Chapter 1
Chapter 1: Basic Concepts in Translation

1) What is translation?

a) Definition of translation.

Translation is a term we use in everyday language to refer to an activity (or a phenomenon) that takes place almost every moment in our lives in different ways. That is why a whole discipline is devoted to it to explore its nature, its principles, the factors influencing it, and how it works, etc. And as the case with every academic discipline, researchers and scholars begin by defining their terms, especially the subject of their study. Different definitions have been proposed in the literature to delimit the notion of translation. But these definitions differ in how inclusive they are and in the aspects they emphasize.

One of the earliest and most inclusive definitions of translation is that proposed by Roman Jakobson (1959). He classifies translation into the following three categories:

1) Intralingual translation or "rewording" which means interpreting a text in the same language.

<table>
<thead>
<tr>
<th>Text</th>
<th>Intralingual translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>هذا الرجل رفيع العماد</td>
<td>This man has a high social status among his people.</td>
</tr>
<tr>
<td>The cat is out of the bag.</td>
<td>This secret has been revealed.</td>
</tr>
<tr>
<td>If you don’t do your homework, you’ll be punished.</td>
<td>You have to do your homework.</td>
</tr>
<tr>
<td>اليوم عطلة</td>
<td>جاء وقت اللعب / الانتهاك الدراسة / تستطيع أن تفعل ما تشاء</td>
</tr>
</tbody>
</table>

2) Interlingual translation or "translation proper" which means interpreting a text in another language

<table>
<thead>
<tr>
<th>Text</th>
<th>Interlingual translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>هذا الرجل رفيع العماد</td>
<td>This man is highly esteemed/regarded among his people.</td>
</tr>
<tr>
<td>The cat is out of the bag.</td>
<td>This is a noble man who occupies a high social position in his community.</td>
</tr>
<tr>
<td>If you don’t do your homework, you’ll be punished.</td>
<td>This is a highly esteemed noble man who has a great social status in his community.</td>
</tr>
<tr>
<td>اليوم عطلة</td>
<td>إذا لم تؤد واجباتك فستعاقب</td>
</tr>
</tbody>
</table>

3) Intersemiotic translation or transmutation which means interpreting verbal signs by means of non-verbal signs.

<table>
<thead>
<tr>
<th>Text</th>
<th>Intersemiotic translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ممنوع التجاوز للسيارات</td>
<td>ممنوع الاتجاه لليسار</td>
</tr>
<tr>
<td>ممنوع الاتجاه لليسار</td>
<td>ممنوع الوقوف</td>
</tr>
<tr>
<td>Ambulance</td>
<td>Expires 24 months after opening.</td>
</tr>
</tbody>
</table>

Very few researchers adopted Jakobson's definition, such as Steiner (1975) and most recently Zethsen (2007). Most (if not all) translation scholars limit their definitions to the second category in Jakobson’s classification, translation proper. Almost all of these definitions convey the same basic idea that translation entails changing a text from one language to another. But they differ in the translation aspects they highlight. Look at the following definitions and try to pinpoint the aspects emphasized in each.
"الترجمة تعني نقل الأفكار والأقوال من لغة إلى أخرى، المحافظة على روح النص المنقول" (منسي، ابراهيم، متولي، 1995) 

"الترجمة عملية إبداعية معقدة جدا، يدرك المترجم خلالها كل تفاصيل المعنى الأصلي في لغة الأصل، ويشتى نصا جديدا، محافظا فيه على كل تفاصيل هذا المعنى الأصلي وظلاله" (أسعف الحكيم، 1989).

3) "Our threefold definition of the ambit of translation will thus be:

a. The **process** of transferring a written text from **SL** to **TL**, conducted by a translator, or translators, in a specific socio-cultural **context**.

b. The written **product**, or **TT**, which results from that process and which functions in the socio-cultural **context** of the **TL**.

c. The **cognitive**, linguistic, visual, cultural and ideological phenomena which are an integral part of 1 and 2." 

(Hatim and Munday, 2004)

4) Translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences. (in Bell, 1991)

5) Translation can be defined as: “a communicative process which involves changing a **ST** into a **TT** where all meaning composites are conveyed across linguistic and cultural barriers, using the most appropriate methods and strategies”.

Translators should also be aware that the term ‘translation’ is used in the literature to refer to different things: 1) the general subject field, 2) the product (**TT**), 3) the process of translation (the act of producing the translation), 4) an abstract concept which encompasses both the process of translating and the product of that process.

**Exercise:**

1) Using Jakobson's classification of translation types, decide the type of translation in the following texts:

   a) **ST**: She needed the salubrious mountain air.
   **TT**: She needed to go to the mountains to get fresh, healthy air.

   b) **ST**: She needed the salubrious mountain air.
   **TT**: كانت بحاجة لهواء الجبال الصحي النقي

   c) **ST**: ☐
   **TT**: Do not stop.

**b) Translation as a field of study**

Practically, translation has been practiced ever since different languages started to emerge, which was thousands of centuries ago. Theoretically, translation as an academic subject has only really begun in the past 50 years. That is, it was only relatively recently that scholars started to theorize about translation, when they started to make use of other theories formulated in other disciplines to explore the phenomenon of translation such as linguistics.

To date, translation was announced to have established itself as an independent field of study in 1972 by Holmes. He coined the term "translation studies" (rather than translatology or the science of translation) to mark the interdisciplinarity of the field and to encompass the multiplicity of translation theories.

“Translation Studies”, according to Holmes, is the new academic discipline related to the study of the theory and phenomenon of translation. By its nature it is multilingual and also interdisciplinary, encompassing languages, linguistics, communication studies, philosophy and a range of types of cultural studies. He also put forward an overall framework, describing what translation studies covers and what its aims are.
2) Important terms and concepts in translation studies:

a) Source language/text and target language/text:

The source language (SL) is the language of the original text to be translated. The original text is called the source text (ST). The target language (TL), on the other hand, is the language to which we translate and the translated text is termed the target text (TT).

b) Translation problems:

A translation problem arises when the translator encounters a linguistic element in ST for which he cannot find a corresponding linguistic element in TL. Generally speaking, translation problems may be encountered on the following levels: the word level, the phrase level, the grammatical level, and the textual pragmatic level. Examples of translation problems:

- This is my uncle. (on the lexical level: How can the word "uncle" be translated? عم or خال?)
- وقضت أشهرين في بيته ابّيها (on the lexical level: How can the word "شطر" be translated?)
- استطاعتها كثيرا (on the grammatical/morphological level: How can the verb "استطاعتها" be translated?)
- A ruler is an instrument for drawing straight lines. (on the grammatical/syntactic level: How can the indefinite noun "a ruler" be translated?)
- إذا توضأت فحسن الوضوء (on the textual level: How can the cohesive device "فـ" be translated?)

Translation problems are commonly attributed to the phenomenon of non-equivalence (Baker, 1992). This phenomenon exists because when we translate we deal with two different linguistic systems of two different languages, trying to find correspondences. But languages are not identical and each may use different linguistic tools to express the same idea sometimes. For example: when thanking someone in English we say: "Thank you" (a verb) or "Thanks" (a noun). In Arabic, we say: أشكرك (a verb) or شكركم (مفعول مطلق). The response in English is "You are welcome / My pleasure / No problem / Sure / Not at all / Any time". But in Arabic it is عفوا / لا شكر على واجب.

Another major reason for non-equivalence is cultural differences and this includes how the world is viewed by different people and how human experiences are categorized and expressed. For example, there are far more words for the different shades of one color in English than in Arabic. In Arabic we have أحمر only. To describe its different shades we can say أحمر عامي or أحمر فافخ. أحمر ضئي. But in English, there are crimson, scarlet, cerise, burgundy, vermilion, etc. Another example is the terms used to express family relationships. In Arabic, there are more specific terms denoting one's relatives and indicating whether they are from one's mother's or father's side (e.g., ابن العم, ابن الخالة, ابن الخال, ابن العم, ابن الخالة, ابن الخال, Ibn, etc.).

According to Newmark, the heart of translation theory is translation problems. Translation theory should identify and define a translation problem, indicate all the factors to be taken into account in solving the problem, list all the possible translation procedures, recommend the most suitable translation procedure and the appropriate translation. Translation theory would be pointless and sterile if it does not arise from the problems of translation practice.

c) Translation strategies:

Translation strategies are goal-oriented lines of actions or established ways followed to solve translation problems (Lotfipour-Saedi, 1996). Strategies are also known as tactics or procedures. Examples of translation strategies: borrowing, transposition, compensation, paraphrase, reduction, amplification.

d) Translation theory:

Like any other discipline, translation studies has not only one theory but a multitude of theories. However, there has always been a gap between theory and practice expressed in the questions translators keep asking: Why do we need a theory? Can translation theory help us become better translators? To answer this question we need to see why different disciplines develop theories. According to Chesterman (2007), a theory is an attempt to explain a phenomenon. It
develops conceptual tools to enable us describe that phenomenon and make sense of it. It helps us describe what we do professionally using technical terms.

A theory can provide a translator with a perspective and conceptual tools to describe his product and what he does professionally. It can also help translators maintain consistency in their work. A theory can also provide guidelines as to how to deal with certain translation problems. They can help you understand what you can or cannot do in translation and why from different perspectives.

We will discuss the question of how to use a particular theory in a practical way in Chapter 2.

e) Context:

Context is a very important factor that both determines our linguistic choices when we speak or write and helps us interpret others' linguistic production. It generally includes all the factors or variables relevant to understand a text. It is either linguistic or non-linguistic.

The linguistic context (local context) refers to the surrounding elements of a linguistic element in a text. The linguistic context helps translators choose their equivalents, particularly when it comes to certain hyponyms or words that are marked for gender in Arabic. For examples, look at the following exchange:

A: Who is that?
B: My sister.

A hasty translation would be:
أ/ من ذاك؟
ب/ إنها أختي

However, a consideration of the linguistic context leads us to reconsider our translation of the demonstrative pronoun "that". B's response indicates that the person talked about is a woman not a man and therefore we should use the appropriate pronoun تِلك
not ذاك.

Another example is the translation of a general term like "uncle" where there are only specific words in Arabic as its equivalents عم or خال. The linguistic context here could help decide which equivalent is to be used. Look at the following exchange:

A. Hey, Miss Felix. Is Mr. Felix your brother?
B. No, he's my uncle.

The word "uncle" in this sentence can only be translated as عم because, based on the linguistic context, only one's father's brothers carry a woman's name if she is not married. The woman was addressed as "Miss" in this conversation which means she is not married. Another clue is that the "uncle" carries the same name which is the woman's name. A person's mother's brother would naturally carry a different name.

The non-linguistic context pertains to the non-linguistic information relevant to the text. Non-linguistic context may be situational, emotional, cultural, etc. They can be defined as follows:

- Situational context: information related to a certain situation. It includes cognitive aspects (such as our "knowledge about the world, awareness of what is going on and what has been said earlier, and any relevant beliefs and presuppositions". It also comprises social factors (such as the persons involved and the relationship between them (who says what to whom), degree of formality, age, class, gender, etc). It also includes information related to when and where a text occurs (time, location, occasion).
  For example:
  Mother: what do you want?
When we translate this kind of exchange, we have to consider the situational context. Here we have social factors (a child and his mother, age of the child) and cognitive factors (our knowledge of the world tells us that children use simple not sophisticated language). Accordingly, the child's part cannot be translated as: اود أن اخي إلى فراشي. أريد أن أخذ إلى النوم. No one expects a 5 year old child to use such words. A more realistic translation is: أريد أن أذهب للفراش. أريد أن أنام.

- Cultural context: relates to ways of thinking and behaving within a particular language community. It specifically refers to the conventions and patterns of communication peculiar to a certain culture which differ from those of other cultures. For example, in our Islamic culture, a university professor may begin his lecture saying: بسم الله اورد أبا إلى فراشي. أريد أن أخذ إلى النوم. We can also begin a formal letter to a minister with معالي الكريم الأستاذ...السلام عليكم و رحمة الله. This is not the case in other non-Muslim or non-Arab cultures. In other words, these expressions are used because of cultural reasons: these people belong to a culture where such expressions are typically used in similar situations. It is this kind of context which must be provided in a translation to help readers make sense of what they read. Look at the following text:

دخل الرجل المكان يبحث عن أحياى و عندما انعطف يسارا نحو الحديقة وجد فتاة شعرها مكشوف تضمد جراح أخرى فلما رآته جفلت، لكنها اطمأنت لما رآته أشاح بوجهه حالا، فقال لها و هو ينظر إلى الجهة الأخرى لا تراع يا أختاه إنما أنا هنا للمساعدة..

For an Arab, this text is quite meaningful. But for a non-Arab who has no idea about the Islamic culture, some parts of this text do not make sense: why is it significant to mention that the girl's hair was uncovered? Why was she startled when she saw the man? Why did the man turn his face away immediately? Why was he looking the other way while talking to her? All these questions must be expected by a translator and should be answered. A translator can explain in a footnote that this text reflects some Islamic teachings according to which a woman must cover her hair and a man does not have the right to look at a woman. This example shows that some texts can be understood only within their cultural context.

Sometimes the situational and cultural contexts overlap. This is when similar situations occur in different cultures but our behavior or linguistic responses vary according to these different cultures. For example, when a Muslim sneezes he is expected to say: يرحمك الله and the response of a person who happens to be around should be يرحمك الله. In a non-Muslim context, the person who sneezes is not expected to say anything but a person who is sitting with him is expected to say "bless you". When the translator is asked to give a semantic translation (usually for the purpose of introducing the Islamic culture), he should translate the words or expressions from the perspective of the Islamic culture. But if he is asked to give a communicative translation, he should consider both the situational and cultural contexts from the perspective of the audience. If the audience is non-Muslim, he can skip the phrase يرحمك الله because for them it is meaningless in this situation (after sneezing) and should translate يرحمك الله as "bless you" which is what they would expect to be said in this situation. However, if the audience are non-Arab Muslims, he is recommended to give a semantic translation, because these expressions يرحمك الله are meaningful to them in this case.

- Referential context (topical context): relates to the topic of the text. A word may mean something in a general text but have a specialized meaning in a technical text. For example, the word "article" in "Sometimes I find these articles a bit confusing" could mean different things. Can you guess what it means in the following contexts.

1) My father writes articles for a local newspaper. But sometimes I find these articles a bit confusing.
2) In English, we use definite and indefinite articles. Sometimes I find these articles a bit confusing.
3) The new law includes several specific articles. Sometimes I find these articles a bit confusing.

- Individual (or psychological) context: the idiolect or style of the writer. The writer's personal history, his needs, desires, education and personality (which are all psychological) combine to form his idiolect or the way he uses language. For example, a writer may use some words and collocations in a very special way peculiar to himself that if you read a text you would realize that it has been written by that particular writer.

- Emotional context: relates to the emotions evoked by the use of a certain word or an expression. Some researchers give the Qur'anic use of the two words: حب and مطر in different contexts. The first evokes favorable
emotions because it is associated with a sense of relief and saving lives whereas the second may evoke unfavorable emotions because it always relates to punishment (مطر السوء).

Context affects translation greatly. Being aware of all the contextual elements involved in producing a text helps the translator produce an accurate translation.

**Exercise:**

**What kind of context is decisive in understanding the underlined parts in following texts and how this can affect their translation?**

1) A. What's the name of that _person_?
   B. Tayseer Fadil.
   A. Are you relatives?
   B. She is my wife.

2) A. Hey, Miss Felix. Is Mr. Jones your friend?
   B. No, he is my _uncle_.

3) A. What is you name?
   B. Huda.
   A. And you friend?
   B. Ranya.
   A. Are you _teachers_.
   B. No, I'm a library _assistant_. But my _friend_ is.

4) A. Can I use your phone, please?
   B. Be my _guest_.

5) I'm pleased to meet _you_, your majesty.

6) _أخبرني أباك الله_.

7) Some _bar_ associations are responsible for the regulation of the legal profession.

8) _The Persian gulf_ is an important area.

9) This writer is a _lion_ among other writers.

10) ذهبت إلى المكتبة لأشرتي قلما.

11) A. Can I borrow your book?
    B. By all means.

12) A: Who is _that_?
    B: My sister.

13) _قس بن ساعدة_ was a famous Arab orator. He once made the following speech:

أيها الناس اسمعوا وعوا؛ من عاش مات، ومن مات فات، وكل ما هو آت آت، ليل داج، ونهار ساج، وسماء ذات أивания، ونجوم تزهر، وبحار تزخر، وجبال مرسى، وأرض مفخحا، وإن في السماء لخبرا، وإن في الأرض لعبرا، ما بال الناس يذهبون ولا يرجعون؛ أرضوا فأقاموا، أم تركوا فناموا، يقسم قس بالله قسما لا إثم فيه، إن لله دينه هو أرضي له، وأفضل من يدكم الذي أنيم عليه، إنكم لنأتون من الأمر منكرا.

14) The American president is visiting _Israel_ next week.

15) The _banks_ of the Nile are fertile.
f) Translation forms:

1) Written translation:
This is the form of translation performed in writing whether the ST is written or spoken.

2) Oral translation (interpretation):
This is the form of translation performed orally whether the ST is written or spoken. It is subdivided into:

a) Sight translation (or translation-at-sight, on-sight translation): is the oral translation of written texts without preliminary reading.

b) Simultaneous interpreting (usually referred to as conference interpreting): is where the interpreter listens to a speech and simultaneously interprets it. He shouldn’t be more than 2 or 3 minutes late. Simultaneous interpreters are provided with special equipment. They work in special booths, listening through headphones to the speakers in the conference room and interpreting into a microphone, while at the same time watching what is going on in the meeting room through the booth window or viewing projections on the TV screen.

c) Consecutive interpreting (or linear interpreters): is where the interpreter listens first to the speaker for some time, and when the speaker stops, he delivers his translation.

d) Bilateral interpreting (or liaison interpreting): is when the interpreter translates from and into two languages at the same time. It takes place in spontaneous conversational settings.

e) Community interpreting is typical of the public service sphere.

f) Whispered interpreting where the interpreter sits between the participants and whispers his/her translation to them. This type of translation is often used in a business meeting and no special equipment is needed.

g) Sign language interpreting: is when the text is either interpreted into or from sign language in order to ensure the linguistic equality of all parties involved. This is especially done for the sake of deaf people.
3) Audio-visual translation:

a) **Subtitling** (or screen translation) is the translation of movies or documentary programs. It involves the superimposition of a written text on the lower part of the screen, that endeavors to recount the original dialogue of the speakers.

b) **Dubbing**: the replacement of the original speech by a voice track which attempts to follow as closely as possible the timing, phrasing and lip movements of the original dialogue.

These are links to the different types of interpreting:

Consecutive interpreting: [http://www.youtube.com/watch?v=J0ekDUZOoMs](http://www.youtube.com/watch?v=J0ekDUZOoMs)

Simultaneous interpreting: [http://www.youtube.com/watch?v=dZ_QDu6a9IU&feature=related](http://www.youtube.com/watch?v=dZ_QDu6a9IU&feature=related)

Sight interpreting: [http://www.youtube.com/watch?v=v2I9rBnetUk](http://www.youtube.com/watch?v=v2I9rBnetUk)

Community interpreting: [http://www.youtube.com/watch?v=RgLYc0q0Tdl](http://www.youtube.com/watch?v=RgLYc0q0Tdl)

Sign language interpreting: [http://www.youtube.com/watch?v=JU9thqNchsA](http://www.youtube.com/watch?v=JU9thqNchsA)

Telephone interpreting: [http://www.youtube.com/watch?v=PSkSYo_MxOo&feature=related](http://www.youtube.com/watch?v=PSkSYo_MxOo&feature=related)


4) **Machine translation** (or automatic translation) is any translation produced without human intervention, using software or online translators such as Al-Misbar, Google translator, Ajeeb, etc. Here the program analyzes the text and performs the whole translation task. But it naturally needs human revision.

5) **Computer-assisted translation** is performed by the translator using special translation programs such as Tradus and WordFast. These programs do not analyze texts but rather provide the translator with suggested translations based on the input they already have. The program works as follows: the translator translates texts and the program stores them, building a corpus of source texts and their translations which are aligned to be used as a reference for later translations. When a new text is translated, the program finds similar texts stored in it and suggests how to translate the new text based on previous texts. These program save translators' time and effort.

6) **Localization** is the adaptation of software or other products to a different culture. Localization includes translation of documents, dialog boxes, etc., as well as linguistic and cultural changes to make the product appropriate to the target country.

g) **Translation brief**:

A translation brief includes the instructions specified by the translation commissioner or initiator (a client or an employer). It could be a short statement or a list of points stating things like what to do, how to do it and when to submit it.

h) **Translation approaches / methods**:

A translation method refers to the way a particular translation process is carried out in terms of the translator’s objective, i.e., a global option that affects the whole text. In other words, it designates the translator's general way of dealing with a text when translating. Newmark (1991) classifies them into two basic groups: ST oriented methods and TT oriented methods.

1. **ST oriented methods**:

   **Word-for-word translation**: interlinear, TL word below SL word, SL word order is preserved and the words translated singly by their most common meanings, out of context.

   **Literal translation**: SL grammatical constructions are converted to their nearest TL equivalents, but words are again translated singly, out of context.

   **Faithful translation**: attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.
Semantic translation: like ‘faithful translation’ but differs in that it takes more account of the aesthetic value of the SL text, more flexible and admits the creative exception to 100% fidelity and allows for the translator’s intuitive empathy with the original. Faithful translation is uncompromising and dogmatic.

2. TT oriented methods:

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

Free translation: produces the TL text without the style or form of the original.

Idiomatic translation: reproduces the ‘message’ of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

Communicative translation: 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.

Of these methods, Newmark maintains that semantic and communicative translations are the only forms that fulfill the two main aims of translation: accuracy and economy. However, he adds, in both kinds, the literal translation is the only valid method of translation, provided that equivalent effect is secured. There is no excuse for unnecessary synonyms or elegant variations in any type of translation. He identifies the features of both methods in the following table:

<table>
<thead>
<tr>
<th>Semantic translation</th>
<th>Communicative translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Author-centered</td>
<td>1. Reader-centered</td>
</tr>
<tr>
<td>2. Pursue author’s thought process</td>
<td>2. Pursue author’s intention</td>
</tr>
<tr>
<td>4. Faithful, more literal</td>
<td>4. Faithful, freer</td>
</tr>
<tr>
<td>5. Informative</td>
<td>5. Effective</td>
</tr>
<tr>
<td>6. usually more awkward, more detailed, more complex, but briefer</td>
<td>6. easy reading, more natural, smoother, simpler, clearer, more direct, more conventional, but longer.</td>
</tr>
<tr>
<td>7. SL biased</td>
<td>7. TL biased</td>
</tr>
<tr>
<td>8. Always inferior to ST because of loss of meaning.</td>
<td>8. May be better than ST because of gain in force and clarity, despite loss in semantic content</td>
</tr>
<tr>
<td>9. The translator has no right improve or correct.</td>
<td>9. The translator has the right to correct and improve the logic and style of the original, clarify ambiguities, normalize bizarre personal usage.</td>
</tr>
<tr>
<td>10. Mistakes in the original should be pointed out only in footnote.</td>
<td>10. The translator can correct mistakes of facts in original.</td>
</tr>
<tr>
<td>11. Unit of translation: tends to words, collocations and clauses</td>
<td>11. Unit of translation: tends to sentences and paragraph.</td>
</tr>
<tr>
<td>12. Applicable to all writings with original expressiveness.</td>
<td>12. Applicable to impersonal texts.</td>
</tr>
</tbody>
</table>

Newmark also pinpoints that there is no one communicative or one semantic method of translating a text—they may well coincide, they are in fact widely overlapping bands of methods. A translation can be more or less semantic, more or less communicative—even a particular section or sentence can be treated more communicatively or less semantically. The translator has to establish his priorities; he may have to weigh the writer’s functional purposes against the particular language’s word order tendencies (not rules). But as a general rule, everything in the ST has to be accounted for in the translation.

Exercises:

1) Using Newmark’s classification of translation methods, how would you classify the following translations:

ST: عطست و حمدت الله فشمتها صديقتها
TT1: She sneezed and thanked Allah. Her friend immediately said to her: May Allah have mercy on you.
TT2: She sneezed and thanked God. Her friend immediately said to her: Bless you.
"And he lost his sight because of the sorrow that he was suppressing". Hilali and khan

"And his eyes were whitened with the sorrow that he was suppressing". Pickthall

He was an old man who fished alone in a skiff in the Gulf Stream and he had gone eighty-four days now without taking a fish. In the first forty days without a fish the boy’s parents had told him that the old man was now definitely and finally salao, which is the worst form of unlucky, and the boy had gone at their orders in another boat which caught three gold fish the first week. It made the boy sad to see the old man come in each day with his skiff empty and he always went down to help him carry either the coiled lines or the gaff and the harpoon and the sail that was furled around the mast.

A translator may ask: What method should I follow? The answer to this question depends on four factors:

1) Translation brief: If you have a translation brief from the translation commissioner then you have to follow the instructions given. You do not have to worry about the other factors because this brief will tell you exactly what method to follow or at least specify the conditions which will help you choose the right method.

2) Audience: If you do not have a translation brief and it is up to you to choose the translation method, then you have to consider the type of audience you are addressing (children or adults, specialists or laypersons, educated or uneducated, Muslims or non-Muslims, etc), their needs and their expectations. The audience would definitely want to find that the translation was worth the money they paid for.

3) Translation purpose: The purpose of a translation is a major factor determining the method that should be followed. If, for example, you are translating a sentence like الإسلام يفرض على المسلمين أداء الزكاة, your translation will depend on your purpose of translating this text. If it is to introduce the Islamic culture, you have to give a semantic translation. If it is just to inform the audience generally about Islam then you can opt for a communicative translation.

4) Translation form: This is another factor determining the translation method and strategies. Subtitling, for instance, requires brevity and precision at the same time. A translator must remember that the lines that appear on the screen must be short because of the space limitations.

i) Equivalence

What is equivalence?

Translation equivalence is one of the most central, yet controversial, concepts in translation studies. There is little agreement on how it is defined and categorised. It is a conceptual tool used in different ways to mean different things:
correspondence, sameness, resemblence, or relative similarity but never sameness. It may be studied from different perspectives, basically linguistic or functionalist points of view. This concept is utilized to refer to an intertextual relation between ST and TT (or between their features) and to specify this kind of relation by stating the conditions or requirements that have to be fulfilled in order for this relationship to exist or to be established. It is this relation of equivalence that distinguishes translations from non-translations. In other words, it is a necessary condition for translation. It is important for translators and translation critics and teachers.

Newman (1994:4694), for example, describes translation equivalence as ‘a commonsense term for describing the ideal relationship that a reader would expect to exist between an original and its translation’.

**Different types of equivalence:**
Translation theorists’ different backgrounds reflect their different understanding and consequently various interpretations and characterizations of the notion of equivalence. Some lexicographers describe the degree of equivalence, proposing the following categories: exact equivalence, partial equivalence, broader equivalence, narrower equivalence. Linguists categorize equivalence based on the different types of meaning (denotative, connotative, etc), rank (word, above-word, clause, etc) or level of language (lexical, grammatical, pragmatic, etc); some represent equivalence in a simple dichotomy, others in a more detailed taxonomy.

Nykyri (2010), House (1977), Newmark (1988) distinguish between similar categories: semantic and pragmatic equivalence. Semantic equivalence refers to the literal or formal equivalence, pragmatic equivalence refers more to the functional or communicative equivalence.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>جزاك الله خيرا</td>
<td>May Allah reward you with better.</td>
<td>Thank you / please</td>
</tr>
<tr>
<td>Be my guest</td>
<td>كن ضيفي</td>
<td>بكل سرور / تفضل</td>
</tr>
<tr>
<td>Translation type</td>
<td>Semantic translation</td>
<td>Communicative translation</td>
</tr>
</tbody>
</table>

As you can see, formal equivalence is preferred in semantic translations while dynamic equivalence is employed in communicative translations.

Koller (1989) proposes the following taxonomy: 1) denotative equivalence (or referential equivalence) refers to the extralinguistic content, the thing the word refers to in the real world; 2) connotative equivalence: the associations triggered by the word; 3) text-normative equivalence: to translate in accordance with the lexical and syntactic norms of both selection and usage (i.e. norms of style) (text type); 4) pragmatic equivalence: to attempt to create similar effect on the reader; 5) formal equivalence is to attempt to produce a similar form, by exploiting the formal possibilities of TL or even by creating new forms if necessary”.

<table>
<thead>
<tr>
<th>ST</th>
<th>Type of equivalence</th>
<th>TT</th>
<th>Type of translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sami ate an apple.</td>
<td>denotative equivalence</td>
<td>أكل سامي تفاحة</td>
<td>Could be semantic or communicative</td>
</tr>
<tr>
<td>Shall I compare thee to a summer's day?</td>
<td>connotative equivalence</td>
<td>هل أشبهك بيوم من أيام الربيع؟</td>
<td>Communicative</td>
</tr>
<tr>
<td>معالي الأستاذ المكرم............ حفظه الله</td>
<td>text-normative equivalence</td>
<td>Dear Sir, This is to inform you ...</td>
<td>Communicative</td>
</tr>
<tr>
<td>السلام عليكم</td>
<td>pragmatic equivalence</td>
<td>Hello</td>
<td>Communicative</td>
</tr>
<tr>
<td>السلام عليكم</td>
<td>formal equivalence</td>
<td>Peace be upon you</td>
<td>Semantic</td>
</tr>
</tbody>
</table>

Kade (1968) suggests the following:

<table>
<thead>
<tr>
<th>Equivalence type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>one-to-one equivalence</td>
<td>باب – Door</td>
</tr>
<tr>
<td>one-to-many equivalence</td>
<td>القواعد اللغوية النحوية والصرفية – Grammar</td>
</tr>
<tr>
<td>one-to-part-of-one equivalence</td>
<td>يمشي – March</td>
</tr>
<tr>
<td>nil equivalence</td>
<td>Indexicality / semanticity (no Arabic equivalent terms) رفادة البيت / شعار / صب (no English equivalent terms)</td>
</tr>
</tbody>
</table>
If possible, provide both semantic and communicative translations for the following (using formal and dynamic equivalence):

1. ‘Have a break, have a kitkat’
2. ‘For very Ypsilon people’
3. ‘Every cloud has a silver lining’

**Equivalence and the unit of translation:**

How do you choose your equivalent? At what level?

This issue has been tackled by many translation scholars and different opinions have been put forward. A unit of translation could be the smallest segment of ST such as a morpheme or a word, or a group of words or even clauses. Newmark suggests that a translation unit may be "as small as is possible and as large as is necessary". The question that arises here is which unit the translator should focus on and what type of equivalence he should opt for. Koller believes that when a translator translates, he deals with the text as a whole and with its different segments and that translation involves a necessity of choice, therefore, he should establish "a hierarchy of values to be preserved in translation which in turn corresponds to a hierarchy of equivalence requirements for the text or any of its segment. He then proposes a checklist to determine the hierarchy:

1. language function
2. content characteristics
3. language-stylistic characteristics
4. formal aesthetic characteristics
5. pragmatic characteristics

In order to establish this hierarchy, he recognizes the importance of conducting a translationally relevant text analysis.

In this respect, Newman (1994:4695) stresses that not all the variables in translation are relevant in every situation, and that translators must decide what aspects should be given priority at any one time, thus establishing a kind of functional equivalence.

A translator should find out where the meaning resides; in a word, a structure, a phrase or an idiom. Sometimes he has to focus on a morpheme and sometimes on the whole text. Examples:

- Take one (a notice next to a basket of free samples in a large store)
- No smoking
- de-learn: de: is a small unit, not a word, a morpheme, yet it carries a meaning unit.

[May be it's more practical to think of meaning units rather than translation units. These meaning units could be represented by morphemes, words, structures, collocations, idioms, etc.]

**j) Text analysis:**

Most of the equivalence taxonomies mentioned above reflect the levels of analysis needed in the process of translation.

The lexical level: this relates to the words and the semantic analysis. Words can have different types of meaning: denotative, connotative, reflected, affective, social, collocational, and thematic (Leech); another classification: denotative, connotative, pragmatic, and interlingual (or grammatical meaning) (Vehmas-Lehto, 1999) [moon, snail (Fr: delicious, Gr: ugly, Fin: slow), square, owl, flat, beat it].
<table>
<thead>
<tr>
<th>word</th>
<th>Denotative meaning</th>
<th>Connotative meaning</th>
<th>Affective meaning</th>
<th>Social meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>moon</td>
<td>A natural satellite revolving around the earth.</td>
<td>Arabic: a woman’s beauty</td>
<td>English: something unreasonable or unattainable.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>English: something unreasonable or unattainable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>snail</td>
<td>freshwater gastropod mollusk usually having an external enclosing spiral shell</td>
<td>English: lazy</td>
<td>French: delicious</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>German: ugly</td>
<td>Finnish: slow</td>
<td></td>
</tr>
<tr>
<td>owl</td>
<td>A bird with a large head, short hooked beaks, and large eyes</td>
<td>English: wisdom, intelligence</td>
<td>Arabic: bad luck, pessimism.</td>
<td></td>
</tr>
<tr>
<td>flat</td>
<td>a set of rooms comprising a residence entirely on one floor of a building</td>
<td></td>
<td></td>
<td>British background</td>
</tr>
<tr>
<td>Knock it off</td>
<td>Quit it</td>
<td>You're annoying me,</td>
<td>I'm beginning to hate you, I'm mad at you</td>
<td>Informal relationship</td>
</tr>
</tbody>
</table>

The syntactic level: relates to the structure of clauses and sentences [شربت الماء شربا].

The pragmatic level: relates to the analysis of the context of the message and its function and influence on the target reader [Lebanon is located to the north of Israel].

The stylistic level: relates to the formal features used to create certain aesthetic effects [the speech of Gass bin Sa’eda quoted above].

The textual level: relates to cohesion and coherence [إذا جئت فأخبرنا].

The text-function or text type level: relates to the function of the text which is usually based on the text type.
Chapter 2
Chapter 2 – Translation in the West and the Arab World

Translation theory in the west:

- The period prior to the 20th century is often described as the pre-linguistic period of translation,
- The themes of ‘word-for-word’, ‘sense-for-sense’, literal, free, and faithful translation were dominant.
- Famous European scholars interested in translation include: Cicero and Horace, (1st century BC, Rome), St. Jerome (4th century, Rome), Martin Luther (15th Century, Germany), Dolet (16th century, France), Cowley, Dryden, (17th Century, England) and Pope (18th century, England), Schleiermacher (19th century, Germany).
- Emphasis was on religious and literary texts.
- The criteria for judgments were vague and subjective.
- As a reaction, translation theory in the 20th century made attempts to redefine the concepts ‘literal’ and ‘free’ in operational terms, and to describe ‘meaning’ in scientific terms, and to study the phenomenon of translation systematically.
- In the first half of the twentieth century, new developments in three fields of study triggered interest in translation and helped in developing translation studies: the New Criticism School, comparative literature, and contrastive analysis.
- This development produced more systematic, and mostly linguistic-oriented, approaches to the study of translation like those of Catford and Nida, leading eventually to the construction of translation studies as a new independent discipline.
- Recognizing the growing scholarly interest in the topic of translation, and after reviewing some of the designations which had been proposed for the discipline (such as translatology, traductology, the science of translation, translation theory), and realizing the limitations imposed by the fact that translation research was dispersed across older disciplines, Holmes suggested in 1972 the term ‘Translation Studies’.
- He defines “Translation Studies” as “the new academic discipline related to the study of the theory and phenomenon of translation”.
- By using the term Translation Studies, Holmes intended also to avoid the misconception of translation as an art or craft and the wrong idea that translation could be studied with the same rigor, precision and formalization with which mathematics, physics, chemistry or biology treat their respective subject matter. The term also marks the interdiciplinarity of the field and encompasses the multiplicity of translation theories.

Equivalence-based theories of translation (Key issues: "equivalence" and "meaning"). Theoreticians in the 1950s and 1960s began to be more scientific in their study of translation. The most important figures are:

1. **Roman Jakobson**: discussed the nature of linguistic meaning and equivalence
2. **Nida**: aimed to establish ‘the science of translating’ based on his experience in Bible translation, proposed two types of equivalence: formal equivalence (ST oriented focusing on the message itself in both from and content) and dynamic equivalence (based on ‘the principle of equivalent effect’, aims at producing a natural translation that is tailored to the receptor’s linguistic needs and cultural expectations to ultimately produce a similar response)
3. **Newmark**: distinguished between semantic and communicative translation
4. **Koller**: proposed five types of equivalence: denotative equivalence (reference to real world objects), connotative equivalence (additional meanings), text-normative equivalence (text type conventions), pragmatic equivalence (TR-
oriented, similar to communicative or dynamic equivalence), formal equivalence (related to ST form and aesthetics). He also highlights the importance of conducting a translationally relevant text analysis prior to the process of translating.

The concept of equivalence remains central in translation studies, at least in translation training and translation criticism.

The translation shift approach

Since the 1950s, there has been a variety of linguistic approaches to the analysis of translation that have proposed detailed lists or taxonomies in an effort to categorize the translation process.

1. Vinay and Darbelnet: conducted a comparative stylistic analysis of French and English, attempted to detect the differences between the languages and identify different translation strategies and procedures.

2. Catford: applied the Firthian and Hallidayan linguistic model, distinguished between formal correspondence and textual equivalence, identified two kinds of shifts: level shifts (grammar-lexis) and category shifts (structural, class, unit, and intra-system). He asserted that translation equivalence depends on communicative features

3. Van Leuven-Zwart: developed a comparative-descriptive model to analyze translations, attempting to systematize the evaluation of translations.

Functional theories of translation:

Functionalist and communicative translation theories developed in Germany in the 1970s and 1980s, moved translation from a static linguistic phenomenon to being considered as an act of intercultural communication. The most influential figures are:

1. Katharina Reiss: linked text type and language function, systematized translation assessment, maintained that translation method is decided by the function of the TT in the target culture.

2. Justa Holz-Manttari: developed the theory of translational action, viewed translation as communicative transaction.

3. Hans J. Vermeer: developed the skopos theory, maintained that TT function in the target cultures determines method of translation.

4. Christiane Nord: emphasized the importance of text-analysis, her model is designed for training translators, proposed two types of translation: documentary translation (ST-, SL-oriented) and instrumental translation (TT-, TL-oriented).

Culture-oriented studies:

The 1990s marked the "cultural turn" in translation studies, translation came to be viewed as one form of cultural transfer. Prominent figures associated with this movement are

1. Lefevere: studied the power relations and ideologies influencing literary translation

2. Simon (a gender-studies perspective, feminist translation theory is to make the feminine visible in translation, combines the issues of gender and postcolonialism),

3. Spivak (interested in the ideological consequences of translating Third World literature into English. She believes that this plays a role in the colonization process and the formation of the image of the colonized),

4. Niranjana (particular highlights the power relations in the translation of the colonized peoples and takes translation studies to task for its Western philosophical and ideological bias.)

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Philosophical theories of translation:
Some translation theorists approached translation from a philosophical standpoint: Steiner, Pound, Benjamin, and Derrida.

Integrated approaches to translation:
Attempting to overcome divisions between literary and linguistic analyses of translation and emphasizing the interdisciplinarity of translation studies, Snell-Hornby and Harvey called for integrated approaches to translation which combine literary, cultural, and linguistic approaches. The aim is to enable translation studies to play a leading role in universities and to consequently elevate its status as an academic discipline.

Nowadays, translation research started to take another path, which is more automatic. The invention of the internet, together with the new technological developments in communication and digital materials, has increased cultural exchanges between nations. This leads translators to look for ways to cope with these changes and to look for more practical techniques that enable them to translate more and waste less. They also felt the need to enter the world of cinematographic translation, hence the birth of audiovisual translation which is concerned with the translation of all kinds of TV programs, including films, series, and documentaries. This field is based on computers and translation software programs. In fact, audiovisual translation marks a changing era in the domain of translation.

Translation in the Arab world:
The early translations used in Arabic are dated back to the time of Syrians (the first half of the second century AD). Syrians were influenced in their translations by the Greek ways of translation. Syrian's translations were more literal and faithful to the original. Additionally, the time of the prophet Mohamed (peace be upon him) is of paramount importance for translation history. The spread of Islam and the communication with non-Arabic speaking communities as Jews, Romans and others pushed the prophet to look for translators and to encourage the learning of foreign languages. One of the most famous translators of the time is Zaid Ibnu Thabet, who played a crucial role in translating letters sent by the prophet to foreign kings of Persia, Syria, Rome and Jews, and also letters sent by those kings to the prophet.

No specific full-fledged Arabic theory of translation has ever been developed in the Arab world, although translation has been practiced for centuries in this part of the world. Historically, translation flourished there in two important periods:

1. The Umayyad (661-750) and Abbasid Caliphates (750-1258). This period witnessed an unprecedented level of translation activity, reached its zenith during the reign of Al-Ma'moon, known as the Golden Era of translation. The Arabs translated manuscripts on mathematics, astronomy, philosophy, logic, medicine, chemistry, politics, etc, from Sanskrit, Persian, Syriac, Greek, Aramaic and many other languages. Translation movement was organized and institutionalized, sponsored and supported by the government, and specific institutions were set up to initiate and regulate the flow of translations. In 830, Al-Ma'moon founded Bayt Al-Hikmah, which also became the most celebrated center of translation in Arab history. It functioned as an academy, library, and translation bureau and had a personnel of 65 translators. The most notable translators were Yuhanna bin Masawayh, who headed Bayt Al-Hikmah, Hunain bin Ishaq, Thabit bin Qurrah. Al-Ma'moon used to pay those translators in gold what matched the weight of the books they translated.

During this period, two methods of translation were adopted: The first, associated with Yuhanna ibn al-Batreeq and Ibnunnadeem al-Himsi, was highly literal. The second method, associated with Ibn Ishaq and Al-Jawahiri, consisted of
translating sense-for-sense, creating fluent TTs which conveyed the meaning of the original without distorting the TL. The Golden Era of translation under early Abbasid rule was followed by a rich period of original writing in many fields, including astronomy, alchemy, geography, linguistics, theology, and philosophy. This academic movement made the Muslims the leaders of the world.

2. In 1805, Muhammad Ali, the governor of Egypt initiated a program of foreign education and translation, mainly of technical works. He set up professional schools (madrasat al-tarjama, currently al-Alsun), sponsored groups of students to study in Europe and, on their return, instructed them to translate the texts he required for modernizing his army and administration. Key figures in this period include Rifa'ah al-Tahtawi, Faris al-Shidyaq, Butrus al-Bustani, Ibrahim and Nasif al-Yaziji.

The impact of the translation work done during this short period was quite considerable. Egypt and the rest of the Arab world started the 20th century with a wealth of knowledge and an intellectual curiosity that have assured it a place in the modern world.
Chapter 3
Chapter 3
Linguistic Analysis
(a) Word Level (Semantic Analysis)

In this chapter, we will examine the relationship between linguistic analysis, translation problems, and translation strategies. We will see how this kind of analysis can be very instrumental in diagnosing translation problems, identifying the sources of these problems, and consequently choosing the appropriate strategies to overcome them. In the following sections we will have a look at the type of linguistic analysis to be applied in this course, the different translation problems encountered on word level, and the strategies that could be employed to solve them.

Semantic analysis:
The kind of analysis employed in this chapter is basically linguistic. More specifically, being concerned with the word level entails conducting semantic analysis, as this branch of linguistics concerns itself with the study of meaning. The unit of analysis in semantics could be a morpheme (re-read), a word (read), a phrase, a structure, or a text. We will confine our discussion in this chapter to lexemes, which could be morphemes or lexical items (independent words).

Semantics offers a variety of analytic tools which could help analysts break down the meaning of a word into its sense components. Of particular interest to translators are the following: semantic fields and the different types of meaning.

1) Semantic fields:
The vocabulary of any language is organized into fields of meaning; that is, words refer to a series of conceptual fields. Within each field, the words interrelate and define each other in specific ways. These fields reflect the divisions and sub-divisions imposed on the continuum of experience, thus revealing how we categorize meanings into domains. Examples of semantic fields: speech (say, talk, speak, mumble, murmur, mutter, whisper), size, shape, time, emotion, academic subjects, parts of the body, fruit…etc. Translation problems could arise because of the differences in semantic fields between languages. The relationship between the words in semantic fields is described in terms of the two concepts: **superordinate** terms and **hyponyms**. In the sentence 'I like the scarlet color', the word **scarlet** is one shade of the red color; that is, **scarlet** is a **hyponym** of the general term or the **superordinate** word **red**.

2) Word Meanings:
According to many semanticists, meanings of words can be classified into several types:
i. Conceptual meaning:

This type is sometimes referred to as logical meaning, denotative, propositional, or cognitive meaning. It overlaps with the notion of "reference". It denotes what a word refers to in the real word. This is usually the meaning found in a dictionary. For example, the word *owl* refers to a bird that has a big head and large eyes and flies at night. The conceptual meaning of most concrete words is the same across languages; therefore, it would rarely cause any translation problems. The conceptual meaning of *owl* is the same in English and Arabic.

ii. Connotative meaning:

This meaning is what a word connotes besides its basic "real world" meaning, or conceptual meaning. A *baby* refers to a newly born human being, and connotes innocence in all cultures. But sometimes words may connote different meanings in different languages. *Owl*, for instance, connotes wisdom in English but it is associated with bad omen in Arabic, although the conceptual meaning of this word is the same in the two languages.

iii. Social meaning:

This type relates to the social factors influencing an utterance in a communication situation. It is the meaning which a word conveys about the social circumstances of its use. A word may tell us about the geographical or social background of the speaker, about the social relationship between the speaker and hearer, the age of the speaker, or their level of education, etc. Style is an important dimension here. Examples:

Steed (poetic) / Horse (general) / Nag (slang) / Gee-gee (baby language)
domicile (very formal, official) / residence (formal) / abode (poetic) / home (general)

Cast (literary) / Throw (general) / Chuck (casual, slang)
diminutive (very formal) / tiny (colloquial) / wee (colloquial, dialectical)

Text 1:

A. What's the function of a period in a sentence?
B. Ok, you mean the full stop? Right? A full stop or "a period" is a visual mark which tells the reader that the sentence has ended.

Text 2:

A. I need to use the lift?
A. That's why I use the lift. I have a knee problem.
B. But why would you need an elevator?
A. I can't use the stairs. Don't you get it? I have a problem in my knee.

iv. Affective meaning:

This type is concerned with how a word reflects the personal feelings of the speaker, including his attitude to the listener or to something he is talking about. Examples: 

ْتفضل لو سمحت / انقلع

v. Reflected meaning:
This meaning involves an interconnection on the lexical level. It arises in cases of multiple conceptual meanings, when one sense of a word forms part of our response to another sense. (mouse: a real mouse/ a computer mouse).

vi. Collocative meaning:

This type of meaning consists of the associations a word acquires on account of the meanings of words which tend to occur in its environment. Pretty and handsome share common ground in the meaning "good-looking", but may be distinguished by the range of nouns with which they are likely to co-occur or collocate: pretty woman, handsome man. The ranges may well overlap. A handsome woman is acceptable but suggests a different kind of attractiveness because of the collocative associations of the two adjectives. Examples: Tremble with fear but quiver with excitement, break the law, بَخَرَق القَانُون / brush one's teeth (in English), but clean them in Russian, polish in German, and wash in Polish.

Connotative meaning, affective meaning, social meaning, and reflected meaning can all be brought together under the heading of associative or expressive meaning. These are the types of meaning that are likely to give rise to translation problems.

vii. Thematic meaning:

This type of meaning is communicated by the way in which a speaker organizes the message, in terms of ordering, focus, and emphasis.

Examples:
أكلت تفاحة و أكل أخي برتقالة
أنا أكلت التفاحة و ليس أخي
و الجان خلقناه من نار
It's him who ate the apple.

viii. Situational meaning:

This type of meaning obtains when the meaning of a certain word or expression can be interpreted based on the situation. Example: Today is the first day of your show. Go break a leg.

ix. Metaphorical meaning:

Meaning is determined by metaphor, and not actual reference. Examples:
و حمل على عاتقه مسؤولية كبيرة
The body of your essay needs to be more organized.
Finally, he decided to lend them a hand.

x. Emotive meaning:

Meaning is related to the type of emotion the sentence invokes. (مطر and غيث)

xi. Functional meaning:

The sentence means what it is used for, what it does. Example: It's hot [when you want someone to open the window without requesting that directly].

xii: Grammatical meaning:
This is the meaning component related to the form of the word; this includes tense, aspect, number, gender.

Examples:
She has written a lot of poems.
قامت المدرسة بشرح الدرس

Sense relationships:
2. Hyponymy (superordinate vs. subordinate concepts): refers to the notion of inclusion: X is a kind of Y: rose is a hyponym of flower, car of vehicle.
3. Antonymy: oppositeness of meaning: big/small

Translation strategies:
Generally speaking, translation strategies are procedures or techniques followed by the translator to solve translation problems.

1) Lotfi­pour-Saedi (1996): "Translation strategies are goal-oriented lines of actions or established ways followed to solve translation problems".
2) Krings (1986): "a translator's potentially conscious plans for solving concrete translation problems in the framework of a concrete translation task,"
3) Loescher (1991): "a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it."

Difference between a method and a strategy:
Newmark (1988):"While translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language".

Importance of translation strategies:
Besides helping translators solve translation problems, these strategies facilitate the reproduction of the SL in a different form, helping translators to produce a smooth reading or a natural translation that sounds like a text written originally in the TL and does not sound awkward.
Translation Strategies

1) strategies that involve a strict notion of literality:

<table>
<thead>
<tr>
<th>Borrowing:</th>
<th>is to take a word directly from another language; (known also as: loan words, transference; transcription, transliteration). We borrow the names of objects, people, and places.</th>
<th>Calque: is the literal translation of a common collocation: المدرسة الثانوية</th>
<th>These expressions were not part of Arabic decades ago. They were introduced to our language through translation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>They were fishing in Gold Stream. This strategy can also be used with culture-specific words (e.g. zakah).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) strategies that involve some change / alteration in grammatical category or clause status: transposition, verbalization, nominalization,

<table>
<thead>
<tr>
<th>Transposition:</th>
<th>is changing the grammatical category of a linguistic element: i.e., verb for noun, noun for preposition, verb for adverb, singular to plural: information.</th>
<th>Verbalization:</th>
<th>This a special type of transpositional changes where nouns or any other linguistic element is changed into a verb: We rarely go to the movies.</th>
<th>Nominalization:</th>
<th>This a special type of transpositional changes where verbs or any other linguistic element is changed into a noun: He published...</th>
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<tbody>
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<td>معلومات</td>
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3) strategies that involve some kind of addition: notes, compensation, descriptive equivalence, amplification, componential analysis.

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<tr>
<th>Compensation:</th>
<th>is to introduce an additional element in the target text to make up for some kind of meaning loss, e.g.:</th>
<th>Amplification (distribution of meaning, expansion):</th>
<th>is to introduce details for the sake of clarifying a ST term e.g.,</th>
<th>Componential analysis:</th>
<th>is splitting up of a lexical unit into its sense components; to describe something in terms of its physical features.</th>
<th>Naturalization: (addition-based naturalization):</th>
<th>Is when you add words to make the style natural.</th>
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<tr>
<td></td>
<td>معاونتنا للفتكات</td>
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4) strategies which involve some kind of deletion: omission, reduction, implication (gender),

<table>
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<tr>
<th>Omission:</th>
<th>Is deleting some ST elements in the translation. Any omission may or may not be justified, depending on the purpose it would serve.</th>
<th>Reduction:</th>
<th>is giving up redundant words, e.g., when two words have the same meaning: the development and growth of plants. It is the opposite of amplification.</th>
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5) strategies which involve some kind of substitution: modolation, cultural or functional equivalence, paraphrase, antonymic translation, generalization, particularization, substitution, explicaton and implicitation

<table>
<thead>
<tr>
<th>Modulation:</th>
<th>is to change the point of view, focus, or cognitive category in relation to ST: e.g. You are going to have a child, instead of, You are going to be a father. She lived with her step mother and two step sisters.</th>
<th>Cultural equivalent, Adaptation, or Functional equivalent:</th>
<th>means replacing a cultural word in the SL with a TL one: baccaulareat (Fr) into A Level (Eng). O’Jesus: يجلل</th>
<th>Established equivalence, Recognized translation:</th>
<th>occurs when the translator uses the official or the generally accepted translation of any institutional term: e.g. names of countries: Algiers, kuwait</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>معاونتنا للفتكات</td>
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| Antonymic translation: | is describing the situation by the target language from the contrary angle. It can be done through antonyms or by changing the negation modalit of the sentence: She is not unworthy of your attention. In the English sentence we deal with double negation, or understatement, which, according to logic rules, means the positive. Through understatement, English-speaking people avoid expressing their ideas in too a categoric tone. | Generalization: | is to use a more general or neutral term. This happens when we translate a ST hyponym for which there is no equivalent TL hyponym. The paddock tux sat; Without a penny | Substitution: | is to replace an ST element with a TL one which may or may not be similar in nature. Pay attention | |
|---------------------|------------------------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------|-------------------|----------------------------------------------------------|
|                     | معاونتنا للفتكات |                                                                 |                                |                                                                                     |                                |                                                                                     |                                |                                                                                     |
|                     |          |                                                                 |                                |                                                                                     |                                |                                                                                     |                                |                                                                                     |

| Explicitation: | is to introduce information from the ST that is implicit from the context or the situation, e.g., to make explicit the patient’s gender when translating his patient into Arabic. Another instance of explicitation is when pronouns are changed into nouns. | Generalization: | is to use a more general or neutral term. This happens when we translate a ST hyponym for which there is no equivalent TL hyponym. The paddock tux sat; Without a penny | Particularization or specification: | is to use a more precise or concrete term. For example, the word husband in Arabic means مهربة husband of one’s daughter, son-in-law; husband of one’s sister, brother-in-law. |
|-----------------|------------------------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------|-------------------|----------------------------------------------------------|
|                  |                                                                                                                |                                |                                                                                     |                                |                                                                                     |                                |                                                                                     |
|                  |                                                                                                                |                                |                                                                                     |                                |                                                                                     |                                |                                                                                     |

Notes: Notes are additional information in a translation. They can appear in the form of footnotes, endnotes, or in-text notes.
### Translation Problems at word level

<table>
<thead>
<tr>
<th>A. Because we have different linguistic systems, different linguistic means to express the same idea in two different languages (language-specific features) [has to do with how we form words, how we express an idea.]</th>
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<tbody>
<tr>
<td>B. Because we have different cultures (culture-specific experiences or terms)</td>
</tr>
<tr>
<td>C. Because of differences in our life experiences, environments, how we view and categorize the world, and what aspects we highlight in our experiences.</td>
</tr>
</tbody>
</table>

1) **differences in form and means of expression:** ideas and concepts are expressed differently in the two languages, using different linguistic resources.

I have to reread the book.

He asked for information about the prisoners.

He presented a very effective plan.

Maladministration is a common problem in some ministries.

The child was baptized yesterday.

The two men sat cross-legged.

The two women sat chatting at night.

Shampoo your hair.

1) **culture-specific terms (usually nouns):**

A muslim has to pay zakah, an Islamic term which means a specific amount of money or food given to specific groups of people at specific times. [Borrow the term, if it’s important for the TR to know it, and explain it]

He opened the window and suddenly saw a cat/ a crow/ a raven/ a bat/ standing on the tree. He then was sure that things would not go well. [Choose a word that connotes the same expressive meaning, has the same function]

Roosevelt won by a landslide.

This man prays and fasts a lot.

2) **the word is not lexicalized in TL, although it could refer to a familiar experience:**

Young children are amoral.

[Explain what the word means, unpack the meaning]

Literacy is an important topic.

[amplification]

5) **Difference in perspective and experience aspects highlighted:**

What time is it? [also brushing teeth, washing, polishing]

How long have you been here? [transposition, amplification, compensation, functional equivalence]

Traffic is concentrated on city roads.

This topic is non-consensual.

The activities that make up your day.

[transposition, amplification, compensation, functional equivalence]

2) **differences in expressive meaning:**

He is fond of exotic places.

[amplification, descriptive equivalence]

Young children are amoral.

[Explain what the word means, unpack the meaning]

Literacy is an important topic.

[amplification]

2) **the word is not lexicalized in TL, although it could refer to a familiar experience:**

Young children are amoral.

[Explain what the word means, unpack the meaning]

Literacy is an important topic.

[amplification]
Exercises:
I. The following sentences contain translation problems on the lexical level. These problems are caused by the types of meaning assigned to the underlined words. Decide what type of meaning is involved.

1) بشرح الدرس المدرسة قامت. [the gender of the subject is indicated by the form of the noun]
   a) grammatical meaning   b) conceptual meaning   c) thematic meaning
2) إنما يخشى الله من عباد العلماء. [the object is fronted to theme position]
   a) affected meaning   b) thematic meaning   c) social meaning
3) He fell asleep very quickly. [the meaning of the word is determined by the word that accompanies it]
   a) collocative meaning   b) emotive meaning   c) social meaning
4) يوم يرتفع الراجفة. [the present tense is used in this verse to express a future event]
   a) grammatical meaning   b) conceptual meaning   c) thematic meaning
5) I want my gee-gee. [Gee-gee is a word for horse used by children or in adult slang]
   a) collocative meaning   b) emotive meaning   c) social meaning
6) عطشت أختى فشمتها. [a culture-specific term that does not exist in English]
   a) collocative meaning   b) thematic meaning   c) conceptual meaning
7) I was playing with the mouse of my computer, when suddenly a real mouse crept into my room. [the meaning of one reminds us of the other's meaning]
   a) reflected meaning   b) emotive meaning   c) social meaning
8) بل الله فاعذ. [the object is fronted to theme position]
   a) affected meaning   b) thematic meaning   c) social meaning
9) Do not break the law. [the meaning of the word is determined by the word that accompanies it]
   a) collocative meaning   b) emotive meaning   c) social meaning
10) يوم نطرى السماء كطبي السجلي. [the present tense is used in this verse to express a future event]
    a) grammatical meaning   b) conceptual meaning   c) thematic meaning
11) This guy is chenzed. ["chenzed" is a word used only by teenagers in UK]
    a) collocative meaning   b) emotive meaning   c) social meaning
12) تشملت العاطس واجب إن حمد الله. [a culture-specific term that does not exist in English]
    a) collocative meaning   b) thematic meaning   c) conceptual meaning
13) The Muslims invaded Spain. [the meaning of the verb evokes negative feelings]
    a) reflected meaning   b) emotive meaning   c) social meaning
14) أغرب عن وجهي [the verb reflects the speaker's feelings and attitude towards the adressee]
    a) affective meaning   b) emotive meaning   c) social meaning
15) The students are taking an exam. [the progressive is used to link the action to the moment of speaking]
    a) grammatical meaning   b) conceptual meaning   c) thematic meaning
16) و الحنان خللناه من قبل من نازر السموم. [the object is fronted to theme position]
    a) affected meaning   b) thematic meaning   c) social meaning
17) أنزل الله الغيث فارتوت الأرض و فرح الناس. [a word that is associated with meanings of mercy and saving lives and evokes favorable feelings]
    a) collocative meaning   b) emotive meaning   c) social meaning
II. Translate the following sentences using the strategies specified between brackets:
1) She was short. [antonymic translation]
2) They visited her. [nominalization]
3) It seems complicated. [explicitation]
4) The objective of this study is to explain the two phenomena. [verbalization]
5) She was stupid. [antonymic translation]
6) He examined the car. [nominalization]
7) The objective of this study is to explain the two phenomena. [verbalization]

III. What strategies are used in the following translations:
1) The boy made a big mistake. ارتكب الطفل خطأ كبيرا
2) Rain is scarce in this area. المطر في هذه المنطقة يندر
3) The stability of the Persian Gulf... استقرار الخليج العربي
4) Honesty is important. الأمانة مهمة
5) He bought a hound. اشترى كلبا
6) He bought a hound. اشترى كلب صيد
7) Poverty is common in this area. الفقر شائع في هذه المنطقة
8) He saw his uncle. رأى قريبه
9) He saw his uncle. رأى عمه

IV. The underlined words are problem words in translation. From the multiple choices provided, specify the type of the problem, the source of the problem, and suggest a solution.
1) [It became clear that it wasn’t a secret any more.]
   Type of the problem:
   a) collocative meaning
   b) TL lacks a hyponym
   c) culture-specific term
   d) word form
   Source of the problem:
   a) differences in cultures
   b) differences in linguistic systems
   d) differences in experiences and categorization
   Solution:
   a) use a TL word with a different form (transformation)
   b) use a TL general term (generalization)
   c) explain what the word means (amplification)
   d) choose the correct TL collocation (substitution)

2) I like the 'scarlet', 'vermilion', and 'crimson' colors. [أحب الأحمر البرتقالي والأحمر الباري والкрасن ..]
   Type of the problem:
   a) collocative meaning
   b) TL lacks hyponyms
   c) culture-specific terms
   d) word forms
   Source of the problem:
   a) differences in cultures
   b) differences in linguistic systems
   d) differences in experiences and categorization
   Solution:
   a) borrow the term (borrowing)
   b) use a TL general term with an adjective to specify it (amplification)
3) If you go to bed, make ablution as you would do for prayer.

Type of the problem:
a) difference in perspective  
b) TL lacks a hyponym  
c) culture-specific term  
d) word form

Source of the problem:
a) differences in cultures  
b) differences in linguistic systems  
d) differences in experiences and categorization

Solution:
a) borrow the term and explain it (borrowing)  
b) explain what the word means (amplification)  
c) use a TL general term (generalization)  
d) choose the relevant TL means of expression (modulation).

4) I saw someone juggle with eggs once.

Type of the problem:
a) difference in perspective  
b) TL lacks a hyponym  
c) SL word is not lexicalized in TL  
d) word form

Source of the problem:
a) differences in cultures  
b) differences in linguistic systems  
d) differences in experiences and categorization

Solution:
a) borrow the term and explain it (borrowing)  
b) explain what the word means (amplification)  
c) use a TL general term (generalization)  
d) choose the relevant TL means of expression (modulation).

5) I was busy writing the essay.

Type of the problem:
a) collocative meaning  
b) TL lacks a hyponym  
c) culture-specific term  
d) word form

Source of the problem:
a) differences in cultures  
b) differences in linguistic systems  
d) differences in experiences and categorization

Solution:
a) use a TL word with a different form (transformation)  
b) use a TL general term (generalization)  
c) explain what the word means (amplification)  
d) choose the correct TL collocation (substitution)

6) I saw a hound in your backyard.

Type of the problem:
a) collocative meaning  
b) TL lacks a hyponym  
c) culture-specific term  
d) word form

Source of the problem:
a) differences in cultures  
b) differences in linguistic systems  
d) differences in experiences and categorization

Solution:
a) borrow the term (borrowing)  
b) use a TL general term with an adjective to specify it (amplification)  
c) use a TL general term (generalization)  
d) choose the correct TL collocation (substitution)

7) He saw a banner which read: Happy birthday.

Type of the problem:
a) collocative meaning  
b) TL lacks a hyponym  
c) culture-specific term  
d) word form

Source of the problem:
a) differences in cultures  
b) differences in linguistic systems  
d) differences in experiences and categorization

Solution:
a) use a TL general term (generalization)  
b) choose the correct TL collocation (substitution)
Type of the problem:

a) difference in perspective  
b) TL lacks a hyponym  
c) culture-specific term  
d) word form

Source of the problem:

a) differences in cultures  
b) differences in linguistic systems  
c) differences in experiences and categorization

d) differences in experiences and categorization

Solution:

a) borrow the term and explain it (borrowing)  
b) explain what the word means (amplification)  
c) use a TL general term (generalization)  
d) choose the relevant TL means of expression (modulation).

8) He plugged in the mixer.  

Type of the problem:

a) difference in perspective  
b) TL lacks a hyponym  
c) SL word is not lexicalized in TL  
d) word form

Source of the problem:

a) differences in cultures  
b) differences in linguistic systems  
c) differences in experiences and categorization

d) differences in experiences and categorization

Solution:

a) borrow the term and explain it (borrowing)  
b) explain what the word means (amplification)  
c) use a TL general term (generalization)  
d) choose the relevant TL means of expression (modulation).

V. Translate the following, discussing the problems involved, their sources, and the strategies you suggest to deal with them.

They were fishing in Gold Stream.
A motorist friend of mine.
He broke the law.
The commuting time is longer than the time he spends with his friends.  

V. Translate the following, discussing the problems involved, their sources, and the strategies you suggest to deal with them.

They were fishing in Gold Stream.
A motorist friend of mine.
He broke the law.
The commuting time is longer than the time he spends with his friends.
This child is hyperactive.
The library is uniquely original.
I wanted to see if I could afford to buy any.
There are a number of reasons why going to school is a waste of time.
He was shaky.
Without a penny.
O, Jesus
Solubility
Temperature
Matchless
The giant pandas are related to the bears.
The old man was now salao.
A skiff
In the paddock
In the words of a Lonrho affidavit dated 2 November 1988, the allegations…
a sow
The growth and development of plants.
Shampoo the hair.
Black journalists
He started his career immediately after graduation.
He prepared his agenda before we met.
to shed light
football
secondary school
tertiary education
He is fond of exotic places.
I don't like her attitude towards me.
His cousin came to live with them.
Malnutrition is a common problem in many African countries.
China will meet his arch-rival Japan in the semi-finals at 00:45
Is it worth the effort?
He bought a book that is worth $50.
This is a man worth half a million.
This movie is worth watching.
The deadline for submissions is Friday 3rd June 2005 at 5pm.
His godfather died yesterday.
He lives in a busy street.
Things are getting weird, to say the least.
Motorists who run red lights are fined.
He marched into the classroom and announced the exam.
Many writers use pseudonyms.
This is an endearing quality.
I do not plan my time adequately.
Good organization is apparent in some leisure interest to which you are able to give time and attention despite your otherwise busy schedule.
She has a tendency towards perfectionism.
He believes otherwise.
Do you prioritize your tasks?
This prime minister never ruled his country as if he had a landslide.
We often juggle several tasks at once.
If go to that super market you can leave your vehicle here.
When a rail vehicle approaches, an officer presses a red light.
If you are in a traffic accident, emergency vehicles can find you easily to administer assistance.
He likes sour grapes.
We entered the room and there was that sour smell.
A gibbon weighs about 15 pounds and stands about 3 feet high. It ranges from black to pale brown.
I'll have to stop wearing my hair in a braid.
After months of negotiations, he agreed to become a subject of the Spanish king.
The man was pacing from window to window. He could only nod.
Make an outline of your essay, please.
Most job applications begin with a section for personal information.
He had grown up in the slums of London’s.
The lion tore that animal to pieces.
She always fails to meet deadlines.
Open the bonnet. Oh, you mean my car hood.
Let’s take the lift. We can’t, all the elevators in this building do not work.
Personally, I do well when it comes to financial information.
If I try to take a class in web designing
The latest stock market crash was terrible.
To fall asleep
We have different interests and dislikes.
My point is that you have to admit the truth.
This is a typical winter.
His manners are typical of his class.
This is so typical of her.
These are typical things
Typical symptoms include….
I found her sitting on a bench in the park.
Her husband died last week, that’s why she is wearing purple clothes.
Young children are amoral
She used to date other men when she was young.
The man was pacing from window to window. He could only nod.
Make an outline of your essay, please.
A gibbon weighs about 15 pounds and stands about 3 feet high. It ranges from black to pale brown.
Do you prioritize your tasks?
If go to that super market you can leave your vehicle here.
she was wearing a scarlet dress.
If go to that super market you can leave your vehicle here.
When a rail vehicle approaches, an officer presses a red light.
If you are in a traffic accident, emergency vehicles can find you easily to administer assistance.

Our examples are suggestive of many things.
They are indicative of …
lightweight phenomena
Chapter 3

Linguistic Analysis

(b) Grammar Level (Morphological Analysis)

Grammar includes both morphology and syntax. Morphology is concerned with the internal structure of words whereas syntax is concerned with the structure of sentences. The two fields cover a wide range of topics, but we will limit our discussion to the aspects that are relevant to the translator's work. Particularly, we will focus on areas that may cause translation problems or need special attention. These include the following: inflection (for number, gender, tense and aspect) and word formation (affixation and morphological paradigms). This chapter does not claim to present an exhaustive overview of all the problems or problematic areas on this level. You will definitely need to do further reading and you will be provided with additional sources.

Morphological analysis:

1) Inflection:

Arabic is a highly inflectional language. Inflection means that the word form changes based on its grammatical function (subject, object, etc.) or its grammatical meaning (e.g., plural vs singular). All the words (verbs, nouns, adjectives) in a sentence are inflected for case, number and gender. In English, on the other hand, inflections are very limited. Let us see how words are inflected in the two languages.

a) Nouns:

Nouns in Arabic are inflected for number. They could be singular, dual, or plural (بنت، بنتان، بنات). Nouns in English are inflected for number as well but they can only be either singular or plural (girl, girls). In this respect, a translation problem can only arise when we translate from Arabic to English as Arabic has a category (dual) that does not exist in English. Should we always make the grammatical meaning of duality explicit in translation? This actually depends on how significant this meaning is for the overall meaning of the text. If this meaning is significant, we can use the addition-based explicitation strategy; i.e., we can add the word "two" to modify the noun in question. Look at the following examples and decide whether it is important to indicate the actual number of persons or objects.

- و كان لها عينان سودان جميلتان
- و كان للزوج ابنتان صغيرتان لم تتجاوز الكبرى منهما الرابعة من عمرها. كانت البنتان آيتان في الجمال
- لم يحضر اليوم سوى طالبتان

Nouns in Arabic are also inflected for gender (مدرس، مدرسة). But they are not in English, except for a very small number of nouns (boy/girl; man/woman; widow/widower; husband/wife; hero/heroine; actor/actress; lion/lioness; emperor/empress; nephew/niece). However, as you can see, these are not inflected words; different words are used to indicate gender instead of changing the forms of these words. Here a problem may arise when translating both ways, from and into the two languages. Again, should we make this grammatical meaning (gender) explicit? It depends on how significant it is for the reader to know about this meaning and on whether we want to emphasize it or not. Look at the following sentences and suggest how they should be translated:

- اجتمع المدير بالمدرسين و المدرسات كعادته في بداية كل عام دراسي. [in a society where men and women mix freely]
- اجتمع الأطباء و الطبيبات في قاعة واحدة مما أغضب المحافظين الذين يرفضون الاختلاط. [in a society where free mixing between the two sexes is not allowed]
- All the students have come.
- Every student must bring their books.
- Every students must bring her book.
- Every student must bring his book.
Nouns are inflected for case as well in Arabic. Accurate interpretation of a sentence depends on recognizing a word’s grammatical function which is indicated by a case marker (الضم، الفتح، الكسر، الواو و الألف، الخ). The cases are: the nominative (الرفع), the accusative (النصب), and the genitive (الجر). Being able to recognize the grammatical function is particularly important when the sentence has a marked thematic organization (preposed or postposed elements in a sentence). Nouns in English are not inflected for case. The position of the word tells about its grammatical function (e.g., a subject is always in first position).

Read the following examples and suggest translations:

- وأذانٌ من الله ورسوله إلى الناس يوم الخُلُق الأكبر أن الله بريء من المشركين و رسوله فإن تُبْتُم فهُوَ خيرٌ لَّكُمْ (التوبة، 3)
- إنما يخشي الله من عباده الغلما (فاطر، 28)
- وإن النُّبى إبراهيم رَبِّه (البقرة، 124)
- نيَتَنُّ كَلَّا عِبَادِه العُلمَاء (فاطر، 49)
- وَإِذَّ اِبْتَلَى إِبْرَاهِيمُ رَبُّهُ (البقرة، 942)
- صَدَدْتَ فَأَطْوَلْتَ الصُّدُودَ وَقَلَّمَا وِصَالٌ عَلَى طُولِ الصُّدُودِ يَدُومُ (عمر بن أبي ربيعة)
- أَرْضٌ لَهَا شَرَفٌ سِوَاهَا مِثْلُهَا لَوْ كَانَ مِثْلُكَ فِي سِوَاهَا يُوجَدُ (أبو القاسم الشابي)
- لا يطفئ اللهب المؤجَّجَ في دَمي      موجُ الأسى ، وعواصفُ الأرْزاءِ (أبو القاسم الشابي)
- فَإِن تُبْتُم فَهُوَ خَيْرٌ لَّكُمْ (التوبة، 3)

b) Verbs:

Verbs in Arabic are inflected for number (يدرس، يدرسون، يدرس، يدرسون, يدرسون), gender (يدرس، تدرس), and mood (subjunctive/المنصوب, imperfect indicative/المضارع المثبت, jussive/المجزوم, imperative/الأمر). They are also inflected for tense (perfective/ماضي, imperfective/مضارع). Verbs in English are only inflected for tense and aspect (perfect, progressive, simple) and mood (indicative, subjunctive, and imperative). Translation problems arise only when it comes to the verb aspect, because it is not part of the Arabic morphology. Look at the following examples and attempt a translation:

- These colors fade very quickly.
- These colors are fading very quickly.
- Deserts spread fast.
- Deserts are spreading fast.
- The boys are running in the playground.
- The boys are running in the playground every day for an hour.
- The boys have been running for an hour now.
- لم أره منذ الصباح.
- أعرفها منذ أن كنا صغارا.
- لم أقرأ سوى كتابين حتى الآن.
- لم أقرأ سوى كتابين حتى الآن.
- That land has been a source of conflict.
- تعل وشاركتي عداني. أشكرك، تناولت غدائي مع أخي.

Another problematic area is the uninflected verbs (which are not inflected for tense, they have only one form) in Arabic such as the following:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Look at the following examples and try to translate them:

- و عسى أن تكرهوا شيئا وهو خير لكم
- عسى أن يكون كذلك
- نعم ما فعلت
- حبذا لو فتحت النافذة
- حبذا لو سمحوا لنا بالخروج الآن.
- لا تدري لعل الأمر أسهل مما تظن
- هب أنهم لم يسمحوا لنا بالخروج، ما عسانا أن نفعل؟

Nominal verbs are also problematic:

<table>
<thead>
<tr>
<th>Type</th>
<th>Nominal verb</th>
<th>Meaning</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>اسماء الأفعال الماضية</td>
<td>افترق</td>
<td>How different the two are, the two differ greatly in, what a great difference between them,</td>
<td></td>
</tr>
<tr>
<td>اسماء الأفعال المضارعة</td>
<td>أواه</td>
<td>I'm in pain, I feel pain for, it is painful, I feel anguished, ..</td>
<td></td>
</tr>
<tr>
<td>اسماء أفعال الأمر</td>
<td>أمين</td>
<td>I'm fed up, I'm bored</td>
<td></td>
</tr>
<tr>
<td>اسماء أفعال الأمر</td>
<td>هن</td>
<td>How far, how impossible, I wish it would,</td>
<td></td>
</tr>
<tr>
<td>اسماء أفعال الأمر</td>
<td>آمين</td>
<td>Come closer</td>
<td></td>
</tr>
<tr>
<td>اسماء أفعال الأمر</td>
<td>مادام</td>
<td>As long as</td>
<td></td>
</tr>
<tr>
<td>اسماء أفعال الأمر</td>
<td>إما</td>
<td>Come along, come to</td>
<td></td>
</tr>
<tr>
<td>اسماء أفعال الأمر</td>
<td>لإغلا</td>
<td>Beware of, watch out, be careful</td>
<td></td>
</tr>
<tr>
<td>اسماء أفعال الأمر</td>
<td>لحبار</td>
<td>Take it easy, slowly, slow down</td>
<td></td>
</tr>
</tbody>
</table>

Translate the following sentences:

- There is a great difference between people who do good deeds and those who do bad deeds.
- It's impossible that you can get what you want.
- I feel anguished/ great pain for what is going on in Syria right now/ what's going on in Syria now is very painful.
- Come closer to us.
- Hurry up to work.

Come on, come on, you can make it/ you can continue.
2) Word formation:

**Word Formation in Arabic**

Words are formed differently in Arabic and English. In Arabic, words are formed in any of the following methods:

**a) derivation**

Arabic is a root-based language, where tens of words could be derived from a certain root. Derivation is based on well-defined morphological paradigms (فعل، فاعل، مفعول، فاعل، الخ). Translators should learn the meaning implied by any paradigm, so as to be able in the future to coin new words when needed. The following table gives an overview of the Arabic morphological paradigms and their meanings:

<table>
<thead>
<tr>
<th>Paradigm</th>
<th>Meaning</th>
<th>Examples</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>فعل</td>
<td>الفاعل</td>
<td>طالب، دارس، كاتب</td>
<td>To ask for, turn into, become, make, find, think.</td>
</tr>
<tr>
<td>مفعول</td>
<td>الفاعل</td>
<td>مطلوب، مدرس، مكتب</td>
<td>Sold, taught, office.</td>
</tr>
<tr>
<td>فعلة</td>
<td>للفاعلة</td>
<td>نجارة، حادثة، حلاقة</td>
<td>Always, go to, move to, to make, accuse of, ascribe something to.</td>
</tr>
<tr>
<td>فعلان</td>
<td>للفعلان</td>
<td>هيجان، علية، فوران</td>
<td>Pretend to be; to become increasingly/gradually</td>
</tr>
<tr>
<td>فعل</td>
<td>الفعلان</td>
<td>سعال، كزام</td>
<td>A reference to a place or time</td>
</tr>
<tr>
<td>فعل، فعل</td>
<td>للفاعل</td>
<td>عواء، موا، نباح، زنبرق، نهيق</td>
<td>A place where something abounds</td>
</tr>
<tr>
<td>فعل، فعل، فعل</td>
<td>الفاعل، الفاعلة</td>
<td>اسماء الآلة: مقود، منقلة، مفتاح، تلاجة، سواك، ساطور</td>
<td>One</td>
</tr>
<tr>
<td>فعل، فعل، فعل</td>
<td>الفاعل، الفاعلة</td>
<td>للفاعل، الفاعلة</td>
<td>Like</td>
</tr>
<tr>
<td>فعل</td>
<td>الفعلة</td>
<td>جندة، كنز، عدل، فصل، شهد، شرق</td>
<td>Pretense, deliberate, deliberate, deliberate, deliberate, deliberate.</td>
</tr>
<tr>
<td>فعل</td>
<td>الفعلة</td>
<td>غرب، فوق، شتاء، ضعف، كفر</td>
<td>Pretend to be; to become increasingly/gradually</td>
</tr>
<tr>
<td>فعل</td>
<td>الفعلة</td>
<td>لنفس النباتات، النباتات، النباتات</td>
<td>x</td>
</tr>
<tr>
<td>فعل</td>
<td>الفعلة</td>
<td>لهؤلاء، هذه، هذه، هذه، هذه</td>
<td>x</td>
</tr>
</tbody>
</table>
Not all these paradigms are problematic; the first seven categories in the table above are not expected to cause problems in translation as they are likely to have equivalents in English. The reason why all these are included is that students can make use of these patterns when they need them. Translators may be in a position where they have to create new terms for English terms. Knowing these patterns is very important to come up with the right term in Arabic. If the term describes an illness you know the paradigms that you should follow to create a term for that illness (فعل، فعل). If the term relates to a tool, then you can use the patterns مفعلة، فعالة and so on.

Most of the rest of these morphological paradigms could be problematic because there are additional meanings assigned to them besides their denotational meaning. This additional meaning must be made explicit in the translation. Read the following sentences and suggest translations:

- The engineers asked for information/inquired about the new device.
- The mixture turned into a stone after a while.
- The warriors became very brave in the battle.
- The soldiers made the prisoners slaves.
- I found the child very cute.
- I found his idea right.
- He never feels bored with the life of frequent travelling.
- He looks once at the stars.
- Allah is all-hearing, all-seeing.
- This man is known to be a heavy drinker.
- He sat like kings.
- He reached the palace where the sun sets.
- He gave me a small book and said: "my little child, read it in your free time".
- We saw a small star in the sky.
- Go to Iraq if you want to learn Arabic sciences.
- Hard work made me sick.
- The man became cross-eyed.
- He slept using his books as a pillow.
- My brother made himself drink the medicine.
b) blending (النحت)

sometimes two or words are blended to form a new word like حفظة حفظة from لا حول و لا قوة إلا بالله حفظة حفظة, etc. The meanings packed in these words should be unpacked in translation whether within the text or in a footnote. [saying "la Hawla wa la quwwata illa billah"= there is no power nor strength except with Allah]. Suggest translations for the following sentences:

The hawqalah (there is no power nor strength except with Allah) phrase is one of the treasures of Paradise.

To say (in the name….)

He kept saying there is no…. 

Some of the modern words that have been created by blending two words are كهرومغناطيسي كهرومغناطيسي for "electro-magnetic" and "thermoelectric".

These two methods of generating words in Arabic are the only ones discussed here since they are more likely to present translation problems. The following links present extra material related to Arabic morphology, generating words, and the meanings of morphological paradigms in Arabic.

Word Formation in English
In English, words are formed in different ways. Two of them could be problematic for translators, affixation and compounding.

a) Derivational affixation:

Prefixes or suffixes may be added to a word to form another word. These affixes have certain meanings added to the meanings of the words they are attached to. Translators should know the meanings and types of these prefixes to be able to communicate the meanings of these words accurately. Prefixes are usually more problematic than suffixes, so we will limit our discussion to them.

This is a table that includes some of the prefixes used in English.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>a-</td>
<td>verb &gt; predicative adjective with progressive aspect</td>
<td>afloat, atremble</td>
</tr>
<tr>
<td>anti-</td>
<td>Against</td>
<td>anti-war, antivirus, anti-human</td>
</tr>
<tr>
<td>be-</td>
<td>equipped with, covered with, beset with (pejorative or facetious)</td>
<td>bedeviled, becalm, bedazzle, bewitch</td>
</tr>
<tr>
<td>co-</td>
<td>joint, with, accompanying</td>
<td>co-worker, coordinator, cooperation</td>
</tr>
<tr>
<td>counter-</td>
<td>against, in opposition to</td>
<td>counteract, counterpart</td>
</tr>
<tr>
<td>de-</td>
<td>reverse action, get rid of</td>
<td>de-emphasise</td>
</tr>
<tr>
<td>ex-</td>
<td>Former</td>
<td>ex-husband, ex-boss, ex-colleague, exit</td>
</tr>
<tr>
<td>mis-</td>
<td>wrong, astray</td>
<td>misinformation, misguide</td>
</tr>
<tr>
<td>out-</td>
<td>better, faster, longer, beyond</td>
<td>outcome, outreach</td>
</tr>
<tr>
<td>over-</td>
<td>too much</td>
<td>overact, overact</td>
</tr>
<tr>
<td>post-</td>
<td>After</td>
<td>post-election, post-graduation</td>
</tr>
<tr>
<td>pre-</td>
<td>Before</td>
<td>pre-election, pre-enter</td>
</tr>
<tr>
<td>pro-</td>
<td>for, on the side of</td>
<td>pro-life</td>
</tr>
<tr>
<td>under-</td>
<td>below, beneath, lower in grade/dignity, lesser, insufficient</td>
<td>underachieve, underground, underpass</td>
</tr>
<tr>
<td>bi-</td>
<td>Two</td>
<td>Bicycle</td>
</tr>
<tr>
<td>con-/-com-/-col-/-cor-/-co-</td>
<td>together or with</td>
<td>confederation, commingle, colleague, correlation, cohabit</td>
</tr>
<tr>
<td>de-</td>
<td>Down</td>
<td>Depress</td>
</tr>
<tr>
<td>di-</td>
<td>Two</td>
<td>Dioxide</td>
</tr>
<tr>
<td>hyper-</td>
<td>above, over</td>
<td>hyperthermia</td>
</tr>
<tr>
<td>hypo-</td>
<td>under or below something, low</td>
<td>hypothermia</td>
</tr>
<tr>
<td>inter-</td>
<td>among, between</td>
<td>Intercede</td>
</tr>
<tr>
<td>intra-</td>
<td>inside, within</td>
<td>Intravenous</td>
</tr>
<tr>
<td>macr(o)-</td>
<td>Long</td>
<td>Macrobiotic</td>
</tr>
<tr>
<td>mega/-megal(o)-</td>
<td>great, large</td>
<td>megastar, megalopolis</td>
</tr>
<tr>
<td>meta-</td>
<td>after, along with, beyond, among, behind</td>
<td>meta-theory</td>
</tr>
<tr>
<td>micro-</td>
<td>Small</td>
<td>Microbacillus</td>
</tr>
<tr>
<td>multi-</td>
<td>Many</td>
<td>multi-storey</td>
</tr>
<tr>
<td>para-</td>
<td>beside, beyond</td>
<td>Parallel</td>
</tr>
<tr>
<td>poly-</td>
<td>Many</td>
<td>Polygon</td>
</tr>
<tr>
<td>post-</td>
<td>After</td>
<td>Postpone</td>
</tr>
<tr>
<td>pre-</td>
<td>Before</td>
<td>Predict</td>
</tr>
<tr>
<td>quasi-</td>
<td>partly, almost, appearing to be but not really</td>
<td>quasi-religious</td>
</tr>
<tr>
<td>semi-</td>
<td>Half</td>
<td>semicircle</td>
</tr>
<tr>
<td>tri-</td>
<td>Three</td>
<td>Tricycle</td>
</tr>
<tr>
<td>ultra-</td>
<td>Beyond</td>
<td>ultraviolet, ultramagnetic</td>
</tr>
<tr>
<td>uni-</td>
<td>One</td>
<td>unicycle</td>
</tr>
<tr>
<td>vice-</td>
<td>Deputy</td>
<td>vice-president, vice-principal</td>
</tr>
</tbody>
</table>

You can find more prefixes on the following links:

You can also find another useful classification of prefixes on the following link:

**Word Formation in English**

[http://www.slideshare.net/teflang/word-formation-in-english](http://www.slideshare.net/teflang/word-formation-in-english)

Knowing the meanings of these prefixes helps you translate the words that are not there in dictionaries. Some of the underlined words in the following sentences are not found in dictionaries. Can you still translate them:

- Russia is the **cosponsor** of these negotiations.
- Russia and the USA, the **cosponsors** of these negotiations, hope to put an end to this conflict.
- Sometimes teachers need to help students **delearn** some wrong concepts.
- Some people **de-emphasize** English in education.
- The **paralinguistic** properties of speech play an important role in human interaction.
- **Paralinguistic** aspects do not involve words.
- This is a list of **quasi religious** organizations.
- These are my **ex-students**.
- I've become **pro-Palestine**, **pro-peace**, and **pro-justice** and **pro-equality**

**b) Compounding:**

Compounding means combining two or more words to make up one word. We can have compound nouns (baby-sitter, high school, brother-in-law), compound adjectives (user-friendly, good-looking, open-minded) and compound verbs (baby-sit, dry-clean, ill-treat). Probably the most problematic of these are compound adjectives. The problem is that in English a compound adjective is treated like a one word adjective; both precede the noun they modify: a little child / a five-year-old child. An adjective in Arabic must be one word, so the first phrase "a little child" is easy to translate because it conforms with the Arabic grammar: طفل صغير. But the second one is not because this compound adjective can only be translated into an adjectival clause following the noun: طفل عمره خمس سنوات. Try to translate the following sentences:

- The blue-eyed child did not come.
- I don’t like self-centered people.
- She submitted a beautifully-written essay.
- The book is linguistics-oriented.
- I bought a two-piece suit.
- It was a two-hour test.
- She has a five-year-old son.
- People who live near airports constantly complain about drowned-out conversations and noise-induced stress.
- Finally, the much-needed rain came down.
Chapter 4
Chapter 4
Pragmatic Analysis and Translation

Certain pragmatic aspects are particularly useful in any text analysis for translation purposes. These aspects are: context, speech acts, politeness principle.

**Context:**
Context is made up of a number of communicative factors such as (a) the type of addressers and addressees involved, (b) the type of personal relationship between the Sender and the receptor audience (i.e. being on equal or different footing), (c) the intention of the author, (i.e. his plan to describe, comment, teach, motivate, deceive, influence, criticize, etc.), (d) « the communicative presupposition » implied by the author and the receptors’ interpretation ability (i.e. linguistic and extralinguistic knowledge shared by the sender and the receptors, which helps in text comprehension). Some researchers described these factors in terms of the following scales: scale of formality, scale of politeness, scale of impersonality, scale of accessibility (level of generality or difficulty), and scale of emotional tone (Intense > warm > factual > understatement).

In pragmatics, the context determines the meaning of a linguistic expression. The factors of the communicative situation (context) in which the source text is used are of decisive importance for text analysis because they determine its communicative function, which means arriving at the accurate interpretation or understanding of the meaning of an utterance.

**Examples:**
1) Eight Palestinians were killed in a series of Israeli army attacks on Gaza.

سرنا بلقائكم (2)

3) Homosexuality

4) She used to date men when she was young.

5) Many of Muhammad's companions took part in the conquest of Egypt.

6) Mary Gardner, linguist working with the Ife people in Togo, West Africa, was fatally wounded in a terrorist explosion in Jerusalem on March 23.

7) Today is the first day of your show. Go break a leg.

اللص و الكلاب (8)  The Thief and the Dogs / The Thief and the Bastards

أقيم حد القصاص بخادمة إندونيسية ... (9)

A)    Shirley is wearing a dress! Shirley is wearing a dress!
B)    So what?
A)    Dresses are for girls only.
B)    I am a girl.
A)    !!!!

| A)    Shirley is wearing a dress! Shirley is wearing a dress! | --    شيرلي تلبس فستانها! شيرلي تلبس فستانا!
B)    So what?          | --    و ماذا في ذلك؟
A)    Dresses are for girls only. | --    الفساتين للفتيات فقط.
B)    I am a girl.        | --    أنا فتاة.
A)    !!!!               | --    !!!!      |

Speech acts:

Speech acts are utterances we use to achieve our goals. They are acts we perform when, for example, we make a complaint or a request, apologize or pay someone a compliment. A speech act or an utterance has three functional layers:

- **locution** (=sense or propositional content): the conceptual content expressed by the words and structures in the speech act, reference to specific events, persons or objects
- **illocution** (=force): the sender's intentions behind the speech act, which may override literal sense
- **perlocution**: the resulting effect (on the recipient)
The basic notion of speech act theory is the notion of illocutionary force. When it comes to translation, the target text should have the same illocutionary force (and the same perlocution) as the source text. But the challenge that faces translators is that illocutionary forces do not always coincide in different languages. This may lead to pragmatic or communication failure.

**Examples:**

1) ما فحوى الرسالة التي حملتموها للملك فهد؟ What were the contents of the letter you handed to King Fahad?

   هذه المسألة تخص السعوديين This matter concerns the Saudis.

   ‘This is a matter solely for the Saudis to consider.’

2) Thank you very much for the lift.

   Do not mention it.

   أشكرك كثيرا جدا على التوصيلة لا تذكر ذلك.

3) You might be appointed Managing Director.

   Pigs might fly

4) A girl I know, who prided herself on her long slender thighs, gave up short dresses for ever after an assistant at a department store told her: 'The trouble is, Madam, you've got low knees'.

**Politeness principle:**

This principle is used in pragmatics to explain polite behavior. This principle is explained in pragmatics in terms of many maxims [Generosity Maxim, Approbation Maxim, Modesty Maxim, Agreement Maxim, Sympathy Maxim].
However, what concerns us here is that a speaker/writer is expected to be polite; therefore, they should live up to the expectations of the audience. Similarly, translators should consider the politeness principle and adhere to the norms of text or speech politeness.

**Examples:**

1. صورتان: رجوت السيد عبد الله أن يترك حقيبي عنده حتى الغد. طلب مني أن أكشف له عما فيها (1 شخصيان كبيرتان مؤطرتان، سروال وقميصان وزوج جوارب)

   I asked Mr Abdullah if I could leave my bag with him till the following day. He wanted me to show him what was in it: two large framed pictures, a pair of trousers, two shirts and a pair of stocks.

   I asked Mr Abdullah if I could leave my bag with him till the following day. He said *it would be alright, but* he wanted me to *check* what was in it: two large framed pictures, a pair of trousers, two shirts and a pair of stocks.

2) Black journalists

3) When asked whether he was a missionary or a linguist, he replied "I am a mule."

4) “...most of the Kuwaiti ruling family fled to Saudi Arabia.” (BBC Special Report, February 19, 1998).

   ومعظم العائلة الحاكمة الكويتية إلى السعودية

5) “By Heaven, Heaven Knows! Heaven Helps!”

**Exercises:**

1) في حفل استقبال أقيم ترحب بممثلة رفيعة المستوى لدولة عربية، وقف رئيس الدولة ليرحب بضيفته وبدأ في الإطراء فقال بالإنجليزية "Your Highness is an owl".

   وبدأ في الإطراء فقال بالإنجليزية "Your Highness is an owl".

2) Certainly, they can play football only on Saturday nights.

3) The Americans realize the importance of the Persian Gulf.
4) It is only the tip of the iceberg

5) The two men were drinking wine.

6) I love ham.

7) John, get me a beer, please. I'm terribly thirsty.

8) حرك سيارتك قليلا، جزاك الله خيرا.

9) أعذرني، رحمك الله.

10) The seal of god, [lamb of god].

11) ‘I had wanted for years to get Mrs Thatcher in front of my camera. As she got more powerful she got sort of sexier.’

12) سقطت التفاحة على الأرض فتناولها ومسحها ثم أكلها و هو يتذكر حديث النبي صلى الله عليه وسلم كما علمه والده...

13) دخل الرجل المكان يبحث عن أحياء وعندما انعطف يسارا نحو الحديقة وجد فتاة شعرها مكشوف تضم جراح أخرى فلما رأته جففت، لكنها اطمأنت لما رأته أشاح بوجهه حالا، فقال لها و هو ينظر إلى الجهة الأخرى لا تراع يا أختاه إنما أنا هنا للمساعدة ..

14) سأقرأ على رأسها لتصح من توعكها.

15) إنه عنتر زمانه. و كانت ليلا هذه المرة فتاة من البدو.
Chapter 5
Chapter 5
Text Level Analysis: Cohesion, Coherence, and Thematic organization

(a) Cohesion

This chapter is concerned with the three textual features that go beyond the sentence level: cohesion, coherence, and thematic organization/progression. The first two features relate to how meanings are connected between the sentences in a text. The last feature relates to how the message is organized in each sentence and how this organization contributes to the overall meaning of the text.

1) Cohesion:

Cohesion is concerned with how the sentences and clauses of a text are mutually connected within a sequence. Cohesion can be achieved making use of seven devices: reference, conjunction, ellipsis, substitution, lexical associations, parallelism, and punctuation marks.

1. Reference:
Reference devices can be classified into three categories: personal pronouns (I, she, they, etc), demonstratives (this, that, here, etc), and comparatives (the eldest, the other, the first, etc). Reference can be further classified into: (1) anaphoric reference which occurs when the writer refers back to someone or something that has been previously mentioned to avoid repetition (My sister is here. She wants to see me), (2) cataphoric reference which occurs when the writer refers forward to someone or something to be mentioned later (Writing his homework slowly, Maher couldn't catch up with his brother).

Do you think the following text is cohesive? How can we make it "cohesive"?


The most prominent difference between English and Arabic in terms of reference is that cataphoric reference is not familiar in Arabic. When translating a sentence like (Writing his homework very slowly, Maher couldn't catch up with his brother), we can either change the order of clauses or use anaphoric instead of cataphoric reference:

لم يستطع ماهر اللحاق بأخيه لأنه كان يكتب واجبه ببطء شديد
و لأن ماهر كان يكتب واجبه ببطء شديد لم يستطع اللحاق بأخيه.

The first translation is more in keeping with the Arabic style which generally favors beginning with main clauses.

2. Conjunction:

Conjunctions are classified into two types: (1) coordinating / cohesive conjunctions and (2) subordinating conjunctions. Coordinating conjunctions connect two or more clauses within a sentence in a paratactic structure. In this case the two clauses have similar structures and have equal status; the two offer information of equal importance and
both can be independent. Cohesive conjunctions relate two sentences together. Subordinating conjunctions, on the other
hand, relate two clauses within a sentence hypotactically. A sentence that has such a structure usually consists of a main
clause and a subordinate clause. Unlike clauses in paratactic structures, hypotactically related clauses do not have equal
status; the subordinate clause is dependent on the main one structurally and semantically. Tables 1 and 2 below present
some of these conjunctions and their functions with examples along with their corresponding conjunctions in English.

### Table 1. Coordination / cohesion conjunctions:

<table>
<thead>
<tr>
<th>The Arabic linking device</th>
<th>Its function</th>
<th>Its English Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>fa-</td>
<td>coordinator</td>
<td>Then, followed by</td>
</tr>
<tr>
<td></td>
<td>temporal</td>
<td>So, therefore, hence,</td>
</tr>
<tr>
<td></td>
<td>(sequential)</td>
<td>consequently</td>
</tr>
<tr>
<td></td>
<td>causal</td>
<td>a semicolon</td>
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<tr>
<td></td>
<td>additive</td>
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<td>specification</td>
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<td></td>
<td>clarificaton</td>
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<tr>
<td></td>
<td>explicative</td>
<td></td>
</tr>
<tr>
<td>'am</td>
<td>coordinator</td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>cohesive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>additive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(alternative)</td>
<td></td>
</tr>
<tr>
<td>wa</td>
<td>coordinator</td>
<td>And, too, also, as well</td>
</tr>
<tr>
<td></td>
<td>additive</td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>(alternative)</td>
<td>and yet, and, at the same time</td>
</tr>
<tr>
<td>'aw</td>
<td>coordinator</td>
<td>or</td>
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<td></td>
<td>adversative</td>
<td></td>
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<tr>
<td></td>
<td>(contrastive)</td>
<td></td>
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<tr>
<td></td>
<td>(specification</td>
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<td></td>
<td>/ clarification /</td>
<td>explicative)</td>
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<tr>
<td></td>
<td>explicative</td>
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<tr>
<td></td>
<td>(appositive, expository)</td>
<td></td>
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<tr>
<td>'ay</td>
<td>coordinator</td>
<td>that is, in other words, i.e.; meaning that</td>
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<td></td>
<td>cohesive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>additive</td>
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</tr>
<tr>
<td></td>
<td>(appositive, expository)</td>
<td></td>
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<tr>
<td>bal</td>
<td>coordinator</td>
<td>no but, on the contrary</td>
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<td></td>
<td>cohesive</td>
<td>in fact, actually</td>
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<tr>
<td></td>
<td>(correction of meaning)</td>
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<td></td>
<td>adversative</td>
<td>but</td>
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<td></td>
<td>(contrastive, avowal)</td>
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<td></td>
<td>(correction of wording)</td>
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<td></td>
<td>(negative)</td>
<td></td>
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<tr>
<td></td>
<td>or</td>
<td>or rather</td>
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<tr>
<td>Thumma</td>
<td>coordinator</td>
<td>then, after that</td>
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<td></td>
<td>cohesive</td>
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<td></td>
<td>temporal</td>
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<td></td>
<td>(sequential)</td>
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<tr>
<td>'imma...wa 'imma</td>
<td>correlative</td>
<td>either…or</td>
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<tr>
<td></td>
<td>coordinator</td>
<td></td>
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<tr>
<td></td>
<td>additive</td>
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<tr>
<td>Laakinna</td>
<td>coordinator</td>
<td>but, yet, instead, rather, on the contrary</td>
</tr>
<tr>
<td></td>
<td>cohesive</td>
<td></td>
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<tr>
<td></td>
<td>adversative</td>
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</tbody>
</table>

### Table 2. Subordination conjunctions

<table>
<thead>
<tr>
<th>The Arabic linking device</th>
<th>Its function</th>
<th>Its English Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>fa-</td>
<td>correlative</td>
<td>a comma</td>
</tr>
<tr>
<td></td>
<td>of 'idhaa</td>
<td>so, so that, so as</td>
</tr>
<tr>
<td></td>
<td>separates the protasis and the apodosis and indicates sequence and causality.</td>
<td>so as not to, otherwise</td>
</tr>
<tr>
<td>li-</td>
<td>causal</td>
<td>so that, so as,</td>
</tr>
<tr>
<td></td>
<td>end result</td>
<td>so that, so as,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>so as</td>
</tr>
</tbody>
</table>
**What does the following text need to be cohesive?**

Ali is a good student. Fahad is a good student. Fahad hates school. Fahad does not like the principle. The principle always rebukes him. Fahad has long hair.

You can connect these sentences in different ways.

### 3. Ellipsis:

Ellipsis is deleting one or more elements in a sentence because they are implied and can be mentally supplied by the listener or reader. Ellipsis can occur within verbal groups (e.g., when deleting verb particles), or nominal groups (e.g., deleting the object of a preposition), on the clause level (e.g., deleting the oath complement).

### Have they done their home work?  Yes they have.

A. Where are you going?
B. : To Dammam.
A: Ah. When?
B: Early next week.
A: I see. Why?
B: To see my parents.
How would this conversation sound if ellipsis was not used (i.e., A. Where are you going? B. I'm going to Dammam.
A. When are you going to Dammam? B. I'm going to Dammam next week. A. Why are you going to Dammam? B.
I'm going to Dammam to see my parents.)

4. Substitution:
   Substitution is replacing one element by another. Substitution and ellipsis are essentially the same but in ellipsis elements are replaced by nothing. They also draw attention that substitution differs from reference in that the former is a relation of wording whereas the latter is a relation of semantic identity. Substitution may be nominal (e.g., نفس، ذات، ذلك، ذلك)، verbal (e.g., فعل، فعلت، فعلت)، or clausal (e.g., ذلك، ذلك).
   Would you like to have a dress like this? I would love to have one.

5. Lexical associations:
   As its name implies, this device designates all kinds of relationships established by means of lexical items. These relationships include the following: synonymy, antonymy, hyponymy (superordinate vs. subordinate concepts), meronymy (part vs. whole), reiteration (of wording or meaning), collocations, and lexical chains (which are related to one person or concept) (Beaugrande and Dressler, 1994). These lexical relations make the parts of a text cohesively connected. Examples:
   There was a boy climbing that tree. He didn’t know I was watching him. The lad almost fell down but he managed to get hold of the rope. The idiot thought he could imitate Tarzan.
   This text is made cohesive by a lexical chain: a boy, he, the lad, he, the idiot, he. All these words refer to the same person.

6. Parallelism:
   Parallelism obtains when two clauses or sentences have similar structures. This makes the two cohesively related by means of this structural similarity. For example:
   و كم من أحزاب حكمت ثم حكمت ثم نائبت ثم انتممت و اشرفت ثم سقطت

7) Punctuation marks:
Punctuation marks are visual marks that link the different parts of a text. Each of these marks have a function (or meaning) that must be interpreted correctly in translation to avoid mistranslation.

Cohesion changes:
Sometimes cohesive devices are added or changed in translation, especially from English into Arabic. When we translate from Arabic into English, we usually delete or reduce the number of cohesive devices used in the Arabic ST. This is because Arabic is an oral language which depends on verbal means to indicate shifting from one sentence or
clause to another and from one idea to another. English, on the other hand, depends on visual means; that is, on punctuation marks—of course in addition to many verbal cohesive devices.

Examples for cases where we delete cohesive devices:

1) Our new school is big and very close to our house. My father is happy because now I can go to school with my friend on foot.

2) It's not me who made a mistake. It's you.

3) Arabic is not genetically transmitted from one's parents. It is the tongue.

Examples for cases where we change cohesive devices:

1) We just turn on the light, and it works.

2) I went to the Garden Center last week with my class. It was part of our project on Growing Things.

3) Many people believe that it is cruel to hunt a fox with dogs and totally agree with its ban.

4) He said that everyone comes to buy flowers and they have to get in extra.

5) They defend people against the government, its tricks and conspiracies. They consider it as a treacherous guardian.

6) In acid soils, molybdenum becomes less soluble and aluminum becomes more soluble.

7) When two or more languages meet, they can never remain separated for a long time. What actually happens is that one starts affecting the other gradually. / What happens, in fact, is that … / What really happens is that…..

8) He looked around and saw a small sign.

9) If you can solve this problem, you are a genius.

10) When you make ablution, do it well.

11) Children are no longer naughty, they are medical cases.

In the above examples the cohesive devices are changed to communicate the logical relationships intended by their English counterparts, but in accordance with the functions assigned to these devices in Arabic.
Examples for cases where we add cohesive devices:

1) I should keep all my wits about me. Everything might depend on presence of mind.

على أن أحافظ / أستجمع قواي العقلية بالكامل / بسرعة بديهية. فكل شيء قد يعتمد على حضور الذهن.

2) A torch is a useful device. It consists of .......

الكشاف أداة مفيدة. ويكون من ..... ....

3) Special appointment are of two kinds: ongoing and fixed term. Ongoing appointments are for full-time faculty. Fixed term appointments are of limited duration.

للمواعيد الخاصة نوعان دائمة و محددة المدة. فأما المواعيد الدائمة فهي للموظفين الذين يعملون بدوام كامل، و أما المواعيد محددة المدة فلها مدة محددة.

Exercises:

1) Zaid woke up early yet he was late for work.

هل إنتهيت من كتابة المقال؟ نعم إنتهيت.

2) Have you finished writing the essay? Yes I have.

هل تعلم الأقلام؟ نعم أحبها.

3) The only remedy is work, work, work.

الحل الوحيد هو العمل ثم العمل ثم العمل.

4) He heard the voice mumbling but he could only realize the word "Allah".

سمع الصوت يغمغم فلم يميز من غمغمته إلا "الله".

5) Do you like movies? I do.

هل تحب الأفلام؟ نعم.

6) There were two wrens upon a tree. Another came, and there were three.

كان على الشجرة طائران. ثم جاء آخر فأصبحوا ثلاثة.

7) My axe is too blunt. I must get a sharper one.

فأسي غير حادة أبدا. علي أن أشتري فأسا أحد منها.

8) A: You think Joan already knows?

B: I think everybody does.

أتظن أن جون تعلم (بالأمير) أي أن الكل يعلم.

9) He never really succeeded in his ambitions. He might have done had it not been for the restlessness of his nature.

لم ينجح أبدا في تحقيق طموحاته. وقد كان لينجح لولا طبيعته القلقة.

10) Has everyone gone home? - I hope not.

هل ذهب الجميع略有هم؟ أمل أن لا يكون قد فعلا/ أملا أم لا.

11) Is there going to be an earthquake? - It says so.

هل سيحدث زلزال؟ هذا ما يقوله الخبر/ الصحفية/ النبأ.

12) Joan brought some carnations, and Catherine some sweet peas.

13) A. Which last longer, the curved rods or the straight rods?

B. The straight ø are less likely to break

14) Didn’t everyone make it clear they expected the minister to resign? – They did. But it seems to have made no impression on the man.
15) The janitor must remove the trash whenever it is apparent that it should be.

16) Actually, I have implemented it [=a computer system] with a manager, but it doesn’t have to be.

17) The system can be used by anyone who wants to.

18) This information could have been released by Gorbachev, but he chose not to.

19) This problem was to have been looked into, but obviously nobody did.

20) Some of us are retired, some want to, some don’t want to and some cannot!

21) Jessica had five dollars; Monica, three.

22) Fire when ready.

23) "Wise men talk because they have something to say; fools, because they have to say something."

24) "Some people go to priests; others to poetry; I to my friends."

25) A man is small in size, limited in his life span and his abilities. But his hopes are limitless and his ambitions are endless. He tries to get and control everything. Yet his ability to do something at one time turns into inability at other times.

26) Son, if you are not an arab by origin, you have your islam as your father had his. It's what everyone should be proud of. Your father learned Arabic, memorized qur'an, and studied some of its interpretation. Arabic, as the prophet says, is not genetically transmitted from one's parents; it's the tongue; whoever speaks Arabic is an arab.

Son, you are not an arab by origin. But you are a muslim just as your father was as well. This is what everyone should be proud of….etc.
Coherence has been variously defined in the literature, depending on the aspects of coherence taken into account. But most researchers agree that coherence has to do with the continuity of senses in a text which makes a sequence of sentences a coherent unit and not a merely chaotic assemblage. In very simple terms, coherence addresses the point of how a text makes sense to an audience, and how its parts are connected logically.

**What are the criteria by which a text is judged as coherent?**

Researchers have suggested different criteria according to which a text is judged as coherent. The criteria represent the tools that would help the reader interpret any text if they are present in it. These criteria can be classified into two main categories: textual and extratextual.

The extratextual criteria reflect the following features:

- the situational context and historical facts; shared knowledge between text producer and text receiver, which includes the cultural and pragmatic aspects; knowledge of the world; and the intention of the text producer.

The textual criteria include the following:

- cohesion, the syntactic, semantic and pragmatic connectedness of a series of sentences, continuity, balance, completeness, and non-contradiction, the logico-semantic relations, the knowledge presented by the text itself, shared knowledge of textual genres and their conventions between the text producer and the receiver, relatedness of propositions, the linguistic context, thematic progression.

The logico-semantic relations include elaboration, explanation, addition, contrast, temporal sequencing, comparison, alternation, implication, causation, specification, etc. This classification accounts for the relationships within and between clause-complexes; they explain how discourse unfolds.

**Exercise:**

1. سقطت التفاحة على الأرض فتناولها ومسحها ثم أكلها و هو يتذكر حديث النبي صلى الله عليه وسلم مما علمه والده...

   We as Muslims can figure out the link between the ideas presented in the text: an apple dropped on the ground, picking it up, wiping or cleaning it, eating it, remembering the prophet's saying. For a non-Muslim who does not share the same knowledge, wouldn’t be able to see the link, which makes the translation of this text incoherent. To make it coherent we should bridge the knowledge gap by adding a footnote explaining the event and the relevance of the prophet's saying.

2. ... and Mrs Bennet was firm: it soon led to another.

   The colon in English is used sometimes to indicate that what follows is a consequence of what has been said. This is not very clear in the translation because writing conventions in Arabic does not include this as one of the meanings of a colon. Therefore, this relationship between the two clauses should have been made explicit:

3. لماذا أنت مبتهج؟ اليوم الأربعاء / السبت...

   لماذا أنت مبتهج؟ اليوم الأربعاء / السبت / السبب...
For a non-Saudi, Wednesday is not a clear reason for being happy. Saudis are happy on that day because it's the beginning of the weekend. For a non-Saudi, Wednesday is not a reason for being happy unless they are made aware that it means that the weekend is coming. This phrase could be translated using modulation as "finally, it's the weekend" (in a communicative translation), or literally (in a semantic translation) but the translator should provide a footnote explaining the cultural difference.

The link between the response and the question is not clear. If the reader has no idea about the concept of liberalism and the fact that there is a liberal party and about the consequences of having them in power, this must be made clear in a footnote (if the translation is semantic). If the translation is communicative, a more direct answer could be given like: things are still bad/good/things are getting better... etc.

The non-Arab reader is most probably unaware of these historical figures in a semantic translation we can preserve the same names, but in a footnote we can introduce these characters and what they symbolize in the Arabic culture. If the translation is communicative we can use words related to the meanings symbolized by these names: "brave" instead of Antar; "love/beloved/date/girlfriend" instead of layla.

This similar to the first text in that it reflects the Islamic teachings: why is it significant to mention that the girl's hair was uncovered? Why was she startled when she saw the man? Why did he turn his face? Why was he talking to her while turning his face to the other side?

Reading here is not as understood by a westerner. Muslims believe in the healing power of the Quran. This sentence is from a Tunisian novel translated into another language (I forgot whether it was English or French). The translator translated this part as: I will read for her something so that she can get better. He did not know that Muslims read the Quran seeking recovery from illnesses.

A man with average, or less than average, intelligence may set his heart on being a doctor. The result can without doubt be disastrous.

Frank Prins was a well-known attorney. He practiced law in my home town for thirty years.
Sharley is wearing a dress! Sharley is wearing a dress!
So what?
Dresses are for girls only.
I am a girl.
!!!!

The problem here is that the surprise at the end is not logical in TT.
In the ST, no reference is made to whether Sharley was a boy or a girl. Verbs and nouns in English are not marked for gender. In the Arabic translation, the translator uses the verb تلبس which is an explicit reference to the gender of the person spoken to. Therefore, why should the 1st speaker be surprised to know that the 2nd speaker is a girls if the 1st uses a verb that indicates that the 2nd is a female person.
Chapter 5
(c) Thematic Organization

When writers write, they create the fabric of their texts by means of different textual resources such as cohesion, thematic organization, and information distribution.

Thematic organization can be explained in terms of the theme system which consists of Theme and Rheme. Each sentence in a paragraph has its own theme and rheme, which correspond to the traditional grammatical categories: subject and predicate.

The Theme:
The theme is always the first element in the message unit regardless of its syntactic category. It has the following functions:
1) It introduces the first element in each sentence, and consequently establishes points of departure for the organization of each message unit within the text.

2) It is the starting point chosen by the speaker/writer for any communication to direct the attention of the receiver of the message to the parts he wishes to emphasize. The decision to put an element at the beginning of a clause when it could occur in any other position reveals the intention of the speaker/writer to highlight it.

3) It determines the perspective of the sentence; the spotlight shifts according to the kind of element the sentence begins with: a noun, a verb, an adverbial clause, and adverb, long or short, etc. in other words, it establishes the point of view of the speaker/writer. And this is always an important part of the meaning of the message.

The different types of themes:
1) It could be classified into: topical theme (which is the ideational or experiential element which refers to a participant, process or circumstance, serves the experiential function), textual theme (a conjunction or conjunctive adjunct), and interpersonal theme (a modal adjunct, a vocative). The theme in a sentence could be simple, consisting of a topical theme only. A sentence could also have a multiple theme, where textual and/or interpersonal themes are included in addition to the topical theme.
2. After that, my dear, the children should go to the museum.

The main elements in a clause are subject, predicator, object, complement and adjunct. Thematic choice involves selecting one of these elements as theme by placing it at the beginning of the clause. A subject in the initial position is not marked, because that is its natural place.

Unmarked (Theme = Subject).

1. Nick and his mother went shopping.
2. I will have some photographs taken.
3. Oh, you’re a great man.
4. There was no need of that.

When the theme of the sentence does not conflate with the subject then it is a marked theme. But some choices are more marked than others. The less expected a choice is, the more meaning it carries. The degree of markedness will depend on the frequency with which that element generally occurs in theme position and on how mobile it is in the clause.

Linguists distinguish three types of marked theme: fronted theme, predicated theme and identifying theme.

(1) Fronted theme

Starting from an unmarked structure such as *My sister played the piano at the party*, we shall suggest a number of possible thematic structures.

a) Fronting of time or place adjunct

   At the party my sister played the piano.

   This is not a highly marked structure, because locative and temporal adjuncts are rather mobile in English.

b) Fronting of object or complement

   1. The piano (is what) she played at the party
   2. This book I have not read yet.

   This structure is more marked because usually the position of objects and complements is fairly restricted. This type suggests a possible contrast (e.g. not the violin).

c) Fronting of predicator

   She promised she would play the piano, and play she did

   This is a much more marked and unusual structure and in a translation it would require a rearranging of the sentence and perhaps an addition:

d) Left Dislocation or topicalization is a special case where themes appear as separate constituents.

   1. This book, I have not read (it) yet.
   2. Happiness, this is what life is about.
   3. People like us, we have to be careful to economical crisis.
4. Your mum, does she know you missed the exam?

(2) Predicated theme

Predicating a theme involves the use of a cleft structure (introduced by *It*) to place an element at the beginning of a clause.

**It was my sister who** played the piano at the party

Like all marked themes, predicated themes often imply a contrast. Starting the sentence with *It was my sister* suggests that it was not someone else who played the piano.

(3) Identifying theme (= pseudo-cleft constructions or thematic equative)

Identifying themes are similar to predicated themes. But instead of using a cleft structure introduced by *It*, place an element in the theme position by turning it into a nominalization introduced by a *wh*-structure (what).

**What my sister did was** play the piano.

Also this type of shift implies a contrast: *She played the piano, she did not sing.*

1. What I want to talk about is the evolution of man.
2. All I want is a trip to Miami.
3. What we didn’t realize was that he had already left.
4. What happened was that John stole the car and ran away.

The rheme

Whereas the theme is the first part in a sentence, the *rheme* is the remaining part, which develops the theme and represents the information that the speaker/writer wants to convey. The rheme is prominent at an overall discourse level, because it is what the speaker/writer has to say about the theme.

In translation, the translator should strive to produce a theme-rheme structure similar to that of the ST so as to maintain a comparable thematic progression. Sometimes these features may not pose problems for translators.

However, since the theme-rheme structure in English is conveyed by word order and English tends to have a fixed word order (SVO) whereas Arabic has a more flexible system which allows for a wider range of word order possibilities (SVO, VSO, or OVS), it may not be easy to maintain the thematic structure of the ST. Copying the theme-rheme structures of the ST in such cases would yield clumsy translations with unnatural structures.

Recognizing what is a marked or unmarked structure can help translators to heighten their awareness of meaningful choices made by writers in the course of communication and, therefore, help them decide whether it is appropriate to translate using a marked form or not. The translator should identify marked and unusual structures used in ST and their implications (e.g., contrast or emphasis) and then examine their level of markedness in the target language.

Sometimes a highly marked structure in one language may not be marked at all in the other language. A verb in first position in an English sentence is highly marked, but unmarked in an Arabic sentence:

**She promised she would play the piano, and play she did.**

ووعدتنا بأنها ستَعْزَف على البيانو، و لعبت حقاً

Sometimes translating marked structures requires a rearranging of the sentence and perhaps an addition, like the example above where the adverb *بالفعل / حقاً* is added to communicate the sense of emphasis conveyed by the preposing of the verb "play".

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The syntactic rules of the TL could also impose constraints on the thematic organization of ST sentence and in this case the translator has no choice but to adhere to the grammar of the TL.

نام الولد = The boy slept

The translator should always be careful when shifting a theme or a rheme so as not to misinterpret the intentions of the original.

**Thematic progression:**

Thematic progression is a method of development of a text created through the author’s choice of theme. It refers to how the words (the themes and rhemes) are ordered in each sentence in a text so as to guarantee a smooth information flow and continuity of meanings. According to many linguists, thematic progression plays three main roles in the discourse: an important structural form to organize a text, an effective device in textual cohesion and coherence, and an indispensable path to pass and extend information. Consider the following example:

1) **Huda’s plan aimed at improving the quality of the factory’s production**

2) a. But Huda had to make an assumption that the workers are willing to take the chance and ready to accept new training, in order to improve the production quality.

   b. But an assumption that Huda had to make in order to improve the production quality was that the workers are willing to take the chance and ready to accept new training.

   c. But in order to improve the production quality, Huda had to make an assumption that the workers are willing to take the chance and ready to accept new training.

3) And that meant that part of the budget must be allotted to training.

**Exercises:**

1) Since it is “my hand,” I am different from the hand, being its owner. Similarly, we speak of “my eye,” “my leg,” “my” this, “my” that.

و لأنها “يدي” نسبة إلى فائدة أًختلف/مختلف عنها لكوني صاحبها، و كذلك نقول “عيني” و “سافي” و هذا أو ذاك نسبة إلى...
2) At this point we must add an important qualification to what we have just said. That is, we are using the terms rule and rule-governed in the special way that linguists use them. This usage is very different from the layperson’s understanding of the terms.

3) I will use the term ‘language teaching method’ to mean a coherent set of links between actions and thoughts in language teaching. The actions are the techniques and the thoughts are the principles in the title of this book: Techniques and Principles in Language Teaching.

4) Of all the vices to which my colleagues in journalism are most opposed, none is more hateful to them than hypocrisy. Diligently they seek it out in high places, always looking for politicians, bishops, and judges whose practice does not come up to their principles.

5) Wentworth was the man of all others most worth winning. His abilities were obviously of the first order, and so were his ambitions. To Wentworth therefore the King returned.

6) Small as she was, she made quite a good horsewoman.

7) A. Where is my apple and my book?
   B. Your apple was eaten by me and your book was taken by your brother.

8) A. What did you two do?
   B. I ate your apple and he took your book.

9) Which of the following translations reflect the thematic organization of the verses and sentences below:

   ```plaintext
   but of the Hereafter they are heedless.
   whereas of the ultimate things they are utterly unaware.
   and are heedless of the Hereafter.
   but of the End of things they are heedless.
   and they are heedless of the Hereafter.

   What, do they believe in vanity, and do they disbelieve in God’s blessing?
   Will men, then, [continue to] believe in things false and vain, and thus blaspheme against God's blessings? –
   Is it then in vanity that they believe and in the grace of Allah that they disbelieve?
   will they then believe in vain things, and be ungrateful for Allah's favours? -
   Do they then believe in false deities and deny the Favour of Allah (by not worshipping Allah Alone).

   they shall walk with joy in a green meadow
   ```
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>they shall be made happy in a garden of delight</td>
<td>بالإسلام نفخر وبالإسلام نبلغ العلا..</td>
</tr>
<tr>
<td>shall be made happy in a Mead of Delight.</td>
<td>دع الفتاة و شأنها. أنا من تريد لا هي.</td>
</tr>
<tr>
<td>such shall be honoured and made to enjoy luxurious life (forever) in a Garden of delight (Paradise).</td>
<td></td>
</tr>
<tr>
<td>It is in Islam we take pride; it is through Islam we can reach the summit / zenith of glory.</td>
<td></td>
</tr>
<tr>
<td>Leave the girl alone. It's me you want, not her.</td>
<td></td>
</tr>
</tbody>
</table>

**Which of the following texts follows a better thematic progression:**

1) The boys wanted to go to the museum. But it was closed because of some periodical maintenance operations. These operations are usually arranged for every month by the management of the museum. They strongly believe that successful museums depend on well-preserved collections of art.

أراد الأولاد أن يزوروا المتحف. لكنه كان مغلقا بسبب بعض أعمال الصيانة الدورية. هذه الأعمال يخطط لها القائمون على المتحف كل شهر. فهم يؤمنون تماما بأن المتاحف الناجحة تعتمد على وجود المجموعات الفنية التي يتم الحفاظ عليها جيدا.

2) The boys wanted to go to the museum. But because of some periodical maintenance operations they found it closed. Every month the museum management arrange for these operations. Successful museums depend on well-preserved collections of art.

أراد الأولاد أن يزوروا المتحف. ولكن بسبب بعض أعمال الصيانة الدورية وجدوه مغلقا. في كل شهر يخطط القائمون على المتحف لهذه الأعمال.

اذا فالمتحف الناجحة تعتمد على وجود المجموعات الفنية التي يتم الحفاظ عليها جيدا.

The 1st ST and its TT follow a linear thematic progression. The ideas in these two texts run more smoothly than the second ST and its translation.

**Which translation reflects the thematic organization and thematic progression of the following ST:**

Language plays an important part in human’s life. *It* is used as the tool to communicate.

1) تلعب اللغة دوراً مهماً في حياة الإنسان إذ نستخدمها كأداة لل التواصل.
2) اللغة لها دور مهم في حياة الإنسان فنحن نستخدمها كأداة لل التواصل.
3) اللغة دوراً مهماً في حياة الإنسان فنحن نستخدمها كأداة لل التواصل.
4) اللغة لها دور مهم في حياة الإنسان فهي نستخدمها كأداة لل التواصل.

The last translation is the one which best reflects the thematic organization and thematic progression. In the ST, the words "language" and its pronominal reference "it" are thematized in the ST. the 2 sentences are about "language". this is realized in the last translation. In the 2nd translation, the اللغة is thematized in the 1st sentence, then attention is shifted toنحن in the 2nd one. The same applies to the 3rd one. The 1st translation is more acceptable as the word اللغة is used as فاعل تائب  and فاعل in the 2 sentences.
Chapter 6
Chapter 6: Translation as a Profession

A) Translator's necessary skills and traits

1) Language proficiency: The translator has to have perfect mastery of the two languages and cultures. This means that the translator should have a comprehensive knowledge of both source and target languages: lexicon, grammar, customs, social settings, different registers, styles of speaking, and social stratification of both cultures, etc. The translator, consequently, should be able to detect, interpret and cope with cultural gaps between the two languages. To help acquire this knowledge, students should read different genres in both source and target languages including modern literature, contemporary prose, newspapers, magazines, advertisements, announcements, instructions, etc. This will also help them to improve their intuition about the two languages, and to have a good ear for both. Extensive reading will help them learn various expressions, idioms, and specific vocabulary and their uses, and store them in their minds to be used later.

2) Theoretical background: The translator should have a specialized theoretical knowledge relating to what translation is, what it requires and what it implies, the different methods and strategies of translation and the theoretical basis of these methods, competency in linguistic and textual analysis and familiarity with potential translation problems.

3) Specialization: The translator should be keenly interested in acquiring a perfect familiarity with one area of expertise or subject field (banking, medicine, accounting, physics, etc.). Choose one specific kind of texts for translating and continue to work only in that area. This will help you be focused and familiar with the vocabulary and style used in that specialization, conventional ways of expressing specific meanings, and thus you will be able to translate faster, more easily, more comfortably and accurately. Specialized knowledge will set you apart from the incompetent and the amateurs. To gain this specialized knowledge, you have to do a lot of specialized reading.

4) Writing skill: Good translators have excellent writing skills, which include the ability to write smoothly and correctly in both languages, the ability to express the same idea differently in both; familiarity with different styles of writing and techniques, knowledge of the differences between different genres and text types, and principles of editing and punctuation.

5) PC skills: A translator must have excellent computer skills so as to make use of what technology can offer translators. Nowadays, the translation job market requires using technology to catch up with the market need for fast and huge production of translations. This also means that translators should have good knowledge of electronic tools and computer software.

6) Good knowledge of translators' potential resources such as dictionaries and special software, where to find information, experts, etc.

7) Professional skills: punctuality and meeting deadlines, self-discipline, availability and reachability (in as many different ways as possible), self-reliance, independence, networking and good communication skills,
ability to cooperate and work in a team, positive reaction to criticism, intellectual curiosity, adaptability, motivation, good judgment, efficiency, stamina, patience, humility, etc.

8) Familiarity with the translation stages: a) reading stage: which results in understanding the content of the ST and the domain covered and an assessment of the challenges and problems involved to decide which appropriate sources of knowledge are to be used (which dictionaries, which data bases, which translation strategies), b) writing the first draft: in this stage the translator finds the terminology and the phraseology, c) proofreading, revising, editing, and rewriting, d) writing the final draft.

9) Good translators seek volunteer opportunities for charity purposes; they look for non-profit organizations where they can find volunteer translation work.

10) Business skills: A translator who wants to be self-employed or be a freelance translator and run their own business must have good business skills including marketing, negotiating, pricing, and time management. The following tips are suggested by some professionals:
   a) You have to know what a purchase order is (a contract between you and your client, a commercial document issued by a buyer to a seller, indicating types, quantities, and agreed prices for products or services)
   b) Contact a bill collection agency or smart business owner to find out the right contents of a purchase order, its various forms and how to collect payment from those with creative payment practices.
   c) You need to do bookkeeping. You have to invoice and track payments.
   d) You have to advertise; to advertise you have to write up the ad copy and do the graphics to make it attractive. You have to socialize on the Internet, join voluntary associations, etc.
   e) See a smart accountant before going into business.
   f) Make sure that clients understand all the details before signing any agreement. Details like cost of translation, delivery dateline and payment conditions are things that a client must know beforehand. Be responsible to let them understand all these details before signing any agreement.
   g) Be professional in the translation business to continue thriving in this profitable service industry.

B) Translation ethics
In translation industry, like any other profession, translators have to follow a strict code of ethics. Translators may come across confidential documents, such as new marketing plan or new business ideas, which need to be handled securely and professionally. A translator with integrity will not make use of such documents to harm his or her clients. To thrive in the translation business, honesty and trust are very important. Therefore, a good translator will be clever enough to know not to destroy the trust that the client has in him or her.

General Ethics Principles adopted by NAATI
The general principles contained in the different codes of ethics require translators and interpreters to:

• respect their clients’ right to privacy and confidentiality
• disclose any real or perceived conflicts of interest
• decline to undertake work beyond their competence or accreditation levels
• relay information accurately and impartially between parties
• maintain professional detachment and refrain from inappropriate self-promotion
• guard against misuse of inside information for personal gain.

You will find the whole NAATI document in the following link:

The AUSIT Code:

the ASLIA Code

C) Translation as a career and market demands

Job market analysts in different parts of the world predict that the volume of documents for translation will increase within the next ten years. They also assume that the translation market will observe an annual growth of approximately five percent during the next few years. A further apparent development is the tendency to protect cultures and languages. The translation market will without a doubt profit from this tendency. Moreover, technological innovations and a continuously increasing product portfolio require a better quality of translations as well as more flexible translators and translation agencies.

The rising demand for translations in the near future is intensified by an existing lack of translators for numerous specialized fields and particular language combinations.

Because large quantities of translations are expected to be produced, it will become increasingly significant to prepare documentation in such a way, that existing text elements are available not only for further documentation but also for translations and thus do not require repetitive translations. An efficient Data Management System (DMS) and Content Management System (CMS) are the basic prerequisites to enable cost-saving and terminologically consistent translations. This is the only way to fulfill the growing demand for quality in the future. Translators should familiarize themselves with these tools.

Increase in information and speed of delivery has also brought information overload and obliged the use of Translation Technology (TT). The application of CAT tools will also become imperative to create terminology databases, glossaries and the like. Although terminology management may initially seem an enormous time-consuming effort, the advantages for both translators and companies are obvious: while translators are able to manage a higher translation volume faster and with less effort, the client gains more control over the quality of the translation into a language of which he usually has no command.

In Saudi Arabia, female translators can seek employment in government ministries, universities, hospitals, private businesses, international organizations, embassies, banks, research centers, and translation bureaus, where translators are increasingly in demand.
General characteristics of the translation industry in Saudi Arabia

Research indicates that there is an increasing trend towards globalization, outsourcing, bilingualism and computerization. The Saudi market can no longer be separated from the global translation industry. With the entry of Saudi Arabia into the WTO, it has become no longer financially feasible for Saudi businessmen and companies to ignore certain facts about the global corporate world. In terms of the translation industry, the following global facts offered by leading researchers in the field will undoubtedly play a major role in the Saudi market in the coming years:

1. Demand for translation outstrips supply
2. There are few human translators, and a huge amount of material to be translated
3. Companies have recognized the limitations of human productivity without automation.
4. Translators' salaries are comparable to those of highly trained professionals.
5. Delays in translation are costly.
6. Translation Technology systems have become affordable and easily accessible to a range of users and systems
7. Researchers predict a broader adoption of MT over the next 3-5 years, independently of any gains in translation quality.
8. Translation Technology has gained momentum because of the continued trend toward globalization
9. The Internet is providing the means for more rapid delivery of quality translations to individuals and to small companies; a number of MT vendors now offer translation services usually adding value by human post-editing.
10. Internationalization or Localization is prevalent. Major companies are seeking to design and implement a product which is as culturally and technically "neutral" as possible, and which can therefore easily be localized for a specific culture or cultures.
11. Software publishers can now release 30 or more different localized versions within a month or two of the original version, a process known as "sim-ship" (short for "simultaneous shipment").
12. There are also a number of new roles that have been introduced into the professional translator's working environment, such as terminologists, computational linguists, lead linguists, specialist translators, specialist reviewers, project managers, localization coordinator (LC), technical writer (TW).

There are some Saudi institutions that have made the changeover to translation technology and to survey the benefits recorded by company management which include: increase in consistency, shortening of time-to-market, reduction costs by as much as 40% and Facilitation of communication problems in multi-lingual environment. The most prominent of these institutions are the following:
The Saudi Electricity Company (sceco)
2. Aramco
3. Al-shoura Council (Saudi equivalent of parliament)
4. Islamic Development Bank

The organization with large translation departments that have not changed over to TT are:

1. The Organization of Islamic Conferences (OIC)
2. Saudi Arabian Monetary Agency (SAMA)
3. The Saudi Press Agency
4. Law Firms
5. Government Ministries

Research also revealed that localization (i.e. Arabization of software) projects are done by computer programmers not translators. Many translators are thus not aware of this competitive field of specialization.

To find more details about the Saudi translation job market, check this link:

http://translationjournal.net/journal//50saudi.htm

D) Professional development

After graduation, professional translators should keep on developing themselves and improving their skills. This could be done in a variety of ways. They should:

1) Keep themselves abreast of the latest developments in the field by reading the latest specialized books and journals.

2) Look for training opportunities in their field. Some institutions and specialized agencies offer training courses in, for instance, specialized translation or using technology in translation and they integrate the latest developments in field. Translators should always look for these opportunities and make use of them.

3) Keep in touch with their university teachers and supervisors and seek their advice.

4) Attend conferences, symposia, workshops organized on translation related issues.

5) Be familiar with good translators and their work by reading them and then comparing them with the original texts. In this way, translators will develop their power of observation, insight, and decision-making, which in turn will lead them to enhance their motivation and improve their translating skills.

6) Always be willing to learn new things. The nature of the work will require a translator to deal with all sorts of topics and industries. Therefore, it is important for him or her to always learn and adapt to this fast moving technological world.

7) Be part of specialized associations or societies.
Chapter 7
Chapter 7: Translation Tools and Resources

1) Dictionaries:
Printed dictionaries, electronic dictionaries, and online dictionaries.

2) Terminology banks:
Specialized data bases:
Saudi terminology data bank (البنك الآلي للمصطلحات العلمية: باسم http://basm.kacst.edu.sa/
بنك المصطلحات الموحدة (مكتب تنسيق التعريب http://www.arabization.org.ma/%D8%A8%D9%86%D9%83%D8%A7%D9%84%D9%85%D8%B5%D8%B7%D9%84%D8%AD%D8%A7%D8%AA%D8%A7%D9%84%D9%85%D9%88%D8%AD%D8%AF%D8%A9.aspx

3) Electronic tools:
These can include:
- **Spell checkers**, either built into word processing software, or add-on programs;
- **Grammar checkers**, again either built into word processing software, or add-on programs;
- **Terminology managers**, allowing the translator to manage his own terminology bank in an electronic form. This can range from a simple table created in the translator's word processing software or spreadsheet, a database created in a program such as FileMaker Pro or, for more robust (and more expensive) solutions, specialized software packages such as LogiTerm, MultiTerm, Termex, etc.
- Dictionaries on CD-ROM, either unilingual or bilingual
- Terminology databases, either on CD-ROM or accessible through the Internet, (such as TERMINUM Plus or Grand dictionnaire terminologique from the Office québécois de la langue française)
- **Full-text search tools** (or indexers), which allow the user to query already translated texts or reference documents of various kinds. In the translation industry one finds such indexers as Naturel, ISYS Search Software and dtSearch.
- **Concordancers**, which are programs that retrieve instances of a word or an expression and their respective context in a monolingual, bilingual or multilingual corpus, such as a bitext or a translation memory.
- **Bitexts**, a fairly recent development, the result of merging a source text and its translation, which can then be analyzed using a full-text search tool or a concordancer.
- **Project management software** that allows linguists to structure complex translation projects, assign the various tasks to different people, and track the progress of each of these tasks.
- **Translation memory** tools (TM tools), consisting of a database of text segments in a source language and their translations in one or more target languages.

According to a survey done by the Imperial College, in 2006 the most popular systems were (in decreasing order)
- **Trados**
- **Wordfast**
A comparison between different programs can be found at: http://en.wikipedia.org/wiki/Computer-assisted_translation

A list of translation software:
http://www.hutchinsweb.me.uk/Compendium-14.pdf

4) Internet search engines: are effective tools in translation. They could be viewed as large corpora which can help translators produce natural translations.

5) Translators' resources websites:
http://www.notisnet.org/resources/links/tilinks.html#General
http://mygengo.com/talk/translation-resources/
http://www.language-resource.co.uk/
http://englisharabictranslators.blogspot.com/2008/03/httpunterm.html
http://translationjournal.net/journal/00misc.htm
http://pjidarabictranslation.com/resources/
http://www.translation.net/translation_resources.html#general
http://www.mitinweb.org/Admin/Files/Resources%20%20for%20Interpreters%20and%20Translators.pdf
http://www.lexicool.com/links_translators.asp

6) Associations:
http://www.artofprogramming.net/resources/associations-translators-inter.php
http://www.atanet.org/

http://www.wataonline.net
الجمعية الدولية للمترجمين العرب. المقر (بلجيكا)
http://www.atida.org
جمعية الترجمة العربية وحوار الثقافات (عئيدة). المقر (سويسرا)
www.aot.org.lb
المنظمة العربية للترجمة

ATN / APTS - Arab Professional Translators Society
المجمع العربي للمترجمين المحترفين – بيروت – لبنان

AICT - International Association of Conference Translators
الجمعية الدولية لترجمي المؤتمرات

AIIC - International Association of Conference Interpreters
الجمعية الدولية لمترجمي المؤتمرات الفوريين
avtranslators.org - Association of Audio-visual translators

جمعية مترجمي المرئيات.

GIUTI - International Permanent Conference of University

المؤتمر الدولي الدائم للمعاهد الجامعية للمترجمين التحريريي والفوريين.

CEATL - European Council of Associations of Literary Translators

المجلس الأوروبي لجمعيات مترجمي الأدب.

CETL - Centre européen de traduction littéraire

المركز الأوروبي للترجمة الأدبية.

ESIST - European Association for Studies in Screen Translation

الجمعية الأوروبية لدراسات ترجمة المرئيات.

EST - European Society for Translation Studies

الجمعية الأوروبية لدراسات الترجمة.

GALA - Globalization and Localization Association

الجمعية الدولية للعولمة والتوطين (جالا)

IATIS - International Association for Translation & Intercultural Studies

الجمعية الدولية لدراسات الترجمة والثقافات المتعددة.

IFT - International Federation of Translators

الاتحاد الدولي للمترجمين.

LISA - Localisation Industry Standards Association

جمعية معايير صناعة التوطين.

TLAXCALA - The Translators' Network for Linguistic Diversity

شبكة المترجمون من أجل التنوع اللغوي (تلاكسكا)

Traductores sin Fronteras

جمعية مترجمون بلا حدود.

Translators for Peace

جمعية مترجمون من أجل السلام.

TREMÉDICA - International Association of Translators and Editors in Medicine and Related Sciences

الجمعية الدولية للمترجمين والمحررين في مجال الطب وما يتعلق به من علوم (تريميديكا).

The Association of Translators and Interpreters of Ontario (ATIO)

-The California Healthcare Interpreting Association (CHIA)

-The Canadian Language Industry Association (AILIA)

-The European Association for Studies in Screen Translation (ESIST)

-The European Language Industry Association (ELIA)

-The French Professional Interpreters' and Translators' Association (APROTRAD)

-The Globalization and Localization Association (GALA)
- The Hong Kong Translation Society (HKTS)
- The Houston Interpreters and Translators Association (HITA)
- The Illinois Association of Healthcare Interpreters (IAHI)
- The Indian Translators Association (ITA)
- The International Medical Interpreters Association (IMIA)
- The Kenya Sign Language Interpreters Association (KSLIA)
- The New Brunswick Corporation of Translators, Terminologists and Interpreters (NBCTTI)
- The Texas Association of Judiciary Interpreters and Translators (TAJIT)

International association for translation and intercultural studies

http://www.iatis.org/

European Society for Translation Studies

http://www.est-translationstudies.org/

المجمع العربي للمترجمين المحترفين

http://www.arabtranslators.org/

International Association of Conference Translators


المنظمة العربية للترجمة


7) Accreditation agencies:


8) Translation schools and training around the world:

http://www.deraaij.com/irt/schools.html


http://planetttranslation.com/career-univ.html

9) Translation scholars and websites

http://usuaris.tinet.cat/apym/publications/ETT/video_list.html

http://www.kuleuven.be/cetra/index/

http://www.at-turjuman.com/

http://www.monabaker.com/

http://www.beaugrande.com/

ملتقى الترجمة و اللسانيات


10) Translation studies bibliography:

http://www.benjamins.com/online/tsb/
11) Translation publishing houses:

- St Jerome: [http://www.mcc.ac.uk/stjerome](http://www.mcc.ac.uk/stjerome)
- Stauffenburg: [http://www.stauffenburg.de](http://www.stauffenburg.de)
- Multilingual Matters: [http://www.multi.demon.co.uk/index.htm](http://www.multi.demon.co.uk/index.htm)
- Rodopi: [http://www.rodopi.nl/home.htm](http://www.rodopi.nl/home.htm)
- TEXTconTEXT: [http://www.t-online.de/home/textcontext/](http://www.t-online.de/home/textcontext/)

12) Translation journals

4. **Sayyab Translation Journal** (STJ), Sayyab Books, UK.
5. **Babel**: Revue internationale de la traduction/International Journal of Translation Publisher; John Benjamins, Multilingual.
6. **Perspectives: studies in translatology**. Editor: Cay Dollerup, English Department, University of Copenhagen, Quarterly.
10. **Translation and interpreting studies**. Published by John Benjamins (Amsterdam).
12. **New Voices in Translation Studies** is a refereed electronic journal co-sponsored by IATIS and the Centre for Translation and Textual Studies (CTTS) at Dublin City University.
13. **Translation Watch Quarterly** (TWQ) published by The Translation Standards Institute (TSI) in AUSTRALIA [with a special focus on quality assessment and standards]

15. **THE INTERPRETER AND TRANSLATOR TRAINER**, St. Jerome

16. *Translation & Interpreting* hosted by the University of Western Sydney’s Interpreting and Translation Research Group

17. **ACROSS Languages and Cultures**: A Multidisciplinary Journal for Translation and Interpreting Studies
   Editor: Kinga Klaudy, Publisher: Akademiai Kiado, Bi-annual, 2000-

18. *‘Ayn Journal of Saudi Association of Languages and Translation* (SAOLT)

19. **Conference Interpretation and Translation**, the Korean Society of Conference Interpretation

20. ترجمان: مجلة متخصصة تعنى بقضايا الترجمة التحريرية والترجمة الفورية من مطبوعات مدرسة الملك فهد العليا للترجمة بالمغرب طنجة

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Chapter 8
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Arabization

The concept of Arabization:

Arabization is used in the literature in four different senses:

1) It could be used to mean borrowing foreign words without changing them like أكسجين and نانو. These words are described as دخيلة. Sometimes these words are adapted to the phonological and morphological systems of Arabic; e.g., تلفزيون and they are described as معرية. (linguistic dimension)

2) It could be used to mean translating from other languages into Arabic. In this sense, Arabization started in the Arab world approximately 1200 years ago when Arab scholars in the Umayyad and Abbasid eras were engaged in translating Greek, Roman and Persian books in different fields of knowledge such as medicine and philosophy. Their efforts in translation as well as their own achievements gave rise to the Islamic civilization. (linguistic dimension)

3) It could be used to mean using Arabic as the language of administration in a country.

4) It could be used to mean using Arabic as the language of the country in all aspects of life (education, administration, everyday conversation, etc.), representing its Islamic and Arabic identity.

The first meaning is the one used in the Arab East (المشرق العربي) and the last one in the Arab West (المغرب العربي).

Arabization in the Arab West gained importance and was extended to include these political, national social and cultural dimensions because they felt that their Arabic culture, their language, their identity and their own existence were endangered by the colonizers.

The political and national dimensions of Arabization:

Arabization is important on these levels for the following reasons:

1. Reinforcing national identity:

   Arabization aims at reviving and developing the unique national Arab identity and emphasizing all that distinguish Arabs as an independent social race. This notion is more strongly felt in the Arab West because it is considered a national cause that is related to national identity, traditional heritage, dignity and destiny. For a country like Algiers, Arabization is to restore the Arabic language after being abandoned for over 130 years. This means that they have been denied their true identity and cultural dignity for 130 years. To restore their lost identity, a law has been issued that imposes the use of Arabic in education, administration and in everyday conversation. These people are aware that once the national identity of a nation is established, its existence becomes a reality.

2. Consolidating Arab existence:

   Arabic is the language of more than 200 million people in the Arab world. Despite their great numbers, their existence was suppressed by the western colonizing powers, and their influence in the international arena was next to nothing. Therefore, immediately after getting independence, Arab leaders adopted policies that encouraged Arabization for the purpose of consolidating their existence on the international scene as independent countries with their own national identity. To enhance their economical and political independence they revived their own culture trying to eliminate the remaining influence of the colonization period on education, society and culture.

3. Strengthening Arab unity and solidarity:
The broad meaning of Arabization, which is the domination of Arabic in society, cannot be set apart from Arab solidarity. Having one culture, one language and one identity enhances the feelings of unity and solidarity among Arabs.

The cultural and social dimensions of Arabization:

When French was declared as the official language of education and thought in the colonized countries in North Africa, it was not meant to be a medium of education and cultivation or for spreading knowledge but was rather a practical way for cultural invasion so that people would owe allegiance to France. This cultural invasion aimed at creating citizens who would act like the French people but not to be considered French citizens, and ultimately destroying the intellectual and social basis of the Arab nation so that the coming generations would lose contact with their roots and culture, and what happened in Turkey is only one example.

Language academies:

Many sincere nationalists, such as Abdallah Al-Nadeem, realized the challenges facing Arabic and the process of Arabization, and called for establishing institutions that would preserve the purity of Arabic and at the same time modernize it. In response to this call, a language academy was founded in Egypt in 1932. The goals of this academy were: 1) to guard the integrity of the Arabic language and preserve it from dialectal and foreign influence; 2) to cultivate the Arabic language; 3) to adapt the Arabic language to the needs of modern times, by creating new Arabic terminology; and 4) to reform Arabic script and grammar. Other language academies were also established in other countries: Syria (in 1919), Iraq (in 1947), Jordan (in 1976).

Language academies pushed the process of Arabization ahead and struggled to preserve the purity of Arabic. The activities of language reformers in Syria like الشدياق و البستاني gave an impetus to the much-needed modernization of the lexicon. Many dictionaries in different fields were compiled by specialists and new Arabic terms were coined. But these Academies were met with some problems in modernizing Arabic as well as in coining scientific terms.

Bureau for Coordinating Arabization:

Arabic educational and cultural institution especially the Arabic Organization for Education, Science and Culture realized the dangerous consequences of the Arab’s linguistic differences, therefore many conferences were held on Arabization. One of the fruitful results of these conferences was the foundation of the Bureau for Coordinating Arabization in the Arab world. Its responsibilities were specified as follows: 1) coordinating the efforts that aim at extending the use of Arabic in education, in all government institutions, and in the mass media; 2) supervising the process of Arabization and modernizing Arabic; 3) coordinating the efforts of the scientific and educational institutions that work on enriching the language with new terms; 4) preparing conferences on Arabization.

The problems of Arabization in the Arab world:

1) Arabization of Higher education

Abdulaziz suggests that the problem of higher education is centered around three points: teachers, students, textbooks and reference materials. Most of the university teachers in the Arab world have received their higher education and degrees in western universities. When they teach Arab students they avoid Arabic and use foreign languages tempted of course by the already available materials in those foreign languages that save them the trouble of translating them for their students. In addition to this, some assume that Arabic is too primitive language to be an efficient medium of transmitting knowledge.
Many pronouncement made in conferences on Arabization assert that Arabic is the natural medium of instruction in all the stages of education for national, social and scientific considerations. It has been confirmed by many educational studies that learning in one’s own language is more productive and influential and the final output would be stronger. The opponents’ arguments rest on the fact that Arabic lacks scientific terminology, which makes it an unsuitable medium of education. But Arabic can be modernized and be able to compete with international languages in being an efficient means of scientific expression as it was centuries ago. Modernizing it is the responsibility of language academies.

2) Modernizing Arabic

The decision to undertake language reforms is a difficult decision in the Arab world because the idea of modernizing Arabic is not viewed in a favorable light, because Arabic is always associated with the Holy Qur’an. This protective attitude is the result of the fact that people do not really understand what language “modernization” means. Development is a natural phenomenon. Islam pushes man ahead to progress, to develop, and to be better and refuses dullness. From an Islamic point of view, modernization means pushing Islamic thought and Arabic culture to encounter modern life and meet with international cultures and participate in the development of the human thought and civilization. The essence of the Islamic thought is never changed but the shape it takes changes according to the age. This applies to language as well; it has to develop otherwise it will die. Modernizing Arabic means to expand its vocabulary, and provide for the lack of modern scientific terms.

3) Arabizing modern terms and notions:

One of the most important issues discussed in language academies was the problem of ألفاظ الحضارة. This term refers to the words that have to be invented to express modern objects and notions that belong to the imported technology of the west. A special committee was established to deal with this problem in the Language Academy in Cairo. But the real problem was not in finding Arabic equivalents or coining new terms, but rather in the ability to popularize them. The attitude of the people towards these new terms was not encouraging at all. People ignored or avoided using them or just did not accept them because they were not used to them.

Another problem also arose but this time it was caused by the linguists themselves. There was a lack of consensus among Arab linguists about the best way to deal with the influx of western notions into the Arabic language. Some language-reformers believed that the Arabic lexicon in itself was sufficient to express anything needed in this modern age. On the other hand, some strongly advocated the wholesale adoption of western words and a complete revision of the lexicon. The more careful approach of the moderates maintained that Arabic was the perfect language but people started to corrupt it. The new terms were introduced through a complicated process of consultation and deliberation in the Academy: they were proposed in the many subcommittees, each responsible for a specific field of knowledge, and after approval by the general assembly of the Academy they are published in its journal.

4) Terminological Discrepancies:

Another Arabization problem is that different institutions (universities, language academies, ministries of education, etc) and even individuals undertook the responsibility of arabizing scientific terms in different countries. These different institutions and individuals did not follow unified methods of research but rather different approaches which led to discrepancy among Arab countries. Every country chose its own to the modernization of the lexicon, and not even the academies were able to unify the regional terminologies. The reason behind their disagreements is that some countries belonged to the French sphere of influence while others were under the influence of English. The more important reason is the absence of the censorship of scientific institutions.
If Arabs do not work on solving this problem, their intellectual unity is threatened. They should avoid being in a situation where sciences become regional, every country has its own terms and books. In some fields the differences in terminology constitute an acute threat to the cooperation between scholars and scientists from various Arab countries, for instance in the fields of medicine and physical sciences or even in linguistics where there is a disagreement on the translation of the term “linguistics” itself between the Arabs of the West and those in the East: (لسانيات in the West, and لغويات in the East). Language academies and other influential institutions play an important role here. In this regard, many terminology data bases were established: Basim.

Means of promoting Arabization :

There are different ways that can help promote Arabization. 1) Sabir suggests that central Arabic libraries should be established and be open for all Arabs. When people find all the material they need available in libraries they would not feel the need for foreign languages. 2) Al-Saayg, on the other hand, emphasizes the role of mass media as an effective medium in promoting the use of Arabic and in developing it. TV announcers should be compelled to use Standard Arabic (SA), so that our mass media would be a true representative of our culture and identity. Programs that promote SA and encourage using it would be useful as well. 3) Dmashqiyyah believes that children’s literature is a powerful tool for promoting Arabization. Children should be encouraged to use Arabic to express their ideas and feelings. This should naturally be the first step in the process of Arabization. 4) Al-Hawwary maintains that if the terms agreed upon in language academies are used in school textbooks and in higher education, these terms will be familiar to our young generations.

Methods of Arabization:

1) Transcription: is to use the literal spelling of an English term in Arabic letters as it is exactly pronounced. For example, Bank=مصرف، Computer = كمبيوتر، Film= فيلم، Fax= فاكس، Pager= بيجر، Vitamin= فيتامين، Electron= إلكترون. Transcription is the poorest form of Arabization because it means to open the door widely to the foreign words to invade Arabic language unconditionally and seriously. Therefore, it has to be avoided except when the foreign terms has not been given an Arabic equivalent yet. However, when the Arabic equivalent is established, it should replace the foreign term.

Bank=مصرف، Anemia= أنيميا

2) Naturalization: is the adaptation of the English term to Arabic pronunciation, alphabet and grammar, by modifying part of its pronunciation, changing the spelling of one or more of its letters into Arabic ones and using it in a singular, plural, masculine, feminine, or verb.

Technology تكنولوجيا، technological= تكنولوجي، technologist= تكنولوجيي، technologies= تكنولوجيات، technologically= تكنولوجيًا.

Other examples: لزر، أكسيم، فلسفة، راسمالي

3) Compounding and Coinage: means to create an Arabic equivalent for a foreign term. This equivalent consists of two or more words and should follow the Arabic grammatical and phonological systems. For example, برماتي، برمائي is the English equivalent for the English term "amphibian".

4) Metaphor: is to use an existing Arabic word and transfer its lexical meaning to refer to a new meaning. For example, the Arabic word هاتف was usually used to mean "A person whose voice is heard, but not seen." The lexical
meaning of this Arabic word has been transferred metaphorically to refer to a new concept which is that electronic device for sending sounds, especially voice, over distance by wire, i.e. telephone. So هاتف refers to the new concept "telephone". Both mean hearing one's voice without seeing her/him.

Other examples: قطار - قهوة

5) Derivation: is to take the root of a word and create a number of words derived from that root. For example، ض ر ب can be ضرب، ضارب، مضروب، ضربة، ضربات. Derivation is based on measurement. In Arabic language there are measures according to which words are derived and measured.

6) Paraphrasing: is to paraphrase the meaning of the term in few words. For example، the Arabic equivalent of the English term physiology is علم وظائف الأعضاء.

7) Explanation: is to describe a foreign term using Arabic letters and explain its meaning in parentheses or in a footnote. This method is used with specialized terms which are known by specialists and have no Arabic equivalents. For example، the English term "enstatite" has no Arabic equivalent. Thus، it can be transcribed then followed by an explanation: الإستاتيت: معدن أخضر براق يوجد في ثنايا الصخور النارية و يستخدم في صناعة الحلي.
The End