translating adjectives between Arabic and English

Learning outcomes:

- The learner will be able to know how to translate different types of adjectives from Arabic into English.
- The learner will be able to place adjectives in a certain order that adheres to the rules of English language during the process of translation.

Prerequisites

- Prior knowledge of the uses of adjectives in both languages

Introduction:

Adjectives are words that describe or modify other words, they are an essential part of speaking and writing in any language. However, they may generate problems with translation due to the usage which differs from one language to another. In English, they are usually positioned before the noun that they modify whereas in French the adjective is placed after the noun “un chat noir” which becomes in English a black cat قط أسود . In the following section, we will examine each case separately and provide answers and solutions to translating adjectives from English into Arabic and vice versa.

Definition of adjectives: an adjective describes or modifies the noun: yellow big, pretty. Adjectives serve the function of providing more details about the noun.

1. Translating adjectives; from Arabic to English

Placement of adjectives:

In Arabic, adjectives precede the noun, but when translating from Arabic to English, students need to be mindful of language differences. In English, adjectives come before the noun

Singular adjective:

• رأيت حيوانا عملاقا

I saw a giant animal

• شاهدت وثائقيًا مهمًا

I watched an interesting documentary

The student should be aware of English language's particularity regarding the placement of the adjective during the process of translation. In most cases, it becomes natural through reading and language use.

Adjective with ذُو

- هَذَا رَجُلٌ ذُو فَضْلٍ

This is a man of virtue

In some cases, adjectives are not translated into adjectives in the target language, it is translated with a prepositional phrase.

Resembling adjective : called in Arabic الصفة المشبهة

- مررت برجلٍ أي رجلٍ (كامل الرجولة)

I passed by a real man (a genuine man)

- هذا العالم جِدِّ العالم (البلوغ الكامل في شأنه)

This scholar is distinguished

- مررت برجلٍ رجلٍ صدقٍ (صالح) ، و رجلٍ رجلٍ سوءٍ (فاسد)

I passed by a righteous man, and a bad man

In the examples given above, the translator is expected to rephrase the intended message conveyed by the adjectives in Arabic. Subsequently, he/she should search for an equivalent expression that conveys the same meaning rather than adhering strictly to the literal translation.

Adjectives as nouns :

- رَجُلٌ عَدْلٌ وَصَوْمٌ (رجل عادل صائم)

A just and fasting man.

The student is required to turn Arabic nouns into adjectives during the process of translation.

النعته السببي :

- قابلت الطالبين الناجح أخوهما

I met the students whose brothers succeeded

In this context, the adjective is not describing the students, but their brother who succeeded. The adjective الناجح is called a causal adjective (not real).

• هذا البيت ضيق فناءه

This house with a narrow courtyard

This courtyard house is narrow

As the examples provided above, it is evident that multiple translations are possible, therefore, there are no fixed rules to translate adjectives; the choice depends on a language's acceptability and flexibility.

• قال الله تعالى: "ربنا أخرجنا من هذه القرية الظالم أهلها"

Our Lord ! Deliver us from this land of oppressors!

Adjective with الذي

• أعجبنى الطالب الذي اجتهد

I like the hardworking/ diligent student

Noun phrase and adjective clauses :

a. Noun phrase adjectives

النعت الذي يأتي بصفة جمل إسمية :

جَاءَ الطَّالِبُ الحَسَنُ خُلُقُهُ

The student of good character came

• رَأَيْتُ الفَتَاةَ الكَرِيمَةَ النَّسَبِ

I saw the highborn girl

• هذا الكتاب جديد غلافه

This book of new cover

لقد شهدنا العاصفة الأكثر تدميرا في العقد

لقد شهدنا أكثر العواصف تدميرا خلال العقد

We experienced the **most destructive** storm in decades

b. Verb phrase:

الجملة الفعلية

التقيت برجل يكرم الأطفال

I met a man who is generous to kids

Adjectives with adverbs

His hair, **shockingly dyed pink**, surprised his parents.

• شعره المصبوغ بالوردي بشكل صادم أدهش والديه

Order of adjectives :

In English, unlike Arabic, there are specific rules for the order of adjectives in a sentence. This means that the student needs to be mindful of the sequence in which adjectives should be placed when translating into English,

Which should be as follows:

Opinion (lovely) 2. Size (big) 3. Physical quality (thin) 4. Shape (round) 5. Age (young) 6. Color (blue) 7. Origin (Turkish) 8. Material (plastic) 9. Type (four-sided) 10. Purpose (cleaning) (retrieved from <https://dictionary.cambridge.org> accessed November 1st, 2023)

1.

امرأة اسكتلندية، جميلة، شابة، نحيفة و ذات شعر أسود

A beautiful thin young black- haired Scottish woman

Order of adjectives in Arabic:

There is no specific adjective order in Arabic, the translator (learner) is free to use the structure that conveys the standards of Arabic language

Example: After shopping around for months, I finally found a reliable, yet affordable, used truck.

بعد شهر من التسوق عثرت أخيرا على شاحنة مستعملة ومتاحة و معقولة التكلفة
بعد شهر من التسوق عثرت أخيرا على شاحنة مستعملة لكنها متاحة و معقولة الثمن.

My slow, old, gas-guzzling minivan finally died .

أخيرا لقد تعطلت سيارتي القديمة و البطيئة الكثيرة الاستهلاك للوقود

Exercise: Translate the following sentences into Arabic:

1. ليتكم تتخيلون حجم سعادتي بهذا الدفتر ذي الورق الأبيض الصافي

If only you could imagine the extent of my happiness with this pure white notebook

2. تجمدت كل الكلمات في حلقى واستحال كل شيء إلى عتمة مظلمة. ومنذ ذلك اليوم يلفني صمت
مثل هذا الذي يحيط بي الآن من كل الجهات وحيد في جبل بيوته صغيرة وشوارعه ضيقة وأناسه
متعبون.

All my words got stuck in my throat, and everything transformed into darkness, since then a silence wrapped around me which looked like this surrounded me now from all sides, alone in a mountain with small houses, narrow streets, and weary inhabitants

3. قابلت الرجل المفقود هاتفه

I encountered the man whose phone is missing

4. شاهدت سباقا للخيل أصولها عربية.

I watched a horse race featuring horses of Arab descent

5. مررت برجل كثير عدوّه

I passed by a man whose enemies were many

.I encountered a man with numerous foes

6. رأيت طفلا محمودة أخلاقه

".I saw a child with admirable morals

7. رأيت منظرا جميلا

I saw a beautiful view

8. هذه شجرة أشجارها عالية

This is a tree with tall branches

9. كرم المعلم طالبا أخلاقه حسنة

10. My blue tennis shoes, **which used to be my mom's**, were under the bed

حذاء التنس الأزرق خاصتي والذي يعود إلى والدتي كان تحت السرير

11. I met a girl whose eyes were blue

قابلت فتاة عيناها زرقاوان

12. He is a handsome young man

هو رجل شاب ووسيم

13. He bought a big black car

اشتري عربة سوداء وكبيرة

14. I love that **really big old green antique** car that is always parked at the end of the street.

أنا أحب تلك السيارة العتيقة الكبيرة الخضراء التي تكون دائما متوقفة في نهاية الشارع

15. My sister adopted a **beautiful big white** bulldog.

اعتنت أختي بكلب بلدغ أبيض كبير وجميل

Translation of hyperbolic patterns in English and Arabic

ترجمة صيغ المبالغة في اللغتين الإنجليزية والعربية.

Learning outcomes: The learner will be able to :

- Understand how the use of hyperbole varies between English and Arabic cultures.
- Develop strategies to convey the intended meaning of hyperbolic expressions when translating between the two languages.
- Ensure the translated text has a similar emotional impact and level of exaggeration.

Prerequisites :

- Familiarity with the challenges and approaches involved in translating figurative language.

Introduction :

In English studies, Hyperbole, a rhetorical device traced back to ancient times, has long been a subject of discourse within the realm of rhetoric, closely tied to persuasive speech. This tradition dates back to the era of Aristotle and has notably focused on categorizing and outlining hyperbole among various rhetorical devices. Scholars have historically concentrated on defining and classifying this exaggerated form of expression within the context of other rhetorical figures. The history of rhetoric and grammar over centuries has been dedicated to such tasks, leading to a

diverse array of interpretations and typological classifications in literature regarding exaggeration.

1. Exaggeration form in Arabic

Exaggeration forms are agent nouns derived from verbs to increase their meaning. **2**

Example: إن الله غفور رحيم

Regular Hyperbole nouns in Arabic :

In Arabic language, there are two types of hyperbolic forms: hyperbolic forms that follow regular grammatical rules, and irregular hyperbolic forms that do not follow standard patterns.

A. **regular form:** there are five forms:

Faṣal : فتّاح

Mifṣal : مقدّام

Faṣul : حقّود

Faṣiil : خبير

Faṣilun : فطن

There is an expression used to describe nouns of exaggeration to make them more memorable:

هو مقوال كذاب وأنت حذر والله غفور رحيم

Irregular forms :

Fuṣlatun: نومة مثر رجل نومة (كثير النوم)

Fiṣiil: صديق

Faṣalatun: رحالة

Faṣlan كسلان

² عزيزة فوال بابتي المعجم المفصل في النحو العربي دار الكتب العلمية بيروت لبنان ص 925

2. Hyperbole form in English

Sighat Al mobalagha is commonly known as Hyperbolic, Claridge (2011) pointed out that it is a synonym of **exaggeration (Claridge.C 2011:1)**³. It refers to the manner of speaking or writing that makes someone or something sound much bigger, better, smaller, or worse, more unusual, etc... than they are, and in literature, it is used to express humor or great emotion (Dictionary Cambridge.org)

Britannica website mentioned that Hyperbole is a **figure of speech**, it is used in ways beyond its literal meaning, it is **intentional exaggeration** employed for emphasis, comic effect or love poetry to intense admiration for the beloved.⁴

Hyperbole as a term has a long tradition; it was already used in classical Greece. Roman rhetoricians, such as Quintilian, deal with the figure of overstatement in their handbooks, and from there it has found its way into the European rhetorical tradition. It is found used in diverse sources (Claridge.C ,2011)

Functions of exaggeration formula:

Fowler (**Leech.G** 1969: P167) pointed out that hyperbole is used for the sake of **emphasis** and not for **deception**. For example “he has got aces and aces of gardens “the speaker means he has got a very large garden. When someone says: “I am so hungry I could eat a horse” this statement is used to show how much the person is so hungry but it doesn’t mean he /she is literally going to eat a horse, so the hyperbolic expression here is not meant to give a false information

Translation of hyperbolic forms in English and its translation into Arabic

The use of hyperbole in language can create two major challenges for students, namely:

- Because hyperboles in Arabic can take on both regular and irregular forms, students do not generally find it difficult to identify them. However, English employs various stylistic devices to express exaggeration, so it may present more of a challenge for students to consistently recognize the hyperbolic style in English.

³ Claridge.C (2011) Hyperbole in English, a corpus based study of exaggeration, Newyork, University press

⁴ [Hyperbole | Exaggeration, Figurative Language, Rhetoric | Britannica](#)

- Unlike most words that typically have direct equivalents in translation, hyperbolic nouns in Arabic lack exact matches when rendered into English. In other words, While Arabic verbs usually translate to English verbs and adjectives to adjectives, there isn't a specific format for translating hyperbolic nouns into English. Nonetheless, any expression or sentence that conveys exaggeration can effectively communicate the intended meaning from Arabic to English. In the following section, we'll delve into the various stylistic methods and their roles in English..

Pragmatic Functions of Hyperbole in English

The student should understand how hyperbole works in English to easily identify and accurately translate it, steering clear of literal translations. According to Mora (2006, pp. 203-221), hyperbole serves various functions in communication, which are highlighted as follows. :

1. **Emphasis:** overstatement to produce a forceful, message.

Example: No matter how much I read about the topic, there is always someone who is exceptionally knowledgeable even more.

فوق كل عالم عليم

2. **Evaluation:** it is employed to express the speaker's conviction about the matter or the topic, it can be used in contexts where the speaker states his point of view positively or negatively to emphasize evaluation or emotions towards the topic.

Example: This is the best restaurant in town, everything on the menu is **to die for!**

هذا أفضل مطعم في المدينة، كل مأكولاته فتاحة للشهية

3. **Expression of surprise:** Surprise occurs when something happens differently than expected. Hyperbole makes the difference between what we thought would happen and what actually happened seem even bigger."

4. **Simplification:** it provides more generalization of the statement, avoiding giving details specifying or listing. It adds a sense of vagueness to the sentences, for example:

This man fasts from Saturday to Wednesday every week.

هذا الرجل صوام

4. **Contrast of differences:** Hyperbole aims to intensify the differences in a discourse to the point of opposition

Example: I wear them day in, day out, you know. I mean, I ... I've got like five pairs at the moment. Somewhat I call are COMFY ones, some **that I can't breathe in**, you know!

The speaker clarifies that some of the pairs he wears are comfortable, others therefore imply the idea that they can be tighter and less easy to wear.

She is employed in an office where she has a colleague to her right who goes beyond the usual coworker status, being regarded as a close friend, whereas another colleague to her left embodies all the characteristics of a **bitter enemy**.

تعمل بمكتب على يمينها زميلة تتعد حدود الزمالة فتعتبرها صديقة مقربة، وأخرى على يسارها تتصف بكل صفة العدو اللدود.

5. **Clarification:** hyperbole is used to provide information and more detail to make clear the speaker's feelings and states of mind, it is a synonym for overstatement to not leave any doubt of the intended meaning to the reader.

I don't prefer the company of that corrupt person, he is prone to extremely bad speech.

لا أحبذ صحبة ذلك الشخص الفاسد ، فهو قوال للسوء

6. **Humor:** hyperbole is also used in the context of humor, it is illustrated through overstatement, understatement, irony, satire, and sarcasm.

Example: Ah, I've been waiting for this moment my entire life! **Only took a million years to get here.**

لقد كنت أنتظر هذه اللحظة، كم كنت تواقّة لنيلها.

The sentence “only took a million years to get here”: describes an exaggeration of the long time the speaker took to get what he eagerly wanted. The translation into Arabic is focused on exaggeration in the original, and not on the function of the hyperbolic style.

Example 2: So you think, you think people who live in, in well-off areas, there's lots to do, don't take drugs?

The speaker used a hyperbolic statement with irony to emphasize the fact that the social situation of individuals is not a factor that pushed them towards drugs, the proof is that people living in affluent where everything is available may also use drugs.

7. **Polite de-emphasis.** it is an emphasis used for the sake of politeness needs orders requests...

I would be eternally grateful if you could kindly pass me the salt

سأكون شكورا إذا قمت بتمرير الملح لي.

5. Interest intensification: 5

Exercise: translate the following sentences by focusing on the hyperbolic function:

- My grandfather **constantly wore a cheerful grin** in front of other people.

⁵ 5. **Interest intensification: Interest Intensification:** This is the eighth function of hyperbole, but we will skip it this time as it might be confusing for students. Hyperbole, commonly used in literature and rhetoric, serves an aesthetic purpose by capturing the listener's attention and encouraging them to remain engaged in the conversation. It plays a significant role in narratives by emphasizing qualities such as strength, resilience, or endurance.

Example: we seemed, you know, we, **we got along very ... very well really for ... such a small place with nothing ...** because the only shopping facilities were in the old town ... or we had to go to Epping ... or Bishop's Stortford ... you see(Op cit p 214)

The narrator is describing the difficulties encountered when her family moved into Harlow. The function of hyperbole here is to emphasize the troubles.

كان جدي بساما مع الآخرين

كان جدي بشوشا الآخرين

- **He indulges in eating**, a true lover of food.

كان أكولا شرها محبا للأكل

مقداما على الأكل

- المؤمن صبور عند الشدائد رؤوف بأصدقائه

The believer is deeply enduring in **times of hardship**, and profoundly compassionate towards his friends

- الطبيعة التونسية معطاء وتجلب الخير

Tunisian nature is of extremely abundant generosity and brings goodness

- يعتمد المدير على موظف صدوق في قوله

The boss relies on an employee who speaks with an unwavering honesty.

- صديقي ستار للعيوب

My friend demonstrates admirable restraint in revealing faults (shortcomings-weakness)

- أي منظر يسحب اللب كهذا المنظر الفتان

Any scene that captures the hearts like this splendid breathtaking view

He knows less than a toddler about art history

- هو جهول لتاريخ الفن

- الرجل فاهم وفهيم

- هو شجاع ومقدام

- صديقي بسام عند اللقاء

- الطبيعة التونسية معطاء وتجلب الخير
- وهو الغفور الودود : - and he is the oft -forgiving (many times) full of loving kindness
- فعال لما يريد doer (without let) of all that he intends
- هو مطلع he is a big reader
- حذر very careful
- أكل Gluttonous
- سميع all-hearing
- لاتطع كل حلاف مهين heed not the type of **despicable** man ready with oaths
- مناع للخير معتد أثيم hindering all good transgressing beyond bounds deep in sin
- يوسف أيها الصديق O josef man of thruth
- مكار – مكار deceiving -very deceiving
- صائم -صوام
- الرجل صوام قوام
- إن الله ستار للعيوب غفار للذنوب
- هذا فارس مقدم
- المؤمن صبور عند الشدائد رؤوف بأصدقائه
- يعتمد المدير على موظف صدوق في قوله
- أي منظر يسحب اللب كهذا المنظر الفتان fascinating- captivating–stunning view
- جاهل- جهول
- طامع- طماع
- مانع-مناع

- حاسد- حسود
- خائف – خواف
- قاتل- قتال.

Translation of the absolute object into English

ترجمة المفعول المطلق إلى اللغة الإنجليزية

Learning outcomes:

The learner will be able to:

- The learner will be able to recognize the role of the absolute object in a sentence
- Apply the appropriate translation techniques, such as using adverbs to convey the meaning of the absolute object in the target language.

Prerequisites :

- The learner should have a solid foundation in Arabic grammar,

Introduction :

Arabic is distinct from English since it is a central Semitic language, The writing system is unique and all alphabet represents a consonant, and diacritical marks التشكيل are used to form the vowels. Also, Arabic is known by synonymy, as a result, nothing to surprise if one finds more than 100 alternative nouns for one word. Furthermore Arabic is derivational as many words are constructed from the root, the agent “katib” كاتب for example is derived from the root 'kataba' كتب in other hand, words are derived from the root to form nouns that play a grammatical and functional role in the language such as al “mafoul al motlaq” absolute object. These nouns are specific to Arabic language and they create a lexical hole as no equivalent expresses them in English. In this lesson, we will examine the functional role of the absolute object in Arabic and its impact on the lexical and semantic levels in English.

Definition of absolute object:

Absolute object is a verbal noun مصدر that serves to emphasize, strengthen, or define the meaning of the verb. It can be influenced by a factor that transforms it into an accusative منصوبا form, these factors are indicated in the following cases : عيد 1975 (427:

Examples: ضحكت ضحكا

رمى أحمد رميا **Ahmed threw forcefully**

The verbal noun لمس الطبيب موضع الألم لمسا رقيقا :المصدر

The verbal noun starting by "م" مصدر ميمي لمس الطبيب موضع الألم ملمسا رقيقا :مصدر ميمي

Noun indicating number of time: طلب منه طلبة الحريص على مصلحته

Noun of the aspect أن يعيش عيشة الراحة : اسم الهيئة

Translation of the absolute noun in English :

The absolute noun doesn't exist in English language, this is due to the Semitic origin of Arabic language. the non-existing of such nouns may produce a lexical or a semantic gap in the target language in case it is omitted or skipped.

In order to translate the absolute noun, the translator should replace the functional role that these nouns play in the original text, with another way of expression so that the target text conveys the same meaning and effect as the original. Some of the situations in which absolute noun is used are shown in the following below:

1. Since the emphasis is the main purpose of an absolute noun, certain words such as verily, indeed, and surely serve this purpose. E.g. أدبه تأديبا he punished him hardly.
2. The absolute object serves to indicate the type of the verb and can be modified by an adverb: مشيت مشيا سريعا

I walked **quickly**

3. Absolute object refers to the number of times an action can occur:

E.g. ضرب الكرة ضربتين he hit the ball twice.

4. There are some cases where **emphasis** can't be expressed in the target language, therefore, the translation should occur according to the TT context.

E.g.

انتصر الجيش انتصارا . The army has achieved achieved a **significant** victory

إذا رجت الأرض رجا When the earth shall be shaken to its depths

قال الله تعالى: وكلم الله موسى تكليما

And to Moses ALLAH spoke **direct**

قال الله تعالى: فجمعناهم جمعا and we shall collect them **all together**.

those who reject faith and keep up men from the way of ALLAH have verily strayed far, **far** away from the Path.

قال الله تعالى: ألم تر أنا أرسلنا الشياطين على الكافرين تؤزهم أزا

Seest thou not what we have set the Evil Ones on against the unbelievers to incite them with fury

Backtranslation: ألم تر ماذا نصبنا الشياطين على الكافرين لنغيظهم

Activity: translate the following sentence into English

انطلقت العداء انطلاقة الصاروخ

The female runner sped up significantly

The female runner sped up like a rocket

1. ابتهجت روعي برؤية البحر ابتهاجا

I was overjoyed upon seeing the sea

2. وجعلت أتنفس الهواء تنفسا عميقا

And I started breathing deeply

3. وفجأة هاج البحر هيجان الغاضب

Suddenly, The sea roared angrily

4. وقد ساهم الوفد اسهاما كبيرا في توطيد أوصل التعاون الاقتصادي.

The delegation made a significant contribution to the further consolidation of economic cooperation

5. تقلص الفقر تقلصا ملحوظا في شرق آسيا

"Poverty in East Asia has undergone a significant decrease

6. جلس العالم مع طلابه جلسة المتواضع

The scientist sat humbly among his students.

7. نظرت الأم نظرتها الأخيرة إلى طفلها

The mother cast a final glance at her child."

The mother fixed her eyes on her child for the last time."

8. التهبت الأسعار التهابا

Prices exploded dramatically

9. ابتسم الشاب ابتسامة متفاعل

The young man smiled with powerful enthusiasm

10. يؤثر التدخين تأثيرا سلبيا على الصحة

Smoking has a highly detrimental impact on health

11. ركب الفارس الحصان ركوبا.

Explicitness in translation

Learning outcomes: the learner will be able to

- The student will develop the ability to identify implicit elements within the source language and articulate them clearly in the target language.

Prerequisite:

- A strong command of both the source language (e.g., Arabic) and the target language (e.g., English) in terms of vocabulary, grammar, and idiomatic expressions

This lesson discusses a technique of explicitness or amplification in translation. It refers to the changes that the translator makes when he encounters a text, a paragraph, or a sentence that is not completely clear in the original text, so he

intervenes in a conscious way to clarify what is implied, and the process is based on adding words and information which are absent in the original text to express the same meaning as the original, however, the target text appears more clear and explicit.

Definition of explicitness:

The concept of **explicitness** was first introduced by Vinay and Darbelnet (1958), They defined it as **‘the process of introducing information into the target language which is present only implicitly in the source language, but which can be derived from the context or the situation (Vinay and Darbelnet.1958:8).**

Explicitness is the technique of making explicit in the target text

التوسيع في الترجمة يعني اضافة عناصر ليست موجودة في النص الأصل، ويعادل في دراسات الترجمة الشرح والإثراء وملئ الفراغات الدلالية التي تركها النص الأصل.

Explicitness has many synonyms in translation studies such as ‘expansion/ completion/ enrichment’. There are two kinds of explicitness “lexical addition and 'semantic addition'. Lexical addition is a linguistic requirement of the TT so as to look original. Such type of addition does not add new 'meanings' to the ST message and is, therefore, deemed legitimate. Semantic addition, on the other hand, is the unnecessary addition of new meanings to the TT, not found in the

Explicitness encompasses the concept of addition which can be explained in most cases by linguistic asymmetries between languages such as gender specification between English and Arabic: I met my friend / قابلت صديقتي - صديقي. However, Séguinot argue that explicitness is not limited to addition to linguistic and textual systems but also to something which is not expressed overtly in the source language and the translator gives more importance to an element through focus, emphasis, or lexical choice (Klaudy.K)

Explicit and implicit

Implicitness and explicitness are essential concepts in translation, the term explicitness as mentioned above means to emphasize or highlight the linguistic elements that were absent in the original text, whereas implicitness refers to the “non-verbalization of information” (Becher. V, 2011: 18)that the original author didn't include for any reason.

We use explicitness in the following cases:

I. Obligatory explicitness:

a. Filling out elliptical expressions: it concerns the omitted words an ellipsis in one language may not be permitted in another: an example from the New Testament:

ex: If any other man thinks, he has a reason for confidence in the flesh I have more; circumcised on the eighth day, of the people of Israel of the tribe of Benjamin, a Hebrew born of the Hebrews.

The same verse after making adjustments:

“If any other man thinks he has reason to be confident because of his personal qualifications, I have even more reason to be confident, for his personal qualifications, I have even more reason to be confident, for I was Circumcised on the eight-day, I was born a member of the tribe of Benjamin, which is a part of the nation of Israel, I am a Hebrew- speaking person, born of the Hebrew-speaking parents”.

إذا اعتقد أي شخص أن لديه سبب ليعتد بمؤهلاته، فلدي المزيد من الأسباب للثقة بالمؤهلات الشخصية، فقد كنت مختونا في اليوم الثامن ، وانتمي إلى قبيلة بن يامين وهي قبيلة من اسرائيل، كما أتكلم العبرية وولدت من أبوين يتحدثان العبرية .

2. Obligatory specifications: the specification required in some translations results from one or two reasons: 1) ambiguity in the receptor language formations. 2) the fact that greater specificity may be required so as to avoid misunderstanding.

قال الله تعالى " وأحيط بثمره فأصبح يقرب كفيه على ما أنفق فيها "

"And he remained twisting and turning his hands over what he had spent on **his property**"

The translator must render the passage correct and unambiguous: "The people there tell Jesus about the woman".

Ex: They tell him of her

وهناك قام الناس بإخبار اليسوع عن المرأة

II. Optional explicitness : Additions required by grammatical restructuring (lexical additions):

a. shifts from Passive to active,

Eg he will be refunded

ستقوم مؤسسته المالية بتعويضه

b. **Alteration of word class**

The natives : السكان الأصليون

لا يوجد الكثير من المحليين في المدن الجديدة

Not many of those **living** in the new towns **are people born there.**

Indirect to direct style: He said to her: *Terima kasih* .

مخاطبا إياها بلغتها تاريفا كاسيه

"The queen of the south " is unfamiliar in the receptor language, since it refers to the kingdom of Tarascan(1300-1530).

So one must say:

المرأة التي كانت تحكم جنوب البلاد

III. Pragmatic explicitness refers to the cultural differences between languages and shared knowledge.

Eg: Nothing compared to Loch Awe : لا شيء يضاهي بحيرة لوش أو

Activity: Examine the original text alongside its translated version and explain the utility of the explicitness added by the translator.

كان يتحدث إلى الخادمة في الأدب والفن وشؤون بلاده السياسية في حين لا أحد هناك يتحدث مع الخادمتين بغير لغة الأوامر : هاتي ..إغسلي ..اكنسي..امسحي.. جهزي ..أحضري (السنعوسي. س (2012

He used to talk to his maid about literature and art and the political affairs of his country, at a time when no one else even spoke to their servants, except to give orders: bring **this**, wash **that**, sweep **the floor**, wipe **the table**, get the **food** ready, **come here and so on.** (

Task 2: Is the explicitness in the following sentence obligatory or optional?

Ghassan was an artist, a poet, sensitive, although he was also a soldier in the army

كان فنانا.. شاعرا.. مرهف الحس.. رغم أنه كان عسكريا في الجيش

Task 3: Decide whether the addition in the target text is explicit or not :

تخشى جدتك على ولدها كثيرا، فهو ليس ابنها الوحيد وحسب، بل أنه آخر الرجال في العائلة.(السنعوسي (2012

Your grandmother was always worrying about your father, not just because he was her only son but because he was the only remaining man in the family and only he could pass on the family name.(Alsanousi.2015 . Translator .Wright.j)

اختفى الذكور مع سفنهم الشراعية في البحر منذ زمن طويل، وبعضهم في ظروف أخرى. (السنعوسي (2012

Most of his male ancestors had disappeared long ago. Some of them were sailors who disappeared at sea and others in other ways.(Alsanousi.2015 . Translator .Wright.j)

Home-working offers a **viable solution** to the work/family conflict

Translate the following sentences using explicitness:

1. **The Smurfs, she says, is how I learned Turkish as a child.** I even watched television programs in German, Arabic, and English, and now speak all of these languages.”
2. The woman mostly out of curiosity to see the inside of her house
3. She was recognized last year, in the further education lecturer of the year category, for her commitment to changing the lives of her students. “I was just speechless when I was told,” she says. “It was overwhelming.”
4. The non-profit organization operates several **affordable** childcare centers to help lower-income families.

Equivalence in translation: at the word level

Learning outcomes:

The learner will be able to :

- Recognize that words can have multiple levels of meaning, including propositional ,expressive and presupposed.
- Recognize the various categories of non-equivalence, such lexical gaps, and meaning nuances.

Prerequisites:

- A basic understanding of core linguistic concepts, such as morphology, syntax, and semantics.

Introduction :

The concept of equivalence is fundamental to the field of translation, it refers to the relationship between the source text and the target text, and it can occur at various levels. Understanding these different levels of equivalence is crucial for producing high-quality translations that accurately convey the meaning and intent of the original text. Firstly, The most basic level of equivalence is at the word level, this involves finding appropriate target language words that correspond to the source language words while considering factors such as denotative meaning, connotative meaning, and cultural associations. Secondly, Equivalence can also occur above the word level, involving the translation of phrases, idioms, and other multi-word units. This requires understanding the contextual meaning and identifying target language expressions that capture the same nuance and cultural significance. Thirdly, Grammatical equivalence refers to the alignment of grammatical structures between the source and target languages. This can involve aspects such as sentence structure, tense, mood, voice, and number, ensuring that the translated text maintains the same grammatical properties as the original. Furthermore, At the textual level, equivalence involves preserving the cohesive ties that hold the text together. This includes aspects such as pronoun reference, ellipsis, conjunction, and lexical cohesion, ensuring that the flow and organization of the target text mirror the source text. Finally, Pragmatic equivalence considers the communicative function and intended effect of the source text. This encompasses factors like the author's tone, the target audience, and the sociocultural context, ensuring that the translated text achieves the same purpose and impact as the original. By understanding and addressing these different levels of equivalence, translators can produce translations that are not only linguistically accurate but also culturally appropriate, and functionally equivalent, and effectively communicate the intended meaning to the target audience.

1. Equivalence at the word level:

A translator is primarily concerned with the meaning and starts by decoding the unit and structure that carries that meaning. The smallest meaningful unit is considered to be the word, which is defined in linguistics as the smallest unit of language that can stand on its own. However, as Mona Baker (1992) points

out, meaning can also be carried by units smaller than the word, such as morphemes.

1.1 One-to-one Relationship Between Word and Meaning:

The idea that there is a one-to-one correspondence between a single word in one language and a single word in another language is a misconception. Often, a single word in one language may be represented by multiple words in another language. For example, the English word "optician" is translated to the two-word phrase "صانع النظارات" in Arabic. Likewise, "bullfighter" is rendered as "مصارع الثيران" in Arabic. This demonstrates that there is no absolute one-to-one equivalence between orthographic words and their meanings across languages.

1.2 Morphemes and Meaning: Morphemes, the smallest meaningful units of language, can also carry meaning independent of the whole word. The difference between morphemes and words is that morphemes have a single, discrete meaning, while words can have multiple, polysemic meanings. For instance, the word "nonsense" contains the morphemes "no" and "sense," which together convey the meaning "not sensical." Similarly, "inflatable" has the morpheme "able," meaning "capable of being," combined with the root "inflate." Even seemingly single-word terms like "inconceivable" can be broken down into multiple meaningful morphemes: "in-" (not), "conceiv-" (to conceive), and "-able" (capable of). Some morphemes also serve grammatical functions, such as indicating plurality ("pencils") or tense ("worked").

1.3 Lexical Meaning: Scholars distinguish four main types of lexical meaning:

1.4 Propositional Meaning: The denotative or referential meaning of a word, based on its relationship to the object or concept it describes in the real world. Inaccurate translations often stem from failures to preserve this core propositional meaning.

1.5 Expressive Meaning (معنى تعبيرى) Expressive meaning cannot be judged as true or false, as it relates to the speaker's attitudes, emotions, and feelings rather than the objective, referential meaning of the words and utterances. For example, the

phrases "don't complain" and "don't whinge" convey the same propositional content, but their expressive meanings differ - "don't whinge" carries a sense of irritation or complaint that is absent in the more neutral "don't complain." These words are considered synonymous or near-synonymous in terms of their core meaning, but diverge in their expressive qualities.

Expressive meaning can also carry inherent evaluative connotations in certain contexts. The French words "fameuse" and "famous" both denote a well-known person, but "fameuse" can sometimes imply a derogatory meaning, suggesting a person of ill repute, whereas "famous" does not carry this pejorative connotation.

In summary, lexical items can have purely propositional meaning (e.g. "book"), a combination of propositional and expressive meaning (e.g. "whinge"), or be primarily expressive in nature (e.g. "bloody" or certain swear words and emphasers). Words with only expressive meaning can be removed from an utterance without affecting the core propositional message, but this would diminish the emotional emphasis or strength conveyed by the speaker.

1.6 Presupposed meaning: Presupposed meaning arises from the co-occurrence restrictions of words - the implicit expectations and patterns that govern how certain words are used together. There are two main types of presupposed meaning:

1.7. Selectional Restrictions: This refers to the function of a word's propositional, or referential, meaning. Certain words have selectional restrictions that dictate the types of subjects or contexts they can appear in. For example, the word "studious" presupposes a human subject - it is natural to say "he is a studious person," but odd to say "the book is studious." The selectional restrictions stem from the core meaning of the word.

- **Collocational Restrictions:**

These are arbitrary, language-specific constraints on how certain words can be used together, without a clear logical explanation. The acceptable collocations vary significantly across languages. For instance, the Arabic phrase "ṣadīq ḥamīm" translates to "close friend" in English, even though the literal meaning of the Arabic words does not obviously indicate a close friendship. Similarly, the English phrase "break the laws" is translated to Arabic "kharq al-qawānīn", where the collocational patterns differ between the two languages.

1.8 . Evoked meaning encompasses nuances derived from dialect and register. Dialect denotes a variant form of language characterized by distinct vocabulary and communication styles unique to a particular geographical or temporal context. This can manifest as regional differences such as American versus British English or historical variations in language usage. Social dialects also emerge based on the linguistic preferences of specific social classes.

Register, on the other hand, encompasses the semantic configurations associated with particular situational contexts. It is categorized into three main dimensions. Field pertains to the nature of the linguistic event unfolding (e.g., a staff meeting or a legal document). Mode refers to the role language plays within the event, whether it's spoken, written, or signed, and in what format (speech, essay, lecture, etc.). Tenor delineates the relationship between participants in the event, including factors like closeness, social status, and power dynamics. (see : Laver, J. & Mason, I. Dictionary of Translation and Interpreting)

2. Non-equivalence:

Non equivalence at the word level occurs when the target language lacks a direct, one-to-one equivalent for a word or concept present in the source language. The level of difficulty in addressing this type of non-equivalence largely depends on the specific nature of the problem. In other words, each instance of non-equivalence may require a different translation strategy to overcome. Some common types of non-equivalence at the word level include:

2.1 Culture-Specific Concepts:

The source language may convey a word or concept that simply does not exist within the cultural context of the target language. These culturally-bound terms can pertain to religious beliefs, social customs, food types, or other culturally-embedded phenomena. For instance, the English term "airing cupboard" refers to a heated cabinet used for drying freshly laundered clothes and linens - a concept that may lack a direct equivalent in many other languages and cultures.

The key challenge here is that the target language lacks the specific lexical item to capture the precise meaning of the source language word, as it describes a culturally-specific referent that is unfamiliar in the target context. Addressing this type of non-equivalence requires employing creative translation strategies, such as finding the closest approximation or providing an explanatory description of the cultural concept.

2.2 The source language concept is not lexicalized in the target language:

The source language may express a concept that is known in the target language, but lacks a dedicated lexical item to convey it. For example, the term "savoury" (referring to a food or dish that is salty or spicy, rather than sweet) exists in many languages, but they may not have a single, exact word to express this precise meaning.

2.3 The source language word is semantically complex:

Some words in the source language can be morphologically simple yet semantically very complex. These words may convey a meaning that is more intricate than an entire sentence in the target language. Translators cannot always anticipate the level of semantic complexity until they actually attempt to translate the word. For example, the Brazilian Portuguese word "arruação" refers to the specific process of clearing the ground under coffee trees of debris and piling it in the middle of the rows to aid in collecting fallen beans during harvesting. This single word encapsulates a complex set of actions and context that would require a longer explanation in translation.

2.4 The source and target languages make different meaning distinctions:

Languages can differ in the conceptual distinctions they consider important to express. What one language views as a salient difference, the other language may not perceive as relevant. For instance, Indonesian has separate words for "going out knowing it's raining" (kehujan) and "going out without knowing it's raining" (hujan). English and Arabic, on the other hand, do not inherently make this distinction, requiring additional contextual information to convey the difference in the person's awareness of the rain.

2.5 The target language lacks a superordinate:

A language may have specialized, hyponymic terms for specific concepts, but lack a general, superordinate term to encompass them. For example, Russian lacks a single, overarching word for "facilities," but has more specific terms such as "sredstva peredvizheniya" (means of transport) and "name" (loan). The absence of a higher-level, superordinate term in the target language can pose challenges in finding an appropriate translation.

2.6 The target language lacks hyponyms words:

Conversely, a language may have a superordinate term, but lack the more specific, hyponymic words to capture nuanced distinctions. English, for instance, has many hyponyms under the general term "house," such as bungalow, cottage, chalet, and manor. Translating these specific housing types into a language that lacks dedicated lexical items for each can be difficult.

2.7 Differences in physical or interpersonal perspective:

This type of non-equivalence relates to how the source and target languages encode spatial relationships or the dynamics between discourse participants. The physical perspective can involve differences in how arrival, departure, or other spatial concepts are expressed. Additionally, it can pertain to the interpersonal tenor, as seen in Japanese verbs for "giving" that vary depending on the giver and receiver. For example, the Japanese language has multiple verbs like "yaru," "ageru," "morau," "kureru," "itadaku," and "kudasaru" to convey the act of giving, with the choice depending on the relative status and relationship between the giver and recipient.

2.8 Differences in expressive meaning:

Some words may have divergent expressive meanings or connotations between the source and target languages. In these cases, it may be preferable to add modifying elements like adverbs to achieve a closer equivalent in the target language. For instance, the English word "batter" (meaning to hit or behave violently towards someone, especially a woman or child) could be translated to Japanese by adding terms like "savagely" or "ruthlessly" to the verb "beat" to capture the stronger expressive quality.

Expressive meaning discrepancies can be particularly challenging when the target language has a more emotionally-loaded or evaluative stance towards the concept. For example, the English word "homosexuality" is not inherently pejorative, but Arabic equivalent "al-shudhudh al-jinsi" الشذوذ الجنسي is often considered derogatory. In such cases, it may be nearly impossible to find a truly neutral target language translation without conveying some degree of disapproval or judgement.

Lexical gap in translation

Learning outcomes: The learner will be able to

- Analyze lexical gaps and highlight the linguistic and cultural differences between the source and target languages.
- Identify lexical gaps and to develop appropriate strategies to bridge these gaps.

Prerequisites :

- A good understanding of the grammatical structures, vocabulary, and cultural contexts of both languages is essential.

- Awareness of cultural differences and their impact on language use.

Introduction :

Lexical gap represent a linguistic phenomenon that exist in all languages. Lehrer (1974:95) states that the term 'lexical gap' is ambiguous as it has been used to describe different lexical situations when the word is absent in one way or another. On the other hand, translation shows many lexical gaps due to the non-existing of the lexeme in the target culture. In this lesson, we will discuss the main important reasons for this phenomenon, and then, we cite the main important procedures to solve it.

Definition of lexical gaps:

The non-existing of words across languages is defined in different ways giving rise to multiple terms. Lyons (1977:301-303) defines lexical gaps referring to the structuralist perspective as a **hole** in the pattern which means the absence of a lexeme at a particular place in the structure of a lexical field. He cited many examples in the same language, and between languages such as “wife’s sister” “husband’s brother” “husband’s sister “brother’s wife” and “sister’s husband” which have no corresponding words in Russian. Rajendran (2001) defines a lexical gap **as a vacuum** in the vocabulary structure of a language. while comparing Tamil and English he discovered that the words cows and bulls don’t have female/ male denotations as English does. Wang (1989) defines lexical gaps as **empty linguistic symbols**. (Santos, 1990) refers to the reason behind lexical gaps to the vagueness and nonoverlapping of the semantic field across languages.

Lexical gap in translation:

Lexical gap is most noticeable in the matter of translating languages, it occurs in translation when a language expresses a concept with a lexical unit whereas the other language expresses the same concept with its free combination of words(Bentivogli&al.2000) that is to say that when a language expresses meaning using either one word or a collocation, the other language expresses the same meaning with a free combination of words.

Also, lexical gap in translation is characterized by the absence of the correct equivalent of the word in the target language for example there is no equivalent for the word rare to describe how long the steak has been cooked, it may be rendered to

لحما مطهورا بشكل طفيف. Janssen (2004) defined this issue by the term “translational gap”, a word in one language for which no lexical unit exists in another. The same concept is known as untranslatability which can occur on two levels: either on the linguistic level when no syntactic or lexical substitution is possible in the TT, or the cultural level due to the absence of identical situation in the target culture.

Reasons for lexical gaps in translation :

Translators deal with one meaning of the word according to the context in which it is mentioned. The multi-meaning of the lexeme which is known as polysemous doesn't belong to the lexical gap within the common sense of translation. Lexical gaps are not identified in advance, however, they can be detected only during the process of translation and the translator realizes that some words don't exist in the target language. According to Pianta and Bentivogli (cited in Sankaravelayuthan 2019) the following are the main reasons for lexical gaps in translation:

- a. **Syntactic divergence:** the translation equivalent (TE) does not have the same syntactic ordering properties of the source language word: I need time إلى أحتاج الوقت. Arabic shows the VSO or order whereas English shows SVO
 - b. **Lexicalization differences:** the source and target languages lexicalized the same concept with a different kind of lexical unit (word, compound, or collocation) or one of the two languages has no lexicalization for a concept (lexical unit vs. a free combination of words). In the latter case we have a so-called lexical gap ex: commit suicide إنتحر حملت get pregnant حملت
 - c. **Divergences in connotation:** the target equivalent fails to reproduce all the nuances expressed by the source language word. For example, the word الصيام in Islamic tradition means to fast from the dawn to the sunset and to abstain from backbiting, gossip, and sexual relations. many cannot denote all the nuances that the word fasting mean
- **Translation of Idioms:** idioms are culture-bound expressions and it is a hard task for translators to keep approximately the same form and meaning in the target language since most of them have no equivalent in the target language. As a result, the mastery of the culture of the TL becomes a need.

- **Morphological differences in translation:** English language is known by its derivational characteristics, which is the process of adding affixes to the morpheme in order to create new words. However, other languages don't have the same morphological feature of creating new words which result in a lexical gap. Ex;

قال الله تعالى: "اذهبا إلى فرعون إنه طغى " سورة طه الآية 43

Go, both of you, to Pharaoh, for he has indeed transgressed all bounds

- **Semantico-lexical gap:** it is known by the existence of some concepts in one language but there are no words to describe them in the target language. One example is the word uncle الخال والعم which is translated to uncle whether it is from the mother's or the father's side. The non-existence of specific words to some concepts creates a lexical gap in the language and there are a lot of concepts that remain unlexicalized. Lexical gaps are widely available in the scientific and technical domains of English language, whereas Arabic shows somehow a shortage of words in those domains.

Overcoming lexical gaps in translations

There are two methods to fill the lexical gap in one language due to the dramatically increased need for communication, which the language is unable to meet. On the other hand, there are other procedures that translation adopts that **Sankaraveleyuthan** (2020) explained largely and extensively:

1. **Adaptation:** it is a free translation whereby the translator replaces a term of cultural connotation with a corresponding cultural connotation that could be familiar to the readers of the translated text. Eg: Dead letter : حبرا على ورق

ضرب عرض الحائط: Deaf ear

1. **Borrowing:** it is a procedure whereby the translator takes directly the word or the expression from the source language and uses it in the target language.
eg: Zihar الظهار

which literally means “you are, to me, like my mother

أجندة agenda

Tsunami تسونامي

2. **Calque:** is a procedure specific to expressions whereby the translator uses a word-for-word translation. Eg:

السيدة الأولى the first lady

شجرة الزقوم: the tree of zaqqum

3. **Paraphrase:** This is a translation procedure whereby the translator replaces a word in the source text with a group of words or expressions in the target text.
Eg: The gender : النوع الاجتماعي

قال الله تعالى: "اذهبا إلى فرعون إنه طغى "

Go, both of you, to Pharaoh, for he has indeed transgressed all bounds

وأشركه في أمري

And **make him share** my task

غرفة : The amount of water that can be held in one hand

4. **Translator's note** A translator's note is a note (usually a footnote or an endnote) added by the translator to the target text to provide additional information about the limits of the translation, the cultural background, or any other explanations.

5. **Register:** Register is **the level of formality or form of language used for a particular situation**. Your translation should have the same register as the source text.

Exercise: Translate the following words and expression either to English or Arabic:

- He is enraged / outraged: وهو مشتتاً غضباً
- Belly laugh
- Cachinnation
- Cackle
- chortle
- chuckle
- giggle
- guffaw
- snicker: The students snickered behind the teacher's back as she wrote the wrong answer on the chalkboard.

• أنواع شرب الماء

- Gulping
- Chuggling
- Sipping

Cognitive synonymy

Learning outcomes :

- Learners will learn to recognize cognitive synonyms in both the source and target languages.
- Learners will develop the ability to select the most appropriate synonym based on context.

Prerequisites :

- Knowledge of semantic fields, lexical relations
- Awareness of cultural and conceptual differences

Introduction :

Translators often face challenges in selecting the right equivalent word from multiple dictionary options. As Palmer noted, synonyms may exist due to dialect differences like British vs Irish English, or belonging to different registers like literary, colloquial, formal, etc. (Saeed 2003: 65)

This lesson will discuss the meaning of cognitive synonyms, an important concept for translators in their work. Cognitive synonyms refer to words that share a core meaning but have subtle differences in their connotations, associations, levels of formality, etc.

we will elucidate the different aspects of cognitive synonyms and why nuances exist between them. For instance, differences may be due to formal vs informal style, regional dialects, euphemistic functions, and other dimensions.

By understanding these nuances, translators can make informed choices between the range of near-synonym options when translating, instead of just relying on dictionary definitions. The lesson will aim to provide translators with a deeper understanding of cognitive synonyms and their slight variations, in order to select the most appropriate equivalents based on context.

Definition of Synonymy

The definition of synonymy means having the same or almost the same meaning as another word or phrase in the same language (Cambridge Online Dictionary)

Synonyms are different pathological words that have the same or very similar meanings example sofa/ couch -lawyer/ attorney- large-big.

Synonymy in English can be classified into different categories, according to Cruse (1985, 2000) he classifies the synonyms into three types, namely absolute synonymy, cognitive synonymy also called propositional synonymy, and near synonymy.

Near synonyms: Words that have similar meanings are referred to as partial. These words share a certain degree of similarity in meaning but cannot be used interchangeably in all contexts due to the implied connotations and denotations they carry. For instance, the words "lie," "falsehood," and "untruth" are synonyms, but they convey distinct meanings. A lie is a purposeful act of deception, whereas a misrepresentation can be a more indirect form of lying. On the other hand, untruths

may arise from ignorance, and a fib is a deliberate falsehood told to protect oneself or someone else's reputation. (Edmonds, Hirst 2002)

Absolute synonyms: There is disagreement among researchers on whether absolute synonyms, words with exactly the same meaning, truly exist. Some theorists like Quine and Goodman (qtd. in Edmonds &Hirst 2002) argue absolute synonymy is impossible - for synonyms to be fully interchangeable in all contexts is rare or non-existent.

Pragmatic and empirical studies support this view, suggesting it is very uncommon for synonyms to be perfectly substitutable in all usages while retaining identical meanings. However, some researchers propose a few exceptions where absolute synonyms may occur:

In technical terminology or jargon, absolute synonyms are more likely, such as different terms in medicine referring to the same disease. Dialectal variations can produce absolute synonyms, like "elevator" and "lift" between American vs British English.

Cognitive synonymy:

Cognitive synonyms also called descriptive or propositional synonyms are incomplete synonyms, they are lexemes with the same sense example liberty/freedom, hide /conceal, but they represent different mental representations or connotations. According to Radford, et al (1999: 198), cognitive synonymy is investigated in terms of entailment. Fiddle and violin are cognitive synonyms due to the context such as

- a. 'He plays the fiddle' entails 'He plays the violin',
- b. 'He plays the violin' entails 'He plays the fiddle'.

Theorists pointed out that cognitive synonyms share the same core features of meaning, but can have subtle differences in their associative or connotative meanings. Stanojević summarizes the key ways that cognitive synonyms exhibit minor differences in associative meaning, despite having the same denotative or referential meaning:

- a. cognitive synonyms may differ in the words they usually collocate with, this combination is called collocational range and it limits the interchangeability in

phrases or sentences example: pretty is typically collocated with girls, and handsome is always combined with boy. Rancid occurs with words like bacon or butter while addled combines with eggs or brains

b. Cognitive Synonyms differ in the level of formality or style, the language user may prefer one word over another due to stylistic restrictions, and some lexemes are chosen based on their formal /informal features such as obtain(formal) /get (informal) or to the functional styles or varieties of language used in different contexts such as scientific writing compared to conversational speech.

c. Cognitive synonyms may differ based on their register example matrimony, marriage, and wedlock all refer to the act of marrying but there are some nuances in using those words in different contexts due to register restriction; specifically, marriage tends to refer to the legal register, wedlock fits with religious register, and matrimony can appear in both legal and register register..

d. cognitive synonyms differ based on different regional or social dialects of the same language. for example, “autumn” and “fall” are synonyms, but “autumn” is used in more British, while “fall” is American.

C. cognitive synonyms may differ due to euphemism reasons, some words are replaced by other words to reduce the negative connotations for example, “intoxicated” instead of “drunk”

Cognitive synonyms in Arabic:

Cognitive synonyms are considered under the class of conventional implicature, that is to say when certain words or expressions conventionally imply additional meanings beyond just their literal meanings. Also, it arises directly from the conventional meanings of the words, rather than contextual inferences, they imply additional meaning, for example, using "vous" versus "tu" in French does not change the truth conditions, but conventionally implicates social distance or status between speaker and addressee. Similarly, Arabic cognitive synonyms imply meanings by the specific conventional meanings of the variant words in addition to their literal meaning.

Example : الألم / الوجع (Shehab, 2009)

Activity:

لم تمض بضعة أيام على بدء العدوان الإسرائيلي (Israeli's attack, Israeli offensive, Israeli aggression على قطاع غزة بعد عملية "طوفان الأقصى" Operation Al aqsa (flood/deluge) السابع من أكتوبر/تشرين الأول إلا وانطلقت) (major campaigns were launched / emerged) الكثير من الدول العربية والإسلامية حملات كبرى لمقاطعة المنتجات العالمية التي تُجاهر صراحة (explicitly support/ openly support) بدعم الاحتلال الإسرائيلي، على رأس هذه الدول جاءت مصر التي شهدت مقاطعة شعبية واسعة للعديد من العلامات التجارية العالمية، ونداءات لدعم المنتجات المحلية وتوفير البدائل. طالت حملات المقاطعة الكثير من المنتجات الشهيرة، على رأسها سلسلة مطاعم الوجبات السريعة "ماكدونالدز" التي انهارت مبيعاتها (have collapsed/ have broken down) في مصر بنسبة 70% خلال شهري أكتوبر/تشرين الأول ونوفمبر/تشرين الثاني مقارنة بالعام الماضي، بينما تعرضت سلسلة مقاهي "ستاربكس" العالمية لتراجع حاد (sharp decline, Significant decrease, Steep drop, Severe decline, Dramatic fall) تسريح عدد من العمالة والموظفين في فروعها المختلفة. وبالتأكيد كانت شركات المشروبات الغازية العالمية الشهيرة وعلى رأسها "كوكاكولا" و"بيبسي" على رأس قائمة (at the forefront of the products, at the top of the list) التي طالتها المقاطعة.

Possible answers: Choose the correct justification to support your selection of the cognitive synonym presented in the text above.

- A) The terms are entirely interchangeable; each one fits perfectly within my sentence. (Absolute synonyms)
- B) There are nuances between these expressions (explain)
- C) The synonyms belong to different styles or levels of formality
- D) Synonyms belong to different registers (the use of the language in different situations or among the people of the same profession)
- E) Synonyms differ in their collocational range

Translating above word level: Translating collocation

Learning outcomes: The learner will be able to

- Produce target language texts that sound more natural, idiomatic, and fluent.
- Understand how to translate collocations
- **Prerequisites:**
- Familiarity with lexical relationships such as semantic associations, and syntagmatic relationships.

Introduction

In a matter of creativity, we usually don't use the same word for all the domains which indicate the notion of creativity; thus we don't say produce in the context of building or inventing a thesis, or simply writing a dictionary, instead, we say build a building write a thesis and compile a dictionary. There is no reason for this specific

usage, and this is the same way collocations work together when they are joined and there is no logical explanation

A rancid butter bacon

Rotten egg

Spoiled milk/ spoiled fish

1. Definition of collocation:

Collocation refers to a pair or group of words that frequently appear together (McCarthy & O'Dell, 2005, p. 6). These combinations do not follow specific grammatical or syntactic rules, nor do they present any logical semantic explanation. They are lexical items that primarily occur in high-frequency grammatical structures (Newmark, 1988, p. 212). Such combinations pose a significant challenge for non-native speakers due to their often unpredictable nature.

Ex: عقوق is always collocated to الوالدين , the watch is collocated to tv and not look

We say powerful engine when referring to the car and not strong

مشكور is always combined to سعي

2. Patterns of collocations: scholars classify collocations into the following four types:

- a. **Open collocations:** also called free word combinations, free constructions, free phrases (Cowie 1981) are combinations of two or more words without any specific relation between them, which means that the words are combined freely and we can deduce the whole meaning from the meaning of each word separately.

Ex: drink tea

- b. **Restricted collocations:** some substitution is possible, but there are arbitrary limitations on substitution ex: give offence and take offence are the only acceptable alternatives for the word offence : أحرز تقدما : make a progress

معركة طاحنة a **damaging battle**

-at least one word has a non-literal meaning and one element has a literal meaning ex , abuse /exercise of power/ exercise , the milk turned, run a business (operate/ manage)

بدأ قتال can be substitute by نشب قتال

c. Bound collocations: are the bridge between collocations and idioms, lexical constituents cannot be replaced by synonyms: **pay attention lose weight**, حرب ضروس ، مسقط رأسه

Pure idioms (e.g. blow the gaff): – substitution of the elements is impossible – the combination has a figurative meaning and does not preserve a current literal interpretation: break a leg -حظا موفقا under the weather

3. Types of translations:

Collocations in Arabic: Emery (cited in Abdullah.Y 2010: 157), cited in classifies collocations into four types:

Open collocation: these are combinations of two or more words that frequently occur together without any obvious relation. Each element is used in its literal meaning: بدأت الحرب، يهلكون أنفسهم

Restricted collocations are combinations of two or more words that are employed in one of their common, non-idiomatic meanings and that adhere to particular structural rules based on usage as well as grammatical and semantic valency. Ex النفس اللوامة

Bound collocations: represent a bridge between collocations and idioms. One of the elements chose the other: ملح أجاج

4. Types of collocations: Ghazala identifies 12 types of collocation in Arabic :

Adjective+ noun: أشغال شاقة Hard labour

Verb+noun: pass a law يسن قانونا

Noun+ noun: brain drain هجرة الأدمغة

Noun+noun: association of ideas تداعي الأفكار

Noun+and+noun: Good and evil: الخير والشر

Adjective + adjective: alive and kicking : حي يرزق

Adverb+adverb : willy nilly شاء أم أبى

Noun+verb: dogs bark doors creak نباح الكلاب وصرير الأبواب

Noun+ prepositional: a protest against : احتجاج على

Preposition + noun : By accident بمحض المصادفة

Under the patronage تحت الرعاية

Adjective+ preposition: Full of مليء بـ

Verb+preposition: deram of يحلم بـ

Collocation of similes : as red as beetroot أشد حمرة من الدم

As sweet as honey : أحلى من العسل

Part of countable nouns: a bouquet of flowers: باقة من ورد

Part of uncountable nouns: a cake of soap: قطعة صابون

Newmark.P distinguishes 3 collocational patterns in English

Adjective plus noun : 'heavy labour', travail musculaire,
economic situation¹ , situation économique

Noun plus noun: nerve cell - cellule nerveuse

government securities- effets publics

eyeball -gobe oculaire

Verb plus object, which is normally a noun that denotes an action,

pay a visit faire une visite,

score victory\ remporter une victoire,

5. Solutions to translation problems with collocation:

Ghazala(2008) identifies 12 strategies to deal with the translation of collocations between English and Arabic:

1. Tracing the identical collocation in Arabic, if and when available. Usually, a great number of English collocations have equivalent ones in Arabic
2. In case that an identical collocation is not found in Arabic, a collocation can be suggested. Example straying sheep غنم قاصية or a close alternative can be suggested : غنم شاردة أو متخلفة عن القطيع :
3. When 1 and 2 are not possible, a suitable collocation in Arabic can be suggested: two words for two words, three for three, ect shock enormity to take one example هول الصدمة when the student does not know that, they may suggest a two-word collocation of their own such as قوة/تأثير الصدمة
4. A translation of the correct meaning of the collocation is an acceptable resort, it does not matter whether it is translated into one, two, three or more words example alive and kicking حي يرزق can be translated into على قيد ما يزال حيا الحياة
5. A direct meaning should be translated into a direct meaning, and an indirect meaning in Arabic (especially the collocations of similes). For example: is it not acceptable to translate as swift as a narrow into a direct meaning as سريع أسرع but into indirect meaning as أسرع من لمح البصر
6. If the English collocation is colloquial, it can be rendered into a colloquial Arabic collocation, if possible. Yet using formal Arabic is quite acceptable. For example, “smashing victory” can be translated into a colloquial Arabic collocation: انتصار هائل/كبير however, the formal انتصار ساحق is feasible even better at this stage, and in formally written text particular.
7. By the same token, if the English collocation is formal, the Arabic equivalent should also be formal (as the vast majority of examples show). It is not advisable at all to translate it into colloquial Arabic collocation.
8. Fixed collocations like as ... as smile, which cannot be interrupted in the middle, should be translated into equivalent Arabic ones with extra care. We

cannot say, for instance: “he is as very stubborn as a mule’ in English, nor can we say هو عنيد ‘ he is as stubborn as a mule’ كالبعغل
كالبغل

9. When unable to work out a better solution and as the last resort, students may escape with a blind, literal translation of words. However, it is the poorest translation. It can also be quite risky because it may result in the wrong, funny Arabic versio
10. n. For example “hard currency” عملة صعبة but if it is translated into عملة قاسية I will sound strange and funny. Likewise “brain drain” cannot be translated into تصفية الدماغ because it is unclear and may bring to mind irrelevant meanings and implications in Arabic.

Exercise:

1. My friend Beth is desperately worried about her son at the moment. He wants to enrol on a course
2. but just can't make a decision about what to study.. I gave Beth a ring and we had a long chat about It last night. She said he'd Like to study for a degree. but is afraid he won't meet the requirements for university entry. Beth thinks he should do a course in Management because he'd like to set up his own business In the future, I agreed that would be a wise choice.
3. Some of the inner-city areas are an urban wasteland¹ and are somewhat dangerous for visitors. In fact, some streets have become no-go² areas, with high crime. Many streets are strewn with litter and there are numerous run-down³ buildings. There are some deprived areas round the city centre with huge social problems. The industrial zones which lie on the edge of the city are grey and polluted.

أطلق العنان لإبداعك وشاركنا قصتك معنا

Let your creativity run wild and share us your story

الحكومة الفيدرالية تبقى مستعدة للقيام بكل ما هو ضروري لتقديم المسؤول عن هذه الجريمة النكراء للمحاكمة. heinous crime.

The government is ready to bring the responsible for this heinous crime to the trial

أكلت وجبة دسمة جدا اليوم بالمدرسة

I had a heavy meal at school today

عدم مراعات التعليمات اللازم اتباعها لحفظ السلامة في الشغل وسلامة المؤسسة ترتب عنها خسارة

severe heavy loss/ severe loss جسيمة

علمت من مصدر موثوق بأن المالك فر من المدينة

I heard from a **reliable source** that the owner fled

تمكن المتطرفون من الوصول إلى البقاع المقدسة.

The extremists could access to **the holy places**

Textual equivalence: cohesion and coherence

Learning outcomes: learners will be able to

- Develop a deep understanding of the linguistic devices that create cohesion within a text, such as reference, substitution, ellipsis, conjunction, and lexical cohesion.
- Identify how these cohesive ties are used differently in Arabic and English texts.

Prerequisites :

- Learners should have a strong command of both Arabic and English languages, including in-depth knowledge of their respective grammar, syntax, vocabulary, and linguistic structures.

Introduction :

A text is different from a non-text because it follows patterns of words and grammar, while a non-text is just a bunch of random sentences. Every language has its own way of organizing different types of writing. Readers can tell if something is a translation or the original based on how words and grammar are used. The translator's goal is to make the translation read like an original text in the new language, not like a translation. Making the information flow smoothly is important for this. Clauses should be seen as messages, not just groups of words and grammar. They can be looked at in two main ways:

a. The theme: This is what the clause is mainly about and helps keep the point of view clear throughout the text. It usually comes at the beginning of a clause in English.

b. The rheme: This gives the new, important information that the speaker or writer wants to get across. It helps achieve the main goal of communication by presenting the key details the speaker wishes to express.

The concepts of theme and rheme aren't grammar rules. They don't depend on whether a group of clauses is grammatically correct. Even if a series of clauses is grammatically okay, it might still not make sense or sound strange in context. Halliday demonstrates the absence of the rheme and the theme through the following example:

Now comes the president here. It is the window he's stepping through to wave to the crowd. On his victory his opponent congratulates him. « Gentelman and ladies ». that you are confident in me honors me ...”(Halliday 1978: 134).

It is difficult to see the link between the rheme and the following theme. The result is that the text feels disjointed and lacks orientation. The individual clauses are perfectly grammatical but taken together they are not acceptable as a stretch of discourse. Halliday (1978) qualifies this kind of text as non-text.

Another example of a translated ad for Mazda cars that was published in an Alitalia in-flight magazine. The passage provides an advertisement translation that demonstrates awkwardness and lack of coherence. The original advertisement likely flowed naturally in the source language. However, when translated directly without consideration of English thematic structure and discourse patterns, it reads unnaturally. The translation lacks orientation for the reader by failing to establish clear links between the clauses. The themes do not connect well with prior discourse. This results in a text that seems disjointed rather than coherent.:

“What inspired that rebellious young poet called Rimbault? What drove him to reach into the innermost part of his soul in search of the undiscovered? It allowed him to take words that already existed and yet express himself in a completely new way. Some creators are brave enough to realize their dreams without compromise. It is men like this who created the MX-5 in 1989. By ignoring the rules they are constantly reshaping the future. Even now they are realizing a new dream. They work for Mazda. (Baker 1992)

The passage makes comparisons between the rebellious young poet Rimbault and the developers of the Mazda MX-5. It indicates that Rimbault delved deep into his inner self to find creative inspiration, pioneering new forms of linguistic expression that challenged conventions. Similarly, the passage suggests the Mazda designers were bold and defiant, reshaping the future of automobiles by not following standard industry norms. Rimbault adhered steadfastly to his artistic vision without compromise, just as Mazda's creators realized their dreams by disregarding established guidelines. Both Rimbault and Mazda forged new paths by rebelling against tradition and staying true to their inner creative voices.

The problem of equivalence at a textual level:

Cohesion and coherence are text-centered concepts that refer to operations focused on the substance of a text. Although both pertain to connectivity within a text, they are distinct notions in text linguistics and translation studies. Both serve to bind a text together by creating meaningful sequences but in different ways. Cohesion refers to tangible elements in a text that connect it together, like cohesive devices that make one part belong to another. Coherence, on the other hand, refers to underlying potential meaning relationships that are inferred through interpretation by the reader/listener. Cohesion represents overt linguistic markers that link the parts of a text. Coherence represents the covert associations between parts of a text that create its meaning potential. A text draws on cohesion in ways motivated by its context and registers to achieve overall coherence.

Translation is a complex process involving the subjective interpretation of the source language text by translators, influenced by factors such as understanding, cultural background, and linguistic nuances. While the aim is to produce an objective effect on the target text readers, achieving an identical impact to that of the source text readers is often unattainable due to variations in interpretation across different cultures and time periods. Furthermore, translators may lack access to information about the audience's response to the source text when it was originally produced, hindering their ability to fully grasp the intended meaning and impact. This difficulty in achieving equivalence is exemplified in translating texts from different time periods, where a simplified translation may resonate more with contemporary readers than the original did with its original audience. Consequently, translators

prioritize reader comprehension over absolute equivalence, avoiding overly literal or absolute expressions that could impede understanding of the text.

Cohesion: Refers to the role played by the selection of vocabulary in organizing relations within a text (Baker:1992). Halliday and Hassan(1976) perceived Cohesion as a network of lexical, grammatical, and other relations that link various parts of a text, they identify five main cohesive devices in English: **reference, substitution, ellipsis, conjunction, and lexical cohesion.**

- **Reference:** Reference is limited here to the relationship of identity that exists between two linguistic expressions. Ex: *Mrs. Thatcher has resigned. She announced her decision this morning.*

The pronoun “she” refers to Mrs. Thatcher within the world of the text. Cohesive reference occurs when the identity of what is being discussed must be retrieved from the surrounding textual context, In this example, “she” points back to “Mrs. Thatcher” in the prior discourse. This continuity of reference creates textual cohesion by allowing the reader/hearer to trace references as they reappear in the text., So cohesive reference devices, like pronouns or demonstratives, do not refer semantically on their own, but make connections between parts of a text by pointing back or forward to other expressions that establish the identity.

Substitution and ellipsis, unlike reference, are grammatical rather than semantic relationships. In substitution, an item is replaced by another item:

Do you like movies?

I do.

In the above example, “do” is a substitute for *like movies*. Items commonly used in substitution in English include *do, one, and the same*.

Ellipsis involves the omission of an item. In other words, in ellipsis, an item is replaced by nothing. This is a case of leaving something unsaid which is nevertheless understood. It does not include every instance in which the hearer or reader has to supply missing information, but only those cases where the grammatical structure itself points to an item or items that can fill the slot in question. Here is an example:

Joan brought some carnations, and Catherine some sweet peas. (brought in the second clause is elliptic.)

Ellipsis means omitting something. Basically, in ellipsis, we leave out a word or words. It's like not saying something, but everyone still gets what's meant. Ellipsis isn't every time someone has to fill in missing info, just when the grammar shows what's missing. Here's an example: "Joan brought some carnations, and Catherine some sweet peas." In the second part, "brought" is left out, but we still understand it's there.

- **Conjunction** Using conjunctions means using formal markers to connect sentences, clauses, and paragraphs. Unlike some other ways of connecting ideas like reference, substitution, and ellipsis, conjunctions don't make readers fill in missing info or look for it elsewhere. Instead, they show how the writer wants the reader to connect what's being said now with what was said before. Conjunctions express a few main relationships, like adding more info, showing contrast, explaining why something happened, or keeping the flow going.

For example, a. Adding more info: and, also, in addition, besides, for instance.

b. Showing contrast: but, yet, however, on the other hand, nevertheless.

c. reason: so, because, for this reason.

d. Continuatives: now, anyway, after all.

- **Lexical cohesion** refers to how words are chosen to organize relationships within a text. Each word doesn't have a cohesive role on its own, but it can create connections with other words in the text. When a word reminds you of an earlier word, that's an example of lexical cohesion. Halliday and Hasan split lexical cohesion into two main parts: reiteration and collocation. Reiteration means repeating words. This repetition can be an exact repeat, a synonym, a word with a similar meaning, a more general word, or a word related to another. Here are some examples adapted from Halliday and Hassan (1976:283) and quoted in Baker (1992:183):

There is a boy climbing that tree.

The boy is going to fall if he doesn't take care. (repetition)

The lad's going to fall if he doesn't take care. (synonym)

The child's going to fall if he doesn't take care. (superordinate)

The idiot's going to fall if he doesn't take care. (general word)

Reiteration is not the same as reference, however, because it does not necessarily involve the same identity.

- **Collocation**, The meaning of a word often depends on its association with specific words or collocates. When translators translate a collocation based solely on the individual meanings of its component words, it can lead to incorrect translations. Baker (1992: 53) provides an example with the word “dry,” which changes meaning depending on the other words it is paired with:

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Dry cow: It refers to a cow that is not producing milk because it is in a period known as the “dry period” or “dry off.”

Dry bread typically refers to bread that is stale or lacking moisture, making it less palatable or enjoyable to eat

Dry book used to describe a book that is perceived as dull, uninteresting, or lacking in excitement or engaging content

Dry run typically refers to a rehearsal or practice session for a particular activity or event where the actual process is simulated without actually executing it.

Coherence

Coherence is an essential textuality criterion that makes translation meaningful and comprehensible. It enables the source text to be translated optimally. Coherence makes a text semantically meaningful by logically relating ideas to provide continuity

of meaning and a clear message to readers. According to Halliday and Hasan (1976, p. 23), cohesion ensures the internal consistency of a text, while coherence refers to the text's consistency within the context of its situation

It is the underlying conceptual network that organizes and creates a text below the surface. In contrast to cohesion, which connects the explicit elements of a text, coherence refers to the implicit semantic relationships that tie the ideas together into a unified whole. It is what makes the pieces gel to form a coherent text rather than just disjointed strings of language. Coherence is thus essential for the text to make sense. It is what provides the logical connections and continuity of meaning that translate into a smooth, meaningful translation. Focusing on coherence helps ensure the source text is rendered in the most comprehensible way in the target language.

Here are the key distinguishing characteristics between coherence and cohesion:

Coherence: Coherence refers to the overall sense of unity and logical connection within a text. It ensures that the ideas presented in the text are logically connected and flow smoothly, allowing the reader to understand the intended message. Coherence is achieved when the text maintains a clear and consistent focus, with each part contributing to the overall meaning. In the context of Halliday's work, coherence is achieved by employing cohesive resources that are appropriate for the specific register or style of language used in the text. In simpler terms, the text needs to use language features that fit its intended purpose and audience.

Cohesion, however, focuses on the specific linguistic elements within the text that create connections between different parts of the text. These elements could include cohesive devices such as pronouns, conjunctions, lexical repetition, and transitional phrases. Cohesion helps to tie together individual sentences and paragraphs, creating a sense of unity and flow within the text. While coherence is more about the overall organization and logic of the text, cohesion deals with the nuts and bolts of language that hold the text together.

Coherence: refers to the inherent capacity for meaning that extends throughout various sections of a text. It suggests that there is an inherent logical connection and unity within the text, but this connection may not always be immediately evident to the reader or listener. Instead, coherence relies on the interpretative processes of the

audience to uncover and understand the intended meaning. In essence, coherence represents the latent or hidden coherence within the text that becomes apparent through interpretation.

Alternatively, cohesion is more tangible and explicit. It involves the linguistic devices and markers used within the text to explicitly signal the relationship between different parts of the text. Cohesive elements such as pronouns, conjunctions, lexical repetition, and transitional phrases serve to bind the various parts of the text together, creating a clear and cohesive structure. Unlike coherence, cohesion is readily identifiable within the text and helps to guide the reader through the logical connections between ideas.

When comparing English to Arabic, they exhibit distinct characteristics. English tends to present information in concise segments, linking sentences and clauses with conjunctions. Moreover, it relies heavily on punctuation to signify breaks between these segments of information. In contrast, Arabic presents information in larger units, relying on a limited number of conjunctions whose meanings are inferred from the context. For example:

The conjunction **ف** can be used in the following situations:

- coordination: جاء محمد و خالد
- It can be used to indicate an independent clause, unrelated to the previous one:

قوله تعالى: { فَلَمَّا آتَاهُمَا صَالِحًا جَعَلَا لَهُ شُرَكَاءَ فِيمَا آتَاهُمَا فَتَعَالَى اللَّهُ عَمَّا يُشْرِكُونَ

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- Response to conditional clause إن اجتهدت فأنت ناجح
- For causality تمسكوا بنصرة المظلوم فتفوزوا

Additionally, the expression of ideas in one large paragraph is familiar to Arabic language, and Baker argues that those types of texts where there is a lot of use of conjunctions mainly “wa” and “fa” are associated with translated text, as original Arabic texts do not display these features. As a result, Arabic sentences are longer

than English sentences mainly connected with wa and fa thumma haythu idh ect (See Al kharabsheh.2017)

Example:

1. Compare the original text with the translation and underline the cohesive devices.
2. comment on the coherence features observed in the translated text in contrast to those found in the original.

Source text: “Prolonged wars in Syria, South Sudan, and Afghanistan have contributed heavily to a global refugee crisis. The number of refugees today, estimated at 65 million, is the highest it’s been in 20 years. Populist rhetoric has fanned an international wave of anti-refugee sentiment, leading to growing calls to stem the flow of refugees into the United States, Europe, Australia, and elsewhere. Meanwhile, local and international organizations are working to meet refugees’ basic needs, and to address the high levels of psychological distress commonly found among them. To respond effectively to the mental health needs of refugees, it’s helpful to first dispel several myths and let the intriguing findings of recent studies guide our efforts.”(Psychologytoday.com) 6

Target text:

ساهمت الحروب الطويلة والمستمرة في سوريا وجنوب السودان وأفغانستان بدرجة كبيرة في تفاقم الأزمة العالمية للاجئين، إذ وصل عددهم في عام 2017 إلى نحو 65 مليون لاجئ، وهو الرقم الأعلى منذ 20 عاما. كما لعب الخطاب الشعبي دورا في تأجيج موجة عالمية من التحامل ضد اللاجئين، وهو ما أدى بدوره إلى تزايد الدعوات لوقف تدفق اللاجئين إلى الولايات المتحدة وأوروبا وأستراليا وغيرها من البلدان.

على الجانب الآخر، تبذل المنظمات المحلية والدولية جهودا لتلبية الاحتياجات الأساسية للاجئين، ومعالجة المستويات المرتفعة من الضغوط النفسية التي تعصف بهم. وللتعامل بفعالية وبصورة صحيحة مع احتياجات الصحة النفسية للاجئين، سيكون من المفيد أولا تبديد العديد من الخرافات المتعلقة

⁶ <https://www.psychologytoday.com/gb/blog/the-refugee-experience/201701/5-myths-about-refugees>

بأحوال اللاجئين، ومن ثم الاستناد إلى الدراسات الحديثة في مجال الصحة النفسية لتوجيه جهودنا على نحو فعال⁷. (الجزيرة نت)

Exercise: Translate the following text by providing the textual equivalence:

And what about refugees living in more highly developed Western nations? The findings are surprisingly similar to those for refugees in camps. In a recent review paper, my colleague Andrew Rasmussen and I identified a consistent set of post-migration stressors that threaten refugees' mental health and undermine their resilience and capacity to heal from experiences of war-related trauma and loss. Social isolation, discrimination, heightened family violence, poverty, the loss of social networks, and especially indefinite detention while their applications for asylum are pending, all take a powerful toll on mental health. Although war-related violence clearly contributes to distress among refugees, a narrow focus on war trauma can lead us to overlook current stressors that may account for much of the distress we are seeing.

لكن حتى لو تساءلنا عن وضع اللاجئين في الدول الغربية الأكثر تطورا، فسنكتشف أن وضعهم لا يختلف كثيرا عن يقطنون في المخيمات، وهو ما توضحه الورقة البحثية التي قدمتها مع زميلي أندرو راسموسن عام 2017، التي تشرح مجموعة من المشكلات التي يواجهها اللاجئون بعد الهجرة وتهدد صحتهم النفسية، وتعرقل قدرتهم على الصمود والتعافي من أهوال الصدمة والخسارة التي لحقت بهم.

ومن ضمن هذه المشكلات هي العزلة الاجتماعية، والتمييز الذي يواجهه اللاجئون في البلاد المستضيفة، فضلا عن العنف الأسري المتزايد، والفقر الذي يثقل كاهلهم، والغرق في مستنقع الشعور بالغربة لفقدان الشبكات الاجتماعية.

Hypotaxis and parataxis in translation

⁷ <https://www.aljazeera.net/midan/miscellaneous/2024/1/5>

Learning outcomes: The learner will be able to:

- Respect the logical structural relationship between Arabic and English
- Achieving clarity and coherence.
- Avoid literal translation pitfalls.

Prerequisites :

- Solid understanding of syntax in both languages Arabic and English
- Ability to identify and analyze different clause structures and their logical relationships.

Introduction:

The terms hypotaxis and parataxis in functional grammar relate to two distinct stylistic patterns. Even if these two terms are used in English, the translator should be aware of their usage to make sure the content is transferred in a way that respects the structure of the target language and results in a more natural-sounding translated document. This lesson will explore the differences that exist between hypotactic and paratactic writing styles and examines how each one is rendered into Arabic in the process of translation.

- I. **Hypotaxis** is defined as a conjunction's subordination of one clause to another (online Collins dictionary). Halliday explained that hypotaxis is the relation between a dependent element and its dominant, the element on which it is dependent. Halliday. M.AK (2004:374) In other words hypotaxis refers to the relation of two or more clauses one is subordinated to another it is generally realized by adding conjunctions

Example :

- You'd have thought they were best friends or something, except that girls don't have proper friends the way boys do. (

Hypotaxis refers to **syndetic** i.e. when the coordinator is overtly marketed by a coordinator. (Adams.J.N 2021)

Another related term to (**polysyndeton**); the repetition of conjunctions in close succession (as in *we have ships and men and money*)⁸

نملك سفنا ورجالا وأموالا

II. **Parataxis:** on the other hand, is defined as the juxtaposition of clauses in a sentence without the use of the conjunction, for example, None of my friends stayed,

III. all left early⁹

لم يتبق أحد من أصدقائي فقد غادروا مبكرا

Holidays M.A.K.(2004) pointed out that parataxis represents a relation between two like elements of equal status, one initiating and the other continuing. It may be similar to **asyndetic** coordination which refers to coordination not marketed by a coordinator

ex: He invited all his colleagues, and all his students.(Adams.J.N. 2021)

دعا جميع زملائه وطلابه

It can also be marked by a relationship between two clauses linked by a coordinating conjunction “and” ex: I sat next to the bride **and** the maid of honor sat next to the groom

جلست بجانب العروس وجلست الإشيينة بجانب العريس.

جلست بجانب العروس بينما جلست الإشيينة بجانب العريس.

In the above example, Arabic translation resulted in paratactic sentence and hypotactic sentence. It means that the paratactic sentence is not necessary translated to paratactic structure.

⁸ Online Merriam-Webster dictionary

⁹ (online collins dictionary)

Ex: And now, in his Chamber, there was this murder, bloody, obscene, with its overtones of madness and revenge, to demonstrate how fragile was that elegant, complicated bridge of order and reason. (Adams.J.N 2021)

حصلت في غرفته الآن جريمة قتل دموية و قذرة كما أنها توحى بالجنون والانتقام، لكي تظهر مدى ضعف ذلك الجسر الأنيق والمعقد من النظام والعقل.

In some cases, parataxis contains conjunctions however, it is concerned with only the coordinating conjunction “and” because they create an equal relationship between the parts of the sentence. In this case, the parataxis refers also to **syndetic** parataxis as in the Hypotaxis style.

Ex: “He was grey and he was woolly, and his pride was inordinate: he danced on a sandbank in the Middle of Australia, and he went to the Big God Ngong.”

كانت الست سنية عفيفي قد تزوجت في شبابها من صاحب دكان روائح عطرية، ولكنه كان زواجا لم يصادفه التوفيق، فأساء الرجل معاملتها، وأشقى حياتها، ونهب مالها، ثم تركها أرملة منذ عشرة أعوام. ولبثت أرملة طوال تلك الأعوام. نجيب محفوظ زقاق المدق.

Some writers rely heavily on hypotaxis to join not only clauses but phrases too, the following passage is taken from "*In another country*" by Hemingway (1926):

We were all at the hospital every afternoon, and there were different ways of walking across the town through the dusk to the hospital. Two of the ways were alongside canals, but they were long. Always, though, you crossed a bridge across a canal to enter the hospital. There was a choice of three bridges. On one of them a woman sold roasted chestnuts. It was warm, standing in front of her charcoal fire, and the chestnuts were warm afterward in your pocket. The hospital was very old and very beautiful, and you entered through a gate and walked across a courtyard and out a gate on the other side.”

IV. Properties of parataxis and hypotaxis:

Hypotactic and paratactic represent two different types of structure in writing; hypotactic clauses are more complex and have unequal status whereas paratactic clauses are placed side by side one after the other and form an equal status. Furthermore, Halliday. M.A.K.(2004:377-380) highlighted the basic differences between hypotactic and paratactic styles in terms of the semantic logic relations that

exist between the clauses of the sentence. The fundamental relationship concentrates upon two main components: expansion and projection:

Expansion: the secondary clause expands the primary clause, by (a) elaborating it, (b) extending it or (c) enhancing it.

(2) Projection: the secondary clause is projected through the primary clause, which instates it as (a) a locution or (b) an idea.

| | | Paratactic | Hypotactic |
|---------------|----------------|--|--|
| 1)Expansion | a) elaboration | 1)John didn't wait 2)He ran way | 1)John run way 2)Which surprised everyone |
| | b) extension | 1)John ran away 2)and Fred stayed behind | 1)John ran away 2)Whereas Fred stayed behind |
| | | c) enhancement | 1)John was scared 2)So he ran away |
| 2) Projection | a)locution | 1) John said: 2) I'm running away | 1)John said 2)he as running away "Indirect speech" |
| | b) idea | 1) John though to himself I will ran away | 1)John though 2)He would ran away |

V. Parataxis and Hypotaxis in translation:

English language and Arabic differ greatly from each other in matters of syntax. In English three patterns of sentences are identified: simple, compound, and complex. While Arabic distinguishes only two kinds: verbal and non-verbal. The question which is raised here is how both parataxis and hypotaxis are rendered in Arabic. In Arabic English contrastive studies, it is Widley believed that Arabic language prefers the parataxis style (see Kaplan,1966;William,1982)¹⁰ the sentences are related by conjunctions and words to smooth the discourse flow, but they are rarely joined by a comma that requires a pause between the parts of a sentence.

Ex: To reach the castle, they had to cross the river

كان ينبغي عليهم عبور النهر لكي يبلغوا القلعة

Crossing the fields, we heard some noises

سمعنا بعض الأصوات ونحن نعبر الحقول

Another difficulty raises when translating paratactic and hypotactic sentences is whether the translator is allowed to translate the same junctions in the target language, or should he modify it. the answer takes into consideration the target language rules and structure, thus the translator is required to respect the target language norms and patterns to ensure the success of his translated work among the target culture.

To sum up, Hypotaxis and paratactic are two different writing style, the former tends to create a narrative based on independent and dependent clauses, whereas the latter is intended to construct independent clauses organized side by side to form a full idea. In translation, the translator should refers to the genuine of the target language and avoid transferring the original structure which would give an unacceptable result to the target audience.

¹⁰ Recent studies demonstrated the inaccurate assumption that Arabic language is mostly paratactic, see:

Farghal,M (2017) textual issues relating to cohesion and coherence in Arabic/English translation. JMLL Vol.9, No. 1 retrieved from : journals.yu.edu.jo

Yahya.S (2022). Ideology and the Translation of Arabic - English Paratactic and Hypotactic Structures. Journal of Al-Frahedis Arts Vol12. Available on: <http://www.jaa.tu.edu.iq>

VI. **Activity:** Translate the following sentences into Arabic and make sure the target language sounds natural.

Twenty-two years old, weak, frightened, not daring to acknowledge the fact that he didn't know who or what he was... with no past, no language, no tribe, no source, no address book, no comb, no pencil, no clock, no pocket-handkerchief no rug, no bed, no can opener, no faded postcard, no soap, no key, no tobacco pouch, no soiled underwear and nothing nothing nothing to do... he was sure of one thing only: the unchecked monstrosity of his hands. (Sula by Toni Morrison)

One December morning near the end of the year when snow was falling moist and heavy for miles all around so that the earth and the sky were invisible, Mrs. Bridge emerged from her home and spread her umbrella.

When I was around nine or ten, I wrote a play that was directed by a young white schoolteacher, a woman, who then took an interest in me, and gave me books to read, and, to corroborate my theatrical bent, decided to take me to see what she somewhat tactlessly referred to as 'real plays...'

After the lions had returned to their cages, creeping angrily through the chutes, a little bunch of us drifted away and into an open doorway nearby, where we stood for a while in semi-darkness watching a big brown circus horse go harumphing around the practice ring

عدت إلى بلدتي يا سادتي بعد غيبة طويلة، سبعة أعوام على وجه التحديد، كنت خلالها أتعلم في أوروبا. تعلمت الكثير، وغابت عني الكثير، لكن تلك قصة أخرى. المهم أنني عدت وبي شوق عظيم إلى أهلي في تلك القرية الصغيرة عند منحنى النيل. سبعة أعوام وأنا أحن إليهم وأحلم بهم، ولما جننتهم كانت لحظة عجيبة ان وجدتني حقيقة قائما بينهم، فرحو بي وضجوا حولي، ولم يمض وقت طويل حتى أحسست كأن ثلجا يذوب في دخيلتي، فكأنني مقرر طلعت عليه الشمس. ذاك دفء الحياة في العشيرة، فقدته زمانا في بلاد "تموت من البرد حيتانها"

It was, gentlemen, after a long absence — seven years to be exact, during which time I was studying in Europe — that I returned to my people. I learnt much and much passed me by — but that's another story. The important thing is that I returned with a great yearning for my people in that small village at the bend of the Nile. For seven

years I had longed for them, had dreamed of them, and it was an extraordinary moment when I at last found myself standing amongst them. They rejoiced at having me back and made a great fuss, and it was not long before I felt as though a piece of ice were melting inside of me, as though I were some frozen substance on which the sun had shone — that life warmth of the tribe which I had lost for a time in a land 'whose fishes die of the cold'.

كان جدي يحدثني عن حاكم غاشم، حكم ذلك الإقليم أيام الأتراك. ولست أعلم ما الذي دفع بمصطفى إلى ذهني، لكنني تذكرت بغتة، فقلت أسأل عنه جدي، فهو عليم بحسب كل أحد في البلد ونسبه، بل بأحساب وأنساب مبعثرة قبلي وبحري، أعلى النهر وأسفله.

My grandfather was talking to me of a tyrant who had ruled over the district in the days of the Turks. I do not know what it was that brought Mustafa to mind but suddenly I remembered him and said to myself that I'd ask my grandfather about him, for he was very knowledgeable about the genealogy of everyone in the village and even of people scattered up and down the river.

كانت أمي وأختي تلغطان مع بعض النسوة في أقصى البيت، وكان أبي نائما، وقد خرج أخوأي لشأن ما، فخلوت بنفسي. سمعت نحنحة خارج البيت، فإذا هو مصطفى، يحمل بطيخة كبيرة، وزنببلا مملوءا برتقالا.

Two days later I was on my own reading in the early afternoon. My mother and sister were noisily chattering with some other women in the farthest part of the house, my father was asleep, and my brothers had gone out on some errand or other. I was therefore alone when I heard a faint cough coming from outside the house and on getting up I found it was Mustafa carrying a large watermelon and a basketful of oranges

ذهبت للعشاء فوجدت محجوبا، والعمدة، وسعيد التاجر، وأبي. تعشينا دون أن يقول مصطفى شيئا يثير الاهتمام.

When I went to dinner, I found Mahjoub there, together with the Omda, Sa'eed the shopkeeper, and my father. We dined without Mustafa saying anything of interest.

دخلت عليهم وكان مصطفى بينهم، وكانوا يبحثون أمرا يتعلق بتوزيع الماء على الحقول.

When I entered, I found that Mustafa was a member of the Committee. They were looking into a matter concerning the distribution of water to the fields

ولدت في الخرطوم. نشأت يتيما، فقد مات أبي قبل أن أولد بضعة أشهر، لكنه ترك لنا ما يسر الحال. كان يعمل في تجارة الجمال.

I was born in Khartoum and grew up without a father, he having died several months before I was born. He did none the less leave us something with which to meet our needs — he used to trade in camels

Activity two : Translate the following text, and use the structure that fits to the target language.

و تسب الإنترنت الذي سرق الناس حتى من أنفسهم، وصوت آخر لرجل يردد أغنية تحكي عن الشوق، إلى جانب أصوات أخرى تأتي من البيوت ترافقها رائحة ثوم مقلي، ورائحة حاوية قمامة. أخذ النعاس يقصي الأصوات، وشكل سقف الغرفة شيئا فشيئا إلى أن أغلقت جفني. لحظة فيها من المتعة ما يمكن لواحد مثلي لم ينم منذ أيام أن يقدرها، لكن سقوط طبقة الطلاء على وجهي بددها فجفنت، وطاررت رغبني بالنوم.

I adjusted the position of the pillow, while I was still staring at the ceiling. There were voices overlapping coming from outside: a voice of a woman insulting her daughter who didn't help her with the housework, cursing the internet that stole people even from themselves. Another voice of man chanting a song about longing, in addition to other sounds coming from the houses accompanied by the smell of fried garlic, a smell of a garbage container. The sleepiness started eliminating gradually the sounds and the shape of the room's ceiling until I closed my eyelids. A moment of pleasure for someone who didn't sleep for days like me could appreciate. A paint layer fell on my face, dissipated it, I flinched and I lost my desire in sleeping.

Translating culture: Domestication

Learning outcomes: The learner will be able to

- To make the translated text feel natural, familiar, and easily understandable for the target language readers.
- Reduce the "foreignness" of the source text

- Conform to target language and cultural norms
- Employ cultural substitution to eliminate unfamiliar, exotic, or strange elements from the original.

Prerequisite:

- Strong command of the target language and cultural norms

Introduction:

The most difficult problem in translation is the differences between cultures. Translating culture has been widely discussed in translation studies literature. Nida & Taber (1969), define cultural translation as one in which the content of the message is altered to suit the receptor culture, often involving additions that are not linguistically implicit in the original text. This type of translation, according to Nida & Taber (1969), diverges from linguistic translation, sometimes referred to as adaptation, and may not be considered faithful to the original text. A key aspect of this challenge lies in translating culture specific items, which are concepts in the source language that lack familiarity with the target language (Baker, 1992). these items pose specific challenges for translators, necessitating a thorough understanding of both source and target cultures. In the realm of translating culture, two prominent strategies are recognized: domestication and foreignization. In this discussion, our attention will be directed towards domestication as a method aimed at minimizing the presence of foreign cultural specific items from the source text.

Definition of domestication :

This term, coined by Venuti describes a translation strategy that adopts a transparent, fluent style in order to minimize the sense of "foreignness" for readers of the target language. Venuti traces the origins of this concept back to Schleiermacher's renowned idea of translation, which "leaves the reader in peace, as much as possible, and brings the author toward them. (Shuttelworth&Cowie, 2014)". Domestication, as characterized by a reduction of the foreign text to target-language cultural values, aims to make the text familiar and natural to the target audience by adapting it to their cultural norms and expectations, essentially bringing the author back home. Foreignization as opposed to Domestication deliberately maintains the foreignness of the original text in the target culture, it sends the reader abroad to discover new exotic and foreign words

and expressions. Consequently, domestication aims to minimize the foreigners of the translated text to look natural and approach the target culture.

Scholars (See Yousof, A.2020) have drawn a comparison between Venuti's concepts of "Domestication versus Foreignization" as follows:

Table: Domestication versus Foreignization

| Domestication | Foreignization |
|--|---|
| involves remaining loyal to the cultural norms of the target language (TL) | entails maintaining fidelity to the structure of the source language (SL) |
| Tends to be ethnocentric, promoting homogeneity within the target culture | characterized by its ethno-deviant nature and emphasis on heterogeneity, |
| is viewed as more highly communicative, natural, clear, and easily understood. | It is often considered less communicative, exact, ambiguous, and potentially unintelligible |
| adapts it to fit the target language's word order | retains the word order of the source text, |
| Linguistically more fluent | Linguistically, less fluent |
| Culturally, promotes dominant cultural norms | Culturally, tends to elevate non-dominant cultural elements |

Domestication is a cultural strategy rather than a linguistic one. The term "strategy" is often conflated with procedures, techniques, methods, approaches, and tactics. However, it's crucial to differentiate between these terms. There is an obvious distinction among scholars in translation studies regarding whether strategies should be considered conscious or unconscious plans. For instance, Hurtado (2002:508) defines strategy as the conscious or unconscious procedures, whether verbal or nonverbal, that translators employ to solve problems during the translation process with a specific objective in mind. On the other hand, Krings (quoted in Sun, S. 2013) describes translation strategies as conscious plans for solving translation problems by adopting procedures that influence the result. However, in our view, we concur with Krings's definition, which suggests that a strategy is a conscious approach employed by translators to address

translation problems. Additionally, Pym (2011) notes that a strategy is an action aimed at achieving a purpose where there is no certainty of success. Thus, strategy encompasses a wide variety of techniques and methods. It serves as a framework for finding appropriate solutions to translation problems, while techniques, procedures, and methods are used to implement these solutions.

Techniques and procedures for Domestication :

In the realm of translating foreign texts into the target culture, various techniques and procedures are available to domesticate the content. In this lesson, our focus will be on cultural substitution. This technique involves replacing a cultural element or concept from the source language with a corresponding one from the target language culture. Rather than employing alternative methods to convey equivalent meaning, the translator chooses to substitute the unfamiliar cultural element with a more recognizable reference from the target culture.

The objective is to enhance the accessibility and relatability of the translation for the target audience by reducing the sense of cultural distance or "foreignness" found in the original text. The translator identifies culture-specific references in the source and intentionally replaces them with elements from the target language that serve a similar function or convey a similar meaning, but are drawn from the frame of reference of the target culture. For instance, this could involve replacing a reference to a traditional Korean dish with a more familiar Algerian couscous dish, substituting a renowned historical figure from the source culture with a well-known public figure from the target culture, or changing the setting of a scene from a rural village in the source country to an urban neighborhood in the target country.

Examples of cultural substitution:

The term "lawyer" originates from Middle English and denotes an individual who possesses education and training in law. Typically, lawyers have attended law school and often have successfully completed the bar exam.

In contrast, "attorney" not only possesses legal education and training but also engages in legal practice within courtrooms. Essentially, an attorney is someone who functions as a practitioner in legal proceedings.

While lawyers typically have completed law school and passed the bar exam, practicing law in court is not a prerequisite to being labeled a lawyer. Lawyers may assume various roles, including consultants or advisors. Many opt to specialize in specific areas such as estate law, immigration law, or tax law, providing legal guidance to clients.

As there are no exact equivalent terms to "attorney, and "lawyer" translators may resort to cultural substitution and use the terms "محامي" for attorney and "مستشار قانوني" for "lawyer."

Table 2: Other examples of cultural substitution

| | |
|----------------------|---|
| الاعتكاف | Spiritual retreat /meditation |
| البكالوريا | High school diploma, secondary leaving certificate, |
| السلام عليكم | Good morning, hi, hello |
| الله يعطيك العافية | Thanks |
| البرنوص | Kit (scottish) |
| المحامي | Attorney/ lawyer |
| اللعبة الحديدية | Cricket (UK) hockey (USA) |
| checkers لعبة الضامة | Shogi (jamapnese) |
| | |

Exercise : Translate the following text using domestication strategy

ريحة رمضان" تعبير مجازي في لهجة الجزائريين، لكنه يعبر عن قيم وعادات وطقوس يكافح أهل هذا البلد العربي للحفاظ عليها ومحاربة طمسها في شهر عظيم لا يتكرر إلا مرة في العام. يكافح الجزائريون ليجدوا "ريحة رمضان" وذلك بالحفاظ على قيم وعادات وطقوس معينة كما يعملون على محاربة طمسها في شهر عظيم لا يتكرر إلا مرة في العام. ومع قدوم شهر رمضان المبارك من كل عام، تفتح الآلاف من مطاعم الرحمة أبوابها في الجزائر، وحتى المطاعم الشعبية تتحول إلى مطاعم مجانية للفقراء والمحتاجين وعابري السبيل، فلا يكاد التنقل من مكان إلى مكان أو من منطقة إلى أخرى إلا وتصادف مطاعم إفطار تشهد إقبال عدد كبير من الناس، تترجم التضامن والتكافل الاجتماعي والرحمة في المجتمع الجزائري، في شهر الرحمة.

أما عن الوجبات المقدمة، فلا فرق بينها وبين تلك الوجبات التي يتم تحضيرها في منازل الجزائريين في رمضان، حتى إن بعضاً منهم يقول إن وجبات مطاعم الرحمة في الجزائر "وجبات فاخرة"، حيث توفر المطاعم لضيوفها الرمضانيين "الشورية الجزائرية" ومختلف الأطباق التي تشتهر بها الجزائر في رمضان (البوراك، اللحم لحو، شخشوخة الظفر، وغيرها)، إضافة إلى الفاكهة (الموز، المشمش، البطيخ، التمر، وغيرها) ويرتبط شهر رمضان في ولاية ورقلة الجزائرية بعادة قديمة جداً اسمها "الدَّائِر"...وتتمثل هذه العادة في لقاء في كل أيام رمضان بعد صلاة التراويح بين سكان منطقة معينة أو حي شعبي بالمدينة أو أفراد العائلة في بيت أحدهم. يبدأ أصحاب "الدَّائِر" بتناول تلك المأكولات وتبادل الحكايات، ثم يختمونها بقراءة جماعية للقرآن الكريم، وتبادل القصص والمعلومات الدينية وأهاليل دينية في مدح الرسول محمد صلى الله عليه وسلم. ويمتد ذلك إلى غاية اقتراب موعد السحور، أن مدة عادة "الدَّائِر" في كل ليلة تقارب الـ4 ساعات، على أن يتم تحديد منزل جديد يجتمعون فيه في اليوم الموالي، ويفترقون للتسحر وأداء صلاة (المصدر: الفجر يونس بورنان العين الإخبارية ، آخر تحديث (2022/4/7

Accuracy in translation

Learning outcomes

1. The learner will be able to avoid lousy literal translation
2. The learner will be able to produce a correct translation
3. The learner will be able to evaluate his own work independently

Perquisites:

The learner should have a good background in the stylistic and structural features of both Arabic and English language

Introduction :

There is a growing belief, especially among professional and non-professional translators, that translation merely involves replacing one word with its equivalent in another language. However, translation carries a more extensive and complex meaning, it encompasses the idea of “the reproduction in a receptor language of the closest natural equivalent of the source language message, first in terms of meaning, and second in terms of style (Nida, Taber 1969). The term "accuracy" was initially employed by reviewers in academic institutions to assess the quality of translations. Over time, it has become a common criterion in the practice of translators. As a result, they are now capable of producing translations that not only faithfully convey form and meaning but also achieve acceptability among readers.

Definition of accuracy:

According to the Dictionary of Translation Studies (Shuttleworth &Cowie 2014) term used in translation evaluation to refer to the extent to which a translation matches its original. While it usually refers to the preservation of the information content of ST in TT”.

It can also mean "adequacy and acceptability and take into account such aspects as the suitability of the TT to its communicative purpose or its adherence to TL norms of text production". (Palumbo 2009).

The concept of accuracy falls within the spectrum of adequacy and acceptability, both of which are part of the division proposed by Gideon Toury (2012), considering them as foundational principles in translation. Acceptability pertains to the norms and conventions of the target culture, while adequacy relates to faithfulness to the source text, as outlined by Toury.

Toury adopted Even Zohar’s definition of adequacy as a translation he textual relationships of the source text with no breach of its own linguistic system. textual relationships of the source text with no breach of its own linguistic system. (Toury79), in other words, adequacy is expected to keep both the meaning of the original text within its context and the structure of the source text, all without violating the linguistic conventions of the target language.

Why does accuracy matter in translation?

Adequacy in translation is crucial for the work of any translator even beginners who should have a sensitive awareness of what is more appropriate in a given context.

Selecting the right words depends on the translator's skill to balance faithfully the source text from the source text and ensure acceptability among readers in the target culture.

Initially, this task may appear challenging, but with time and practice, students and translators can develop the ability to self-assess their work. The distinction between a translation generated by artificial intelligence and one by a human translator is quite notable. Emphasizing adequacy brings forth several crucial points:

- It allows for the transmission of the original meaning to the target language in a way that is both readable and comprehensible.
- Accuracy marks the boundary between a literal translation and a poor one.
- Accuracy is a key factor in achieving high-quality translations.
- It involves using the appropriate register of the target language.
- It entails reflecting the original meaning without distortion.
- It necessitates adherence to all grammatical rules and local conventions of the target language.
- Literal translations can have adverse consequences for the target language, and the use of adequacy acts as a filter to prevent the inadvertent adoption of foreign words or styles from the source text into the target language.
- Cultural factors should always be taken into consideration.

Exercise: circle the accurate Arabic translation ¹¹

1. Trust the wait, embrace the uncertainty

¹¹ The examples of the exercise are taken from the group active on Telegram called trans learners

اعتنق اللايقين ثق بالانتظار

اصبر بقلب مطمئن

2. The night is young

ما زال الليل شابا

ما زال الليل في أوله

السياق: سفاح قتل أما وأبا وابنا وخطف ابنا وأخته. وبعد شهرين الطفلة الأخت تقول لأخيها وهما معا في الأسر:

3. We will never stop fighting

لن نتوقف عن القتال أبدا

لن نياس أبدا

4. When I first became a judge

• عندما دخلت سلك القضاة

• عندما أصبحت قاضيا

• في مستهل مشواري المهني في سلك القضاء

• حينما أصبحت قاضيا أول مرة

5. I have good news, and bad news for you

• لدي لك أخبار جيدة وأخرى سيئة

• جنئك بخبر يسرك وآخر يحزنك

6. I feel bad

• أشعر بالسوء

• أشعر بالضيق

7. Excuse me, where is the bathroom?

• معذرة، أين الحمام؟

• من فضلك، أين الحمام؟

8. السياق: حريق برج غرينفيل الشهير أودي بحياة العشرات من أقليات انجلترا بسبب إهمال ، قيل عن أحد الضحايا من المسلمين :

He had the chance to leave, and didn't, there was a lady there and a child,

he didn't want to leave them behind

• رفض التخلي عنهما

• لم يرد أن يتركهما خلفه

9. السياق: بعد أن فعلها من قبل، امرأة عاملة تحدث زوجها العاطل عن طفلها ذي العامين بنبرة غاضبة

You can't leave him alone, okey?

• إياك أن تتركه وحيدا، أفهمت؟

• لا يمكنك أن تتركه وحيدا، اتفقنا؟

• لا يجوز لك أن تتركه وحيدا

10. السياق: يتناول الفيلم قصة جاك ذا ريبر " سفاح عاهرات شوارع "لندن" في القرن ال 19

It's the ripper ! call the police

• إنه جاك السفاح فليتصل أحدهم بالشرطة

• إنه جاك السفاح فليناد أحدكم الشرطة

• كلتاها صحيحة

11. We need the repairs done as soon as possible

نحن بحاجة على إجراء الإصلاحات في أسرع وقت ممكن

نحن بحاجة إلى إجراء الإصلاحات بأسرع وقت ممكن

كلتاهما خطأ

كلتاهما صحيحة

Euphemism in translation

تلطيف المعنى في الترجمة

Learning outcomes: the learner should be able to:

- Understand the concept of euphemism
- Recognize the purpose of using euphemisms:
- Develop a more sensitive and diplomatic approach to communication, particularly when dealing with topics that may be considered taboo or socially unacceptable.

Prerequisites :

- Cultural awareness
- Linguistic pruriency

Introduction :

This lesson explores Euphemism in translation, it is also widely used in single language in writing and speaking. It is one of the most important tools to evade hurting facts and can be considered a kind of hypocrisy and deceit when it is used in a single language, or a distortion of meaning and unfaithfulness when it is used in translation. However, in many cases, euphemism is irreplaceable with respect to some cultures where some issues are considered taboo.

Definition of Euphemism :

Euphemism is a linguistic term employed in cases when a hurtful or unpleasant word or phrase is replaced with one less offensive or pleasing. The word euphemism comes from the Greek word “Euphemismos which is composed from “eu” “good” and phemi ‘ I say’. The word Euphemism was first discovered in 1656 in the book of Thomas Blount, “Glossographia »

There are several definitions of euphemism Several due to the different scientific backgrounds of each scholar; Bruneau (1952) defines euphemism from lexical-semantic angle: “the euphemism consists of a **conscious substitution**, of a **forbidden term or expression**, by an indirect expression(Gomez, M.C)

Du Marsais defines euphemism from an extra- linguistic angle : « L’euphemisme est une figure par laquelle on deguise des idees desagrees, odieuses, ou tristes, sous des noms qui ne sont point les noms propres de ces idees: ils leur servent comme de voile, et ils en expriment l’apparence de plus agreables, de moins choquantes, ou de plus honnetes, selon le besoin ». (Gomez, M.C)

Scholars in Arabic language also gave great attention to euphemism Ahmed Mokhtar define it from a semantic perspective:

“توجد في بعض اللغات حساسية نحو ألفاظ معينة ربما ارتبطت ببعض المعاني التي لا يحسن التعبير عنها بصراحة. ولذا تتجنبها وتستعمل بدلها ألفاظاً أخرى أقل صراحة (Mokhtar.A)

“In some languages, there is a sensitivity towards certain words that may be associated with some meanings that cannot be expressed explicitly. So you avoid it and use less explicit words instead”

Importance of Euphemism:

Euphemism is an effective tool of communication, it strengthens relations between human beings in a respectful environment ex: an old person is called a senior citizen. Also, it plays an essential role in the workplace, so, it would be preferable for workers and bosses to be trained to use alternative ways to address remarks that might be rude or hurtful. In addition, some societies are likely to have taboos due to religious or social customs; so euphemism becomes a necessity to avoid social rejection or potential anger; ex, “au naturel” is a word borrowed from French to mean naked or nakedness. Additionally, Euphemism is a reflection of culture; it is important to be aware of what is offensive in people’s culture to avoid transferring it to another culture so that it reduces the cultural shock resulting from the temptation to translate the word or expression literally, for instance, some women have children without getting married, to translate it literally maybe hurtful, English speaking world would prefer to use single women instead of mothers of illegitimate children(انجاب أطفال سفاحا خارج مؤسسة الزواج). Finally, Euphemism is universal as all language users around the world tend to use good words in place of hurtful or offensive words.

Euphemism in Translation:

Euphemism is a strategy used in translation to disguise a word or expression mentioned in the original text by substituting it with other means of expression less offensive in the target text. The literal translation in such cases is avoided, instead, some other procedures are suggested:

Free translation: Irony is a figure of speech used in different contexts. The translator may use free translation to avoid any problems. Imagine a country girl who moved to a big city to work, and one of her co-workers offered to take her to visit the town in a sarcastic manner:

إذا أردت يمكنني اصطحابك في جولة في المدينة فيبدو أن حياتك في الريف كانت بائسة

The above example can be rendered as follows: “I can take you to visit the town so you can escape the pressure of work.

Adaptation: English users generally avoid using the word died and prefer the phrasal verb passed away. Using adaptation, the same expression could be rendered as follows وافته المنية

Omission: The translator refers to omission to avoid some confusing situations whereby it is not clear what is the intended meaning.

Implicitness: the translator renders all the explicit offensive words implicit in cases the original message is not clear to the translator and feels that it could be offensive if translated literally For example, ageism is becoming a sign of discrimination in our days. You don't look your age can be interpreted in a variety of ways, such as "you look younger than your age" or "you look amazing for your age." The translator could translate it as follows to prevent any misunderstandings:: تبدين جميلة

Exercise:

1. لا أرغب في الرد على المتصل فهو بشير اشمنزازي

2. كلامك فارغ وتافه ومضيعة للوقت

3. أدت الحرب الأهلية إلى اكتظاظ غير مسبوق للقطاع في الملاجئ

4. الملابس لم تناسب جسمك الذي أصبح لدينا

1. The two young men were killed while trying to calm the protesters
2. The cancer reached an advanced stage and caused his death
3. why didn't you hear what I said, are you deaf
4. I have a great relationship with the blacks. I've always had a great relationship with the blacks,"
5. I have black guys counting my money. ... I hate it," Trump told John R. O'Donnell, "The only guys I want counting my money are short guys that wear yarmulkes all day."
6. When a man leaves a woman, especially when it was perceived that he has left for a piece of ass—a good one!— there are 50 percent of the population who will love the woman who was left."

7. Both the citizens and the governments in the third world have little extra income to save or invest
8. I'm completely anti-Islam as it's a backward religion that this day is oppressive to women and girls. If that makes me an islamophobe then I don't give two hoots!!
9. Qatar is an evil shithole with a culture that should not be respected
10. someone replying to Trump of his tweet that he posted: happy Sunday! We want God

"We want God"...bunch of bullshit from a bastard who let's 176k die, puts kids in fucking cages, sexually assaults women, and is a racist, sexist, corrupt, cheating, fraudulent, lying son of a bitch! You can blow your "God" claims out your fucking ass!

Don't care about the bullshit the Republican party is doing in hearing. I have listened to and read all of the information and facts available regarding Trumps transgressions against America. My mind will NOT be changed. **IMPEACH THE BASTARD AND KICK HIS ASS OUT OF OFFICE.** Then we go after GOP!

Interpreting: definition and types

Learning outcomes :

- The learner will be able to distinguish between translation and interpreting
- the learner will be able to recognize the main important features of interpreting

Student's prerequisites:

- Strong communication skills in both languages, including comprehension, vocabulary, grammar, and pronunciation

Materials :

- Videos
- Speaker
- Data show

Definition of interpreting :

Interpreting is a term used to refer to the oral or verbal form of translation, that is when a translator repeats what the speaker has said in a different language. Thus interpreting is the oral rendering of a spoken message orally. There is a clear distinction between the term interpreting and interpretation, Interpreting refers to

the profession of interpreting when translators work in real-time by rendering the message orally to the audience waiting to hear the translation, then he can also work on the other side by transmitting the message from the listener who may become a speaker to the other part who remain silent to hear the translation. So interpreter may work from the source language to the target language; and also from the target language which becomes the source language. Interpretation on the other hand has a broad meaning that can refer to explaining, or “performing a piece of music, a part in a play” (Dictionary. Cambridge.org)

Types of interpreting: there are several types of interpreting, however, we are going to focus on the main three types notably simultaneous, consecutive, and whispered

a. Simultaneous Interpreting :

Shuttleworth and Cowie (2014) indicate that When simultaneous interpreting, the interpreter takes on an invisible role, he sets in a booth, and his main technical materials are headphones and microphones. Being separated from the different parties involved in communication enables him to interpret simultaneously as the source language speaker delivers his message. The technique was employed for the first time during the Nuremberg trials after the end of the Second World War, and now it is used mainly in conferences and televised trials.

The process of simultaneous interpreting functions as follows; the interpreter listens to the speakers and then begins interpreting while the speaker continues the speech and finishes at the same time as the original. The conference interpreter should not paraphrase the original message, the translation should be faithful and exact, and any deviation from the words of the original can be done to achieve comprehension. An addition in translation can be done if the translator notices any cultural gaps. The translator should not give his point of view and convey the exact message of the speaker. (Jones.R1998).

Simultaneous interpreter has to deal with some constraints such as:

- The interpreter should listen to the speaker, and understand and analyze the message.
- Resynthesize the message before being able to hear the whole message

- The interpreter should have a constant active intellectual apprehension of speech.
- The interpreter can only work with a small portion of the full text.

Attritionary, simultaneous interpreters should adhere to some specific guidelines while performing their job: Firstly, they adapt to the pace set by the speaker. Secondly, interpreters typically handle only a small segment of the text at any given moment, often opting for caution to prevent potential issues later on. Thirdly, interpreters may lack the specific knowledge expected by the audience. However, when faced with challenges, interpreters employ various strategies. For instance, they may seek assistance from a colleague or refer to documents. Complex sentences can be simplified through segmentation. Moreover, when comprehension difficulties arise, interpreters may delay their response to allow for more processing time. Experienced interpreters manage their "Ear-Voice-Span" (EVS) to accommodate short-term memory limitations and the need for anticipation. Whispered Interpreting (Chuchotage) involves sitting beside the client and whispering the interpreted content, commonly used in business meetings, conferences, and legal proceedings, including the notable Demjanjuk trial. While often simultaneous, it may also be consecutive, yet it differs from traditional simultaneous interpreting as it lacks a booth setup, leading some to classify it as a distinct interpreting mode alongside consecutive and simultaneous interpreting.

b. Consecutive Interpreting

A term commonly used to describe one of the fundamental modes of interpreting. While certain types of interpreting, such as community interpreting and liaison interpreting, may loosely fall under the category of "consecutive," the term is most accurately reserved for the more structured procedures applied in interpreting for large audiences in formal settings like conferences or courtrooms. In this strict sense, consecutive interpreting unfolds as follows: The interpreter listens to a segment of speech delivered in the source language (SL), often of considerable length, while making brief notes—typically serving as memory aids rather than verbatim transcriptions. The speaker then pauses to allow the interpreter to render the content into the target language (TL). This process continues with subsequent sections until the entire speech is interpreted into the TL. Consecutive interpreting necessitates a

range of abilities and competencies, including a strong grasp of the SL, proficient note-taking skills, extensive general knowledge, a reliable memory, and a confident delivery style. Unlike simultaneous interpreting, consecutive interpreting involves a separation between comprehension and the production of speech. Additionally, because the speaker and interpreter do not speak simultaneously, consecutive interpreting is inherently more time-consuming than its simultaneous counterpart.

c. Whispered Interpreting, also known as Chuchotage in French, is a mode of interpretation where the interpreter sits next to the client or delegate and softly whispers the translated version of the spoken content. This method finds application in various settings, including business meetings, conferences, and legal proceedings. While typically performed simultaneously, it can also occur consecutively. However, it differs from traditional simultaneous interpreting as it does not involve the use of a booth. As a result, some scholars, like Mackintosh, classify it as a distinct mode of interpreting, alongside consecutive and simultaneous interpreting. For more information, see also conference interpreting and court interpreting. (Shuttleworth & Cowie, 2014:197)

Simultaneous Interpreting: Obstacles and techniques

Learning outcomes :

The learner will be able to

- Learn how to overcome linguistic challenges, cultural nuances, and technical challenges.
- Overcome obstacles and ensure that messages are conveyed accurately and comprehensively.

Prerequisites:

- Proficiency in Source and Target Languages
- Understanding the cultural context of both the source and target languages
- Strong listening skills are essential for simultaneous interpreting.
- The learner must have good memory retention skills to remember spoken content .

The acoustic difficulties of simultaneous interpreting

Use of equipment :

When using headphones for interpretation, it's important to find a setup that allows you to hear the speaker clearly while also monitoring your own output. This can be achieved by wearing both earpieces half on and half off or by wearing one earpiece fully on while leaving the other ear uncovered. Some research suggests covering your left ear if right-handed when listening to the source language, allowing your right ear to hear your own output. Experiment with different positions to determine what works best for you. Additionally, ensure that the volume of the original speaker is kept low enough to prevent ear strain or the need to raise your voice. Speak into the microphone at a normal conversational level and maintain a consistent distance for even sound output. If performing chuchotage without equipment, position yourself to hear the speaker clearly while speaking softly to avoid disrupting others. Don't hesitate to request a seat change if necessary. Remember never to interpret something you haven't heard, and inform organizers if conditions are too challenging to continue interpreting effectively.

Listening to two lines of discourse:

The simultaneous interpreter must listen to two lines of discourse at once - the original speaker and their own interpretation output. To do this, they need to consciously monitor their own speech to avoid errors. Listening to two things increases the risk of mistakes, so maximum concentration is required.

The interpreter should not let their mind wander or get distracted by unknown words. Ignore unknown words and keep interpreting the overall meaning. For words with multiple options, quickly pick one translation and move on rather than trying to find the "perfect" word. Interpreters should prioritize effective communication over absolute precision in their translations. Do not go back and fix previous errors, just keep focused on the present.

Split attention is unnatural, but can be achieved through deliberate concentration on both discourses, like playing the piano with both hands. Overall, maintain total focus on the original speaker and your own output, make quick choices when needed, and

don't get hung up on details. Concentrate fully in the present without worrying about past mistakes.

Listening to oneself in simultaneous interpreting

In terms of content, the interpreter must constantly check that their interpretation accurately and completely conveys the meaning of the original speech.

In terms of form, they must monitor their grammar and coherence to avoid literal nonsense. Using short, simple sentences makes it easier to critically listen to your own output and for delegates to understand. Avoid long, complex sentences which increase the risk of error.

Each sentence should make sense on its own, both grammatically and logically. The interpreter should make a habit of never saying anything nonsensical or meaningless. This eliminates many potential mistakes.

It is also critical to finish each sentence fully. Leaving sentences unfinished is very unsettling for delegates, undermining their confidence in the interpreter.

The “Golden role” of simultaneous interpreting:

Simultaneous interpreters must remember to communicate and make full use of technology facilities, to effectively communicate, they should:

- Listen clearly to both the speaker and themselves;
- Avoid interpreting something they haven't heard or understood;
- Maximize concentration;
- Avoid distractions by focusing on individual problematic words;
- Develop split attention, with active, analytical listening to the speaker and critical monitoring of their own output;
- Use short, simple sentences whenever possible;
- Be grammatical;
- Make sense in every message.

Techniques of simultaneous interpreting:

When to start speaking?

When starting simultaneous interpretation, begin speaking quickly to reassure listeners, even if just thanking the chairperson. Don't wait until the speaker finishes their sentence. Rather, start as soon as you have enough of the speaker's material to express something meaningful and complete your own interpreted sentence grammatically. Avoid mimicking the speaker's subordinate clauses or phrases to start, as you risk incomplete sentences.

In continuing, keep a relatively steady lag behind the speaker, but stay flexible depending on content, speed, language issues. As the speech nears the end, accelerate your output to finish close to the speaker.

This overall approach requires reformulating the speaker's input into your own sentences, rather than just word-for-word translation. The timing of when to start and continue is driven by the need to convey meaningful content clearly and coherently.

Reformulation :

Reformulation is an essential technique in simultaneous interpreting, allowing the interpreter to convey meaning faithfully while transforming the form of the original speech. It involves rewording, restructuring sentences, changing voice, and other adaptations to flow naturally in the target language. Like a film director adapting a novel into a new medium, the interpreter, may need to deviate from the speaker's exact words to ensure that the message has the same impact or effect on the audience, for instance, In English, speakers commonly construct subsidiary clauses using verbs, as seen in examples like "When the president came to power..." or "After the military junta seized power...". These clauses provide a dynamic depiction of events or actions. However, the passage suggests that in French, speakers tend to prefer expressing similar ideas using nouns instead of verbs. For instance, a French speaker might say, "A l'arrivée au pouvoir du président" On the arrival in power of the president..." or Après la prise du pouvoir par la junte militaire "After the taking of power by the military junta...", utilizing nouns to convey the same concepts.

This difference reflects variations in linguistic structure and preference between the two languages. While it is possible to translate these clauses between English and French without significantly altering the meaning, the passage emphasizes how native speakers naturally adapt their expression based on the conventions and idiomatic tendencies of their own language.

The salami technique¹² :

Interpreters may face challenges when dealing with long and complex sentences spoken by speakers. It emphasizes the need for interpreters to rephrase these sentences into shorter, more manageable segments using a technique referred to as the "salami technique." This involves breaking down lengthy sentences into smaller, self-contained units and then linking them appropriately. By employing this method, interpreters can ensure that their interpretation remains clear and comprehensible to the audience.

Example: Japan, in the light of the ruling of the international panel, and following the non-payment of the compensation by the American steel exporters, which the US authorities have not forced them to pay, despite their legal obligations and the assurances they have given, has decided to act unilaterally, which they are perfectly entitled to in the case of non-compliance with an international panel ruling - and that is the case here - by imposing punitive duties on the import of certain flat products, although long ones should remain unaffected, at least for the immediate future

After using the salami technique:

The international panel has made its ruling. Compensation has not been paid by the American steel exporters. The US authorities have not obliged them to pay, although they have legal obligations and have given assurances in this respect. So Japan has decided to react unilaterally. It is quite entitled to do so, as the ruling of the international panel has not been respected. It will impose punitive duties on imports of some flat products. Long products should not be immediately affected

Simplification :

¹² It is taking fast and large phrases and turning them into a shorter and more logical one

Interpreters often find themselves interpreting highly technical material, which may be necessary or desirable for two reasons. First, the speaker may be talking over the heads of their audience, and a faithful rendering would leave the audience confused. This is a controversial point, Jones (2002) argues that while some colleagues assert that it is the interpreter's first duty to be as faithful as possible to the speaker, he believes that the interpreter's first duty should be to maximize communication rather than to be faithful to the speaker's words.

For example, layman may find the following information difficult to understand :

'If the CIF price of produce at the Community border is below the guideline price as determined under the Common Market Organization, then a levy, which is not a tariff duty, is imposed'

The interpreter needs to reformulate the sentence in a way to produce a more understandable and acceptable result: **"If farm produce comes into the Community at a price below the official Community market price, a special agricultural levy is imposed"**

Simplification is a technique that can help interpreters bridge communication gaps between experts and laypeople, especially when dealing with technical information.

Generalization:

An interpreter may not feel the need for technical simplification, but to save time, they can express specific items mentioned in one generic term. For example, a speaker might say, "People take it for granted now to have a fridge, a freezer, a dishwasher, a washing machine with a spin dryer, a cooker, and a vacuum cleaner." If the speaker is going at a rate of knots and the detail of the list is irrelevant, the interpreter can generalize and interpret, "People take it for granted now to have all **household electrical appliances.**" However, this technique should only be used when appropriate, as the interpreter must do their best to reproduce the list accurately.

Omission (Under Duress) and Fast Speakers

Interpreters may face challenges due to technicality, speaker mode of expression, or speed. To maintain a balance, interpreters must focus on essential

elements and avoid omitting unnecessary elements. This analysis should be done using the same principles as consecutive interpretation.

To make this analysis, interpreters must give themselves time and intellectual distance from the original speaker. If the issue is technical or complex, the interpreter will devote more energy to understanding and analyzing. However, if the speaker is fast, the interpreter must proceed in the same way.

In a race with the speaker, the interpreter will have less time to analyze the meaning and decide how to express it. As they have less time to decide how to express themselves, their mode of expression becomes increasingly sloppy, leading to poorly expressed word-for-word translations. On the other hand, with a fast speaker, the interpreter should take some distance, analyze fully, and use techniques such as salami technique, simplifying, generalizing, general economy of expression, and omissions to convey as much of the speaker's meaning in as few syllables as possible.

Professional ethics play a significant role in addressing fast speakers. In meetings where participants speak freely, one or more speakers may be fast, but if they are problematic, the interpreter may request that their delegates ask the speakers to go slower. If this is the case, the interpreter should not insist on making the best of a bad job.

For fast speakers reading a text at a faster pace, the text should be made available before the meeting or during the meeting so interpreters can refer to it at the relevant moment. If an interpreter finds themselves with a text received about two minutes before the meeting, they should be prepared to continue the conversation.

Summarizing and recapitulation

Interpreters can edit the original text to improve interpretation or make it possible, but sometimes they should not edit but instead add things to ensure full understanding. One way to do this is to summarize or recapitulate what a speaker has already said or interpreted. This is not to replace the full text, but to recapitulate the

main idea. It is possible to use this technique to clarify what is unclear due to the speaker. For example, a chairperson may say:

“The question is whether a legal instrument, and by legal I mean of course also something that could be administrative or just a rule, but anyway something which we would consider legal, although you’d have to think about how to enforce it afterwards, and who would enforce it? There we’d have to look at the question of competence. Or should we just leave it up to industry to exercise voluntary restraint, which is what they want, although they want it, perhaps, precisely because they don’t want to be policed, but then again we must bear in mind what our international competitors are doing in this field. I don’t know what you think. I’d be interested in hearing your ideas”

This question can be understood by a delegate listening in the same language, but the interpreter may feel that the audience will not understand once the message is translated. To summarize, they could ask clearly, **“Are you in favor of a binding legal instrument or a system of voluntary restraint?” This would ensure that the delegates know what to communicate upon.**

Explanation:

Interpreters may encounter notions and cultural references that are not directly equivalent in the target language, which can be time-consuming and may not be feasible for them. However, a brief explanation can save time in the long run by allowing the interpreter to explain its meaning the first time it is mentioned and then refer to it in an abbreviated form. For example, the French are proud of their high-speed trains, and when they say "the TGV," they mean their train, the French one. To save time, the interpreter should first explain the TGV, then repeat the French initials, which the delegate would understand. This explanation should be made to the appropriate audience, not insulting them, and should be done in a scrupulous, objective, and economical manner, without expressing personal views of the interpreter.

Making a mistake:

When an interpreter makes a mistake during a meeting, it's crucial to address it promptly. Mistakes can stem from various reasons like misreading a word or misunderstanding a phrase. Correcting errors quickly not only boosts delegates' confidence but also fosters a better rapport between the interpreter and the audience. However, it's important not to try to cover up mistakes to avoid embarrassment.

In contrast, if the interpreter has translated accurately but feels they could have expressed themselves better, it's best not to backtrack for corrections. Doing so can distract the audience from the message and hinder the flow of the conversation.

During a meeting, an interpreter should refrain from providing alternatives to a speaker's mistake. Instead, they can add "says the speaker" to highlight any misconceptions, providing a warning signal for the audience without undermining the speaker's authority.

When a delegate struggles with their mother tongue, the interpreter should handle the situation with sensitivity, ensuring the speaker's intended ideas are conveyed. Repeating "says the speaker" is unnecessary, and if the message remains unclear, a single remark at the end of the speech suffices.

While speaker mistakes are less common, interpreters must objectively identify and address them when necessary. This involves faithfully interpreting the speaker's words while providing additional context or clarification when needed, all without disrespecting the speaker.

Translating jokes:

Jokes can be dangerous in normal conversation, as they can raise listeners'

expectations and fall flat if the joke is only mediocre. In interpretation, the interpreter is dependent on the speaker, who may be unfunny. If the joke is funny, the interpreter should not say more. If the humor is not conveyed, the interpreter should provide an explanation.

Rules for dealing with simultaneous jokes include trying their best to render it, providing a light, humorous treatment of the text, or informing the audience that the speaker is making an untranslatable joke or pun. Some interpreters use the tactic of saying, "The speaker is telling an untranslatable joke now, which he thinks is very funny, and will expect everyone to laugh... now."

Metaphors and sayings:

Interpreters should avoid announcing metaphors and sayings when speaking to their audience, as they may not understand the exact meaning if they don't know the exact form. Instead, they should translate the saying into the corresponding form in the target language without further explanation. If the meaning is clear but not equivalent, the interpreter should express it without being put off by the speaker's form. If the meaning is unclear, he should translate it as faithfully as possible and convey to the audience that he is unsure of its exact interpretation. If the meaning is important, the interpreter should translate as literally as possible and announce the meaning to the audience. Interpreters should avoid creating their own metaphors and images during meetings, as this can lead to misunderstandings and confusion among delegates. While it's beneficial for interpreters to have a rich vocabulary and a wide range of expressions, the artificial creation of images for audience consumption should be avoided.

Numbers:

Numbers can be challenging for simultaneous interpreters due to their objective meaning and lack of linguistic interpretation. To effectively interpret numbers, interpreters can handle one number easily, even retaining complex numbers in their short-term memory for seconds. However, when dealing with two or more numbers,

they need assistance beyond pure memory. The second technique is to unload their memory and say numbers as soon as possible after the speaker has said them, modulating the distance they keep from the speaker. This can cause difficulties if the interpreter is some distance behind the speaker. If the interpreter senses numbers are being given, they should accelerate their speech to catch up with the speaker. If they cannot catch up, they must finish the preceding sentence quickly and then move on to the sentence including the numbers by saying the numbers first. This is another application of reformulation. For example, if the speaker says "Imports of jeans from China have increased by 9.3%, from the Philippines by 6.5%...", the interpreter can interpret "9.3% is the increase in jeans imports from China, 6.5% from the Philippines..." to say the numbers instantaneously.

Note down the numbers as they hear them, unburdening their memory immediately so they can concentrate on interpreting the rest of the sentence. Writing down numbers reduces the risk of misinterpretation for difficult numbers and makes fast interpretation easier. If someone hears a number in any language, they can usually write it down in Arabic numerals without effort. The interpreter can then read off the number in the target language without having to mentally go through a translation process.

Some situations require accurate interpretation of numbers, such as customs tariff codes, where the ninth and tenth digits can be crucial. However, there are also instances where it is possible to be more approximate. For example, if a speaker says the tariff quota is 300 tons, and use up to 19th August has been 295.6 tons, the interpreter could make an intelligent approximation, saying that use up to 19th August is 2 hundred and ninety-odd tons.

It is better not to make such approximations, but interpreters should be aware of when an approximation is possible and be able to fall back on it if necessary. Examples of situations where it is nearly impossible to interpret all numbers or where there are other difficult elements in a speech that the interpreter needs to be able to concentrate upon are examples of situations where writing down numbers can be helpful.

Interpreting: exercises

Translate the following texts using simplification and summarizing techniques:

The application of nanotechnology to medicine is the foundation for the development of nanocarrier-based nanomedicines. Nanocarriers are generally below 100 nm in size and may be constructed from a wide range of organic and inorganic materials such as emulsions, polymers, nanocapsules, nanospheres, micelles, liposomes, dendrimers, quantum dots (QDs), and fullerenes and carbon nanotubes (CNTs). These materials are being used to encapsulate or solubilize chemotherapeutic agents for improved drug delivery in vivo or to provide unique optical, magnetic and electrical properties for imaging and therapy. Several functional nanoparticles are being evaluated in preclinical and clinical studies and some nanoparticles have reached the patient, including clinically approved liposome drug formulations and metallic imaging agents. Nanoparticle-based research is directed at the consolidation of functions into multifunctional devices, which may ultimately facilitate the realization of personalized therapy. These multiplexed nanoparticles may be capable of improved delivery of poorly water-soluble drugs; identifying malignant cells via molecular detection; visualizing their location in the body by providing enhanced contrast in medical imaging techniques; fostering transcytosis of drugs across tight epithelial and endothelial barriers; targeting and killing disease cells with minimal side effects through selective cell or tissue targeting; temporal control of drug

release, monitoring treatment in real-time; and co-delivery of multiple drugs for combination therapy .13

Translate the following text into English using summarizing technique

أن تكون حريصًا على طعام صحي وعلى عادات غذائية مفيدة لجسمك أمر إيجابي للغاية، لكن هناك من يبالغ في انتقاء الطعام الصحي لدرجة أنه يمكن أن يصاب بمرض اسمه الأورثوريكسيا، وهو يتعلق بالتركيز المبالغ فيه على الأكل الصحي ما يؤدي إلى مشاكل كبيرة في إيجاد الأطباق التي يجب تناولها حتى ولو كانت صحية بشكل كبير.

ونقل موقع "سي إن إن" عن جينيفر رولين وهي مؤسسة مركز لاضطرابات الأكل في روكفيل الأمريكية أن هذه الاضطرابات غالبًا ما تكون لها أسباب وراثية وحتى أسباب بيئية، وأشارت إلى أن هذا الاضطراب لا يتعلق فقط بتحديد نوعية الطعام ولكن كذلك بعدد السعرات الحرارية أو توقيت تناوله.

كما أشارت خبيرة أخرى، جنيفر غاوديانى، وهي طبيبة اضطرابات الأكل إلى أن هذا الاضطراب قد يتسبب فيه ما يقع من تشدد على الأكل الصحي والهوس الكبير بالجسم المثالي، وتؤكد أن هذا النمط من الاضطراب قد يؤدي كذلك إلى صرف الكثير من المال في محاولة تناول الأكل الصحي.

هناك نقاش كبير حول تعريف الصحي فهو يتغير حسب الوقت وفقًا لما يؤكد الخبراء، وهناك موجة تتغير حسب الاكتشافات العلمية وكذلك حسب التردد الغذائي.

وتشير الخبيرة جنيفر غاوديانى إلى أنه سابقًا كان الناس يرون الأغذية قليلة الدهون على أساس أنها صحية والآن صار هناك من يرى الأغذية الغنية بالبروتين والدهون ومنخفضة الكربوهيدرات أكثر صحة.

وبحكم أن هذا الاضطراب غير منتشر أو لا يتم الوعي به، فإن علاجه ليس منتشرًا بشكل كبير حتى لدى أخصائي اضطرابات الأكل. ومع ذلك، يرى الخبراء الذين تحدثت إليهم "سي إن إن" أن العلاج يأخذ وقتًا ويحتاج إلى الكثير من الصبر ويحتاج كذلك إلى تعاون من طرف الأصدقاء وأفراد العائلة.

¹³ Svenson, S. (2012). Clinical translation of nanomedicines. Current Opinion in Solid State and Materials Science, 16(6), 287–294. doi:10.1016/j.cossms.2012.10.000

ويشير موقع "فيرري ويل هيلث" إلى أن الخطوة الأولى نحو العلاج هي الاعتراف بوجود المشكلة، ثم الحصول على رعاية من فريق متعدد التخصصات يمكنه معالجة تعقيدات الاضطراب، ويؤكد الموقع أنه يُنصح بالتواصل مع محترف في الصحة النفسية، وطبيب، وأخصائي تغذية.

ومن أشكال العلاج الموصى بها للاورثوريكسيا حسب المصدر ذاته: استشارة تخلص الوزن واستعادته عند الحاجة، العلاج النفسي، الذي يمكن أن يساعد على زيادة تنوع الأطعمة المتناولة والعودة لتناول الأطعمة الصحية التي تثير القلق أو الخوف، أو حتى التنويم المؤقت في المستشفى في حالات الاضطراب الشديدة (المصدر <https://www.dw.com/ar/>)

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