

**Sudan University of Science and Technology**

**College of Graduate Studies**

**College of Languages**

**Using Translation of Authentic Press Materials for Promoting the  
Students Performance in Media Translation**

**إستخدام ترجمة مادة إعلامية أصلية لتنمية أداء الطلاب في الترجمة الصحفية**

**A thesis Submitted in Fulfillment of the Requirements for the  
Degree of PhD in English Language**

**(Applied linguistics)**

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# Dedication

*To My Family,,,,,*

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## **Abstract**

The study aimed at exploring the performance of MA students in translating authentic press materials with the aim of improving their media translation. The researcher adopted the descriptive and applied method. Sampling was represented in a number of (25) university teachers and (50) MA students. A questionnaire and a diagnostic test were used as a study tools for collecting data. The (SPSS) program was used for data analysis. The most important results revealed are : most students neglect continuous follow-up of English native media such as magazines, newspapers, television, etc. Difficulty of understanding authentic press materials resulting from cultural differences between English and Arabic. Translation courses at universities require continuous review, assessment and development. Universities should reconsider their traditional ways of teaching translation. The study recommends : students should get the opportunity to be exposed to native English environment. Culture of both target and source languages should be introduced in translation classes. The differences between the cultures of the two languages should be pointed out. university teachers of translation should always be well-versed in the cultures of both to source and target languages. universities should continuously evaluate and review translation curriculums and syllabuses contents to cope with technological media.

## Abstract (Arabic version)

### المستخلص

هدفت الدراسة إلي استكشاف أثر ترجمة المواد الصحفية الحجّية في تعزيز أداء طلاب الماجستير في الترجمة الإعلامية . اتبعت الدراسة المنهج الوصفي التطبيقي، تمثّلت عينة الدراسة في عدد (25) أستاذاً جامعياً، و(50) طالباً من طلاب الماجستير بجامعة الجزيرة. استخدم استبيان واختبار تشخيصي كأدوات لجمع البيانات. استخدم برنامج الحزم الإحصائية للعلوم الاجتماعية (SPSS) لتحليل البيانات. من أهم النتائج التي توصلت إليها الدراسة: تجاهل معظم الطلاب المتابعة المستمرة لوسائل الإعلام الأجنبية كالمجلات، الصحف ، التلفاز وغيرها. الصعوبات التي تواجه الطلاب في فهم النصوص الصحفية الحجّية ناتجة عن الاختلافات الثقافية بين العربية والإنجليزية. تحتاج مقررات الترجمة في الجامعات إلي المراجعة والتقييم والتطوير المستمر. يجب علي الجامعات إعادة النظر في الطرق التقليدية لتدريس الترجمة . توصي الدراسة بوجود إيجاد فرص للطلاب للتعرف علي البيئة الانجليزية الأصلية. يجب التعرف علي ثقافة اللغتين المصدر والهدف في فصول الترجمة. ضرورة الإشارة إلي الاختلافات بين ثقافتَي اللغتين. يجب علي مدرسي الترجمة بالجامعات الإلمام بثقافة اللغتين معاً المصدر والهدف. كما توصي الدراسة بالتقييم والمراجعة المستمرة لمحتوي مناهج ومقررات الترجمة في الجامعات لتتماشي مع تكنولوجيا الإعلام.

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# **Chapter One**

## **Introduction**

## **CHAPTER ONE INTRODUCTION**

### **1.1 Background:**

Press translation is often seen as something relatively straightforward, as bread and butter compared to the jam and cream of literary translation. Thus, while students feel that the translation of literature demands a creativity and ingenuity which fall beyond them, they may be confident in their ability to make an effective translation of a press simply by producing a clear and accurate paraphrase of the content of the source text. This task may seem all the easier if the readership of the source and target texts are relatively similar in cultural background and outlook. In today's globalized world, press translation does indeed provide the substance for many translators, The work of many respected journalist crosses national and language boundaries. Columns, for instance, originally published in a single British or Arabic newspaper may be translated in to several other languages and be read by vast people across Europe.

Discussions of translation procedures frequently seem to imply that strategies are incompatible with the goal of fidelity for instance the strategy of omitting from the translation elements present in the source text has often been referred to as some kind of weakness or failing on the translator's part thus Clifford (2001: 95) describes omission as "*The equivalent of un conditional surrender, an admission that a certain word, phrase or construction is beyond the translator's ability to render*". Similarly, the process of adding to the translation material not present in the source text, as "deforming tendencies" found in translation.

The translator decision aims at preserving a balance between conveying the essential and ensuring that the organization, tone and style are acceptable to the target audience.

This study is an attempt to explore a field of translation namely Media translation .

### **1.2 Statement of the Study problem:**

A crucial element of establishing and maintaining an international presence is being able to deliver your press materials in multiple languages, keeping the message consistent while ensuring that any cultural differences are respected and cared for along the process of handling.

Languages today understand that translation is about more than replacing words from one Language with words from another. It is about understanding the nuances and abilities that make the difference between sounding (professional competent and authoritative) or sounding ridiculous.

Thus Translating, press materials to different language might seem easy, but it takes so much more than a few years of language training to accomplish . A translator should find a balance between faithfulness and accuracy. Also it involves more than just translation into the target language, it also involves paying special attention to language variations in a specific geographical region.

### **1.3 Significance of the Study:**

Translation of authentic press material is more difficult than it appear for a number of reasons. First the coverage of press material is very broad, ranging from science to culture to religion and so on. Second, politicians are always creating new words, such as road map, new deal, manifest Destiny, trickledown economics, détente, affirmative action. The translator needs to decode these words and recode them into the target culture. Third press material is contain a huge ratio of culture specific implicit, creating a major translation problem. Press translation, which takes many forms, encounter two types of culture resistance that in order intercultural understanding, the first is apparent in the need to transform a text in order to make it meaningful in a new context, while the second results from the irreducibility of culture as a way of life to the form of a text.

The major concern of this research is translating Authentic press material to promote MA students performance Media translation.

### **1.4 Objectives of the Study:**

For the sake of development in translation to cope with the development of global technology to face modern era challenges the study aims constructively at:

1. Encouraging MA students to enhance their performance in translating Authentic press material as a linguistic activity which reinforces translation in general and Media translation in particular.
2. Acquainting students with the requisite vocabulary, terminology, techniques, methodologies and tools needed for translating press material, particularly authentic ones.
3. Examining techniques used in press material with the aim of promoting students performance in translation.
4. Investigating the types of cultural resistance that pose challenges to intercultural understanding and hence hinder the translation.

### **1.5 Questions of the Study:**

The study seeks to answer the following questions:

1. What are the difficulties that encounter MA students of English in translating authentic press material?
2. What are the appropriate techniques and methodologies used in translating authentic press material?.
3. How can the difficulties concerning intercultural understanding be surmounted?

### **1.6 Hypotheses of the study:**

H<sub>1</sub>The majority of MA students need to promote their performance in translating authentic press material into Arabic.

H<sub>2</sub>Teaching techniques used in translating Authentic press material will improve student's performance in translation.

H<sub>3</sub>Special techniques and activities should be adopted in translating authentic press material.

### **1.7 Research limits:**

The research is limited to the MA students of English at the Department of translation faculty of Education – Hantoub, Batch "3" addition to that, some English lectures respectively will involve in the study.

### **1.8 Methodology:**

Analytical and descriptive methods were employed in this study .A questionnaire and a diagnostic test were used as tools for data collection. The questionnaire for university teachers(from different universities), and the test for MA students of English University of Gezira.

# Chapter Two

## Literature Review and Previous Studies

## **Chapter two**

### **Literature Review And Previous Studies**

#### **2.0 Introduction :**

Translation is the process of transformation of meaning from the source language (SL) into the target language , it is concerned with knowledge of relations between languages and application of this knowledge in communication. Every translation activity has one or more specific purposes and whichever they may be; the main aim of translation is to serve as a cross-cultural bilingual communication vehicle among peoples. In the past few decades, this activity has developed because of rising international trade, increased migration, globalization, there cognition of linguistic minorities, and the expansion of the mass media and technology. For this reason, the translator plays an important role as a bilingual or multi-lingual cross-cultural transmitter of culture and truths by attempting to interpret concepts and speech in a variety of texts as faithfully and accurately as possible.

Most translation theorists agree that translation is understood as a transfer process from a foreign language—or a second language—to the mother tongue. However, market requirements are increasingly demanding that translators transfer texts to a target language that is not their mother tongue, but a foreign language. This is what Newmark calls "service translation."

There are some particular problems in the translation process: problems of ambiguity, problems that originate from structural and lexical differences between languages and multiword units like idioms and collocations. Another problem would be the grammar because there are several constructions of grammar poorly understood, in the sense that it isn't clear how they should be represented, or what rules should be used to describe them.

The words that are really hard to translate are frequently the small, common words, whose precise meaning depends heavily on context. Besides, some words are untranslatable when one wishes to remain in the same grammatical category. The question of whether particular words are untranslatable is frequently debated. For example, it isn't easily to translate a poetry because you need to analyze the words and meaning and after the flow and rhythm (or rhyme). Poetry's most translations are bad. This is principally because the translator knows the foreign language too well and his or her native language too poorly. Some English poetry translations are robotic, do a great disservice to the originals.

English-Arabic translation difficulties also result from differences in word order between the syntax of the two languages.

## **2-1 Historical Background:**

In spite of the paramount importance of translation in the lives of nations. It has passed through ages of flourishing and deterioration. These ups and downs in the history of translation depend mainly on many factors. Such factors may be related to the state policy, the educational institutions, the cultural movement during a certain "time", the outer currents. The human factor and the tools and methods that are used in the process of translating. The general formulation of the central concept of translation is probably as any that has been proposed ever since Cicero and Horace –in the first –century –BCE Rome –Despite occasional theoretical diversities, the cultural practice of translators has hardly changed since antiquity except for some extreme metaphases in the early Christian period – the Middle Ages – and adapters in various periods (especially pre-classical Rome-and the 18<sup>th</sup> century).Newmark (1981:4) claims that the era of the first contact – during the old Egyptian Kingdom –had witnessed the first trace of translation in 3000B-C-When the west come into contact with Moorish Spain –in the twelfth century the need for translation has risen to meet the requirements of the two nations. In the nineteenth century translation became the main means of communication between prominent men of letters and to a lesser degree as to scientists – philosophers and their educated readers abroad – thus the twentieth century was called "The age of Translation".

## **2.2 Concept Of Translation:**

Etymologically "translation "is "coming across" or "bringing across". The Latin "translatiko" derives from the perfect passive participle "translation " of "transfere" .The modern Romance Germanic and Slavic European languages have generally formed their own equivalent terms for this concept after the Latin model. Additionally the Greek term for "translation "metaphrasis"(speaking across) has supplied English with "metaphrase".

Translation is an incredibly broad notion which can be understood in many different ways. For instances, one may talk of translation as a process or a product. By its nature translation is multilingual and also interdisciplinary ,en compassing language, linguistics, communication studies, philosophy and arrange of types of cultural studies. The term translation itself has several meanings: it can refer to the general subject field, the product( the text that has been translated) or the process( the act of producing the translation otherwise known as translating). Translation has many different definitions which are stated by a number of theorists throughout the time. The most noticeable features of these definitions is that, some of them define it as a process and a result of this process and some of them consider it as communication and skill .Catford(1965: 20) states that translation is the replacement of textual material in one

Language (S1) by equivalent textual material in another language( T1). Semerov (2005: 16) states that, first of all, translation is the translator's activity of transforming a message in one language into a message with same meaning in another language, secondly ,translation is a result of the translator's activity i.e.an oral or a written language utterance. Garbovsky (2006: 214) considers translation as very important in communication in human life between people with their various languages and cultures which make it a very effective factor in communication and exchanging culture and knowledge. He states that translation is a social function of communicative mediation between people who use different languages systems this function of reality on the basis of his\her individual abilities as an interpreter accomplishing translation from one semiotic system to another with the purpose of equivalent i.e. . maximally complete but always partial transmission of a system of meanings contained in a source message from one communicant to another. Newmark(2001: 7) stats that translation is a craft consisting of the attempt to replace a written message and\or statement in one language by the same message and\or statement in another language Newark suggest that translation is a skill in transferring a written or a spoken message from one language to another.

An identity of such sub types as literary translation technical translation subtitling and machine translation moreover while more typically it just refers to the transfer of written texts the term sometimes also includes interpreting this definition introduces further variables first the subtypes which include not only typically written products such as literary and technical translation but also translation forms that have been created in recent decades such as audiovisual translation a written product which is read in conjunction with an image on screen cinema television DVD or computer game more over the reference to machine translation reveals that translation is now no longer the preserve of human translators but in a professional context increasingly a process and product that marries computer power and the computerized analysis of language to the humans ability to analyze sense and determine appropriate forms in the other language.

### **2-2-1 Intralingual Interlingual and Intersemiotic Translation:**

Jakobson (1959:2000) makes a very important distinction between three types of written translation:

#### **2-2-1-1 intralingual translation:**

Translation within the same language which can involve rewording or paraphrase.

#### **2-2-1-2 interlingual translation:**

Translation from one language to another.



### **2-2-1-3 intersemiotic translation:**

Translation of the verbal sign by a non-verbal sign for example music or image Development have seen a certain blurring of research between the different types of translation too Thus research into audiovisual translation now encompasses sign language intralingual subtitles lip synchronization for dubbing as well as interlingual subtitles.

### **2.3 Universals of Translation:**

Although repetition have a major function in literary texts, avoiding repetition is one of the most recurrent norms of translation So much so that it may be more accurate to refer to it as a al of translation. The techniques of avoiding repetition vary from cancelling them altogether to replacing them with synonyms. When such solutions are impossible translators may revert to announcing the repetition. Avoiding repetition is predominant in canonized and semi-canonized texts as well the only variation being the number of cases and the crudity of the solution. In semi-canonised texts which have in the process of translation, undergone a change of genre avoiding repetition must be regarded as part of a larger normative complex. In non-canonised literature the liberties taken by translators are such that, it would be unprofitable, repetition are sometimes added to translated texts. They are of a different nature however stemming as it were from repertoire alder centered model. This fact make the translation process a harder task, sometimes resulting in a mediocre output that should undoubtedly be revised and post-edited before delivery to client .It is quite clear that a poor translation can not only lead to hilarity or to minor confusion, but it can also be a matter of life and death .Hence the importance of training translators not only in the acquisition and command of languages and translation strategies and procedures, but also in specific knowledge areas and .What is equally important in professional ethics .If Translating is a discourse operation interposing between language and thought Delisle(1981)continues, we should accept that in the art or skill of translating we are inexorably going to come across assorted and numerous obstacles.Delisle(1981) illustrates what a subtle form of mic normative constraints Both the rigidity and the recurrence of this universal of translation. In so many languages and so many literary systems may point to the conclusion that, considerations of adequacy come second to considerations of acceptability in the target culture.

### **2-4 Approaching A text:**

There is always a way of approaching an SI text Whether the translator choose the author –centered traditional model ,the text –centered structuralistic model or the cognitive re torture translation is: translation is an arduous job that mortifies you, puts you in a state of despair at

times,—but also an enriching and indispensable work, that demands honesty and modesty.

## **2-5 Developments In Translation Studies**

Hatim and Munday (2004) state that translation studies has evolved to such an extent that it is really a perfect interdisciplinary interfacing with a whole lots of other fields. The aim may still be to describe translation phenomena and in some cases to establish general principles, but the method of analysis are more varied and the cultural and ideological features of translation have become as prominent as linguistics.

## **2-6 Theories of Translation:**

The translation theories enlighten the students with all that is involved in the translation process and provide them with guidelines that enable them to make their decision and choices Newmark (1995: 9) states that a good theory of translation is the one that is concerned with the translation method appropriately used for certain types of texts and is therefore dependent on a functional theory of language. Translation theory is pointless and sterile if it does not arise from the problem of translation practice from the need to stand back and reflect to consider all the factors within the text and outside it before coming to decision other recent translation theory as it is seen by Bassint (1992: 77) is based on the function of the target text rather than the prescriptive of the source text translation has become an act of communication not a process of translating the translated text is now viewed as an integral part of the world not as an specimen of language in other words translation has become more functional than it used to be .The most important theories of translation are the following :

### **2-6-1 Linguistic Theory of Translation:**

Newmark(1988-5) It is a translation theory derives from comparative linguistics. It is mainly an aspect of semantics. All questions of semantics relate to translation theory. Besides all morphological and syntactic ambiguities are dealt with in syntax .

### **2-6-2 Philological Theory of Translation :**

It concerned with literary texts which are culturally and historically important. They require special study and interpretation before they can be transferred satisfactorily into the T.L They also deal with all kinds of stylistic and rhetorical devices .

### **2-6-3 Sociolinguistic Theory of Translation:**

The translator must be aware of the extra linguistic factors and the interpretation of the text. This approach takes into account the social setting the author and receptors along with the syntactic structures.

### **2-6-4 Theory of meaning:**

It was introduced in Paris in (1962) by ESIT School high school of interpreters and translators the focus of translation studies would be

shifted away from the linguistic aspects of languages towards cultural and communicative factors shared by languages. Teaching language is based on teaching concepts and subjects to facilitate communication and transfer of knowledge. The basic theory introduced recently in Germany is the orientation towards cultural rather than linguistic transfer. Secondly "they view translation as an act of communication and not transcoding process. Thirdly : they are all oriented towards the function of the target text rather than prescriptions of the source text. Fourthly :they view the text as integral part of the world and not as an isolated specimen of language. To sum up students of translation should not adopt one approach in translation. If they confront a literary text they can stress the philological approach. But for the other kinds of texts they must be eclectic working on all levels and approaches and using the strategies techniques principles and methods that best serve the translation in terms of the message and the linguistic form structure and content.

### **2-7 Purposes of Translation:**

The Predominant purpose is to express exactly as possible the full force and meaning of every word and turn of phrase in the original and to produce a result that does not look like a translation at all but rather gives it a new dress with the same ease in its native rendering-There are important purposes of translation stated by Newark (1996-43-45) :

#### **2-7-1 pedagogical purpose :**

This refers to the skill required by a learner of foreign language.

#### **2-7-1 Humanistic political purposes:**

Here translation is used to bring about peace between nations group and individual by creating a good atmosphere of mutual understanding .

#### **2-7-3 Technological purpose:**

This mean to transmit technological knowledge in plain appropriate language to enable all humans to benefit from the products of modern technology.

#### **2-7-4 Cultural purposes:**

Bassinet (1992-40) states that, the natural language always represents the core of every culture this is concerned with explaining the different human cultures on the basis of common humanity respecting their strengths and indirectly showing their weaknesses.

### **2-8 Importance Of Teaching Translation:**

Translation has great role in bridging different gaps between people worldwide in the past, present and future. It's greatness is clear in the development of world sciences, commerce, and culture. Through translation teaching, students deepen their understanding of the two languages and the two cultures, learn both the foreign language and their mother tongue thoroughly. The purpose of translation teaching is to give

the students not only practical bilingual ability ,but also to encourage the attitudes and morality that will allow them to do the best possible translation work after graduation and communicate properly with other languages. In the age of ever increasing rewritings of all kinds, the study of translation processes of literature for example can assist students towards a greater awareness of the world in which they live.

As indication of the importance of translation, Lefevere (1990:12)states "*Translation introduces innovations into literature ,it is the main medium through which one literature influences another .It can tell us about the self-image of a culture at a given time ,and the changes that self-image undergoes "*

In this age of an explosion of knowledge and progress in communication, the world has become like a small village where knowledge transmission has become easier. Thus ,through translation ,people in different parts of the world with different languages can recognize what is going around them. Schools, institutes, and units of translation established since 1962 assure the necessity of preparing professional translators for the purpose of communication and knowledge transfer. Some of these schools include: Esit School of Translation. London School of Translation ,King Fahad School of Translation in Tangier-Morocco, Translation and Arabicization Unit-University of Khartoum and Unit of Translation-University of Gezira.In addition to the above reasons, other general factors of importance of teaching translation include: formation of international organization, increased interest in linguistics and humanities, the spread of multi-national companies ,international trade, and globalization inventions. Gerding –Salas(2000:3) confirms "*The main aim of translation is to serve as a cross-cultural bilingual communication vehicle among people .Translation has developed in the last few decades because of rising international trade ,increased migration, globalization and the expansion of the mass media technology.*"The way of teaching translation in university is still subjected to rules formulated across time on what is mainly typified as description of a good translation :it is unfortunate that some translation theories have taken the stance to declare that translation is a craft –ignoring the potentiality of creating a comprehensive theory of translation –Newmark (1980:113) states that: translation theory is an aid to the translator :it helps him to capture the sense and sprit of verbal and non-verbal elements in texts .So teaching translation without resorting to translation theory would fail to produce certain elements that are essential to the effectiveness and efficiency of text ,therefore there should be a link between translation theory and teaching translation practices as translation theory enriches the translators' knowledge of the text and that is providing insights into cross-cultural semantics- it is obvious that the main aim of translation

is to serve a cross-cultural bilingual communication vehicle among people—it has developed in the last few decades because of rising international trade-increased migration ,globalization and the expansion of mass media and technology.

## **2-9 The Role of pedagogical Translation in the Development of Language Teaching**

As translation had been considered as an essential means of foreign language learning ,introducing translation courses in classrooms can be beneficial for learners .As Richards and Rodgers(1986:28) support "Translation may be used where students need or benefit from it". Moreover, comparing the target language with the source language in a translation process is regarded as being effective in language learning .

Pedagogical translation is for the purpose of foreign language learning and acquiring linguistic competence .Whereas professional translation on the other hand , aims at practicing translation skills on the basis of linguistic competence and attempts to achieve textual equivalence in meaning ;it's final goal is translation for communication and it commences after mastering foreign language competence .

Translation teaching according to professor Liu,M.(2003:4) is divided into two parts:-

1-Teaching translation as a professional skill which is a part of career plan that focuses on students' translation skills and competence .

2-Teaching of translation as a basic skill which is considered as one of didactic procedure aiming to improve students' linguistic competence .

Thus ,for teaching translation basic skills, the most important fundamental students required to learn include :- Meaning as determined by context ,content, form and effect are interdependent as translation is meaning transference and purposeful activity .

Advantages and Opposing Views on Using Translation as a Teaching Resource Using translation in the classroom is useful for students because:-

- 1- It helps students notice non-equivalent linguistic, semantic, and pragmatic features of the second language .This draws their attention to the differences between the two language systems and facilitates the acquisition of the new language .
- 2- Student's world knowledge is improved through authentic exposure to the target culture (s).
- 3- It is very humanistic approach ,since all students are able to follow the development of the lesson.
- 4- It reflects the learner's contact with English outside the classroom, since they use the language predominately in its written form.

- 5- Using translation helps teachers draw their students' attention to the common errors such as time tense distinction, word order or false cognates.
- 6- It is a model for studying the language system.
- 7- There are a lot of ready prepared , authentic texts at our hands, with examples of all kinds of real language in use for learners to notice .
- 8- Translation helps to promote students' writing skills more sophisticated if they think of what they want to say in L1 and then with help , transpose those ideas into L2.
- 9- It provides students with significant practice in the sub-skills of writing and reading .

Target language sub- writing skills translation helps to develop include:-

Spelling , coherence ,cohesion, referencing , use and selection of register, use and selection of style and layout and script manipulation.

Also , the target language reading sub-skills translation improves include:- Skimming ,scanning ,conceptual meaning understanding, communicative function of clause, sentence and paragraphs understanding, deducing meaning from context, use of unfamiliar lexical items and meaning patterns in the second language and recognizing the script of the TL.

Concerning the opposing views on using translation as a teaching resource, the mere introducing translation for learning purposes is considered a controversial one, it is criticized for being connected with a number of disadvantages which proved to be incorrect because pedagogical translation requires the use of specific activities, techniques and methods to ensure effective practice. Thus, much of the criticism of using translation in learning foreign languages is not attributed to the incapability of the process, but due to the inappropriate application in the classroom situation. However, discussing the opposing views helps teachers to resolve them and avoid the limitations of the process.

## **2-10 Methods of Translation:**

Newmark (1988-45-47)states that the central problem Of translating has always been whether to translate literally or freely -The argument has been going on since at least the first century B-C up to the beginning of the nineteenth century .Many writers favoured some kind of free translation :the spirit not the letter –the sense not the words – the message rather than the form –the matter not the manner .He also discussed various types of translation methods which are stated by many theorist s across time. As the linguistics obstacles were insurmountable and that language was completely the product of culture , the view that translation was impossible gained some support and it must

be as literal as possible .This viewpoint extremely supported by the extreme "literalist" Walter Benjamin and Vladimir Nabokov.

### **2-10-1 Word for word Translation**

This method is called interlinear translation ,where the target language is immediately below the source language .The source language word-order is preserved and the words translated singly by their most common meanings ,out of context .Here cultural words are translated literally . Newmark(2001:46) affirms "the main use of word – for –word is either to understand the mechanics of the source language or to construe a difficult text as a pre translation process'.

Here some translation students commit serious mistakes as they apply the Arabic order of sentence or phrase to English sentence or phrase being translated. Examples:-

- 1- That mountain is high ذاك الجبل يكون عاليا
- 2- Samia wanted to take her books سامية أرادت أن تاخذ كتب
- 3- In a nutshell فى صدفة

Most translation students use this method merely to convert the meaning by providing the equivalents precisely irrespective to linguistic differences between the source and target languages such as grammatical ,metaphorical, contextual and word order .Thus ,Cook (2003:55) confirms "word-for –word translation is impossible if the aim is to make sense".

As possible solution to those students mistakes ,students should :-

- 1- Concentrate on and pay equal attention to both source and target language .
- 2- Seek exact equivalents or meaning for source and target languages.
- 3- Consider the grammatical and structural differences of both languages .
- 4- Know that every language has it is own flavor as metaphors, idioms, collocations and others which are quite different from other languages .
- 5- Understand phrases and sentences through their context not separately.

Thus , the SL word order is preserved and the words translated by their most common meanings –Cultural words are translated literally – The main use of this method is either to understand the mechanics of the source language or to construct a difficult texts as a pre -translation process.

### **2-10-2 Literal Translation :**

A unit of translation or a text is literally translated when the source language grammatical constructions are transferred to their nearest target language equivalents but the lexical words are translated singly ,out of context .Due to the demands of the electronic and digital age and

globalization, literal translation is increasing. Thus, Lyouns(2002) quoted in Fritzala (2009:46)warns "literal translation is inflexible and does not mirror the linguistic and cultural discrepancies between the two languages".

Linguists, translatoologists, and translators have long warned against the inaccurate, awkward, and sometimes funny results of literal blunders as Nida (1971:185) points out :

*"Ignoring such factors as text type, audience or purpose of translation has invariably led to the rather pedantic form of literalism, turgid adherence to form and almost total obsession with accuracy often encountered in the translation we see or hear day in day out"*.

It is not enough for a translation to be intact in terms of vocabulary and grammar. It is the sense of the SL message that needs to be carried over to the TL by means acceptable to the TL reader.

Literal translation ranges from one word to one word through group to group, collocation to collocation, clause to clause and sentence to sentence. The factors that contribute to spread of literal translation particularly are:-

1-Global power of the lingua franca. It is globally agreed that English as a lingua has become a controversial issue with those who cheer for it or who criticize it. Wiersema (2004:5) sees that "the use of English as a global language is an important trend in world communication".

2- Technical development of translation market is considered as an industrial need. In the age of technology and new generations of software packages as :electronic dictionaries, glossaries and online resources. The speed and cost-effectiveness. Gill,(2005:78)points out:

*"Translation memory software is among the frequently used programs by freelance translators and translation agencies however, TM tools constrain the translators freedom because they are developed with the underlying idea of one- to-one linguistic equivalence"*.

Therefore, SL grammatical construction are converted to their nearest TL equivalents but the lexical items are again translated singly –out of context-As a pre- translation process- it indicates problems to be solved.

### **2- 10-3 Faithful Translation:**

It attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It transfers cultural words and preserves the degree of the grammatical and lexical deviation from SL norms. It attempts to be completely faithful to the intentions of the original writer of the text.

### **2-10-4 Semantic Translation :**

This method is a mode of text transfer which involves using semantic and syntactic constraints of the TL to produce the precise contextual meaning of the author. Semantic translation differs from faithful translation only



in as far as it must take more accounts of the aesthetic value(that is, beautiful and natural sound) of the SL text. Thus, Newmark,(2001:46) explains:

*"The distinction between "faithful" and "semantic" translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and allow for the translator's intuitive empathy with the original".*

semantic translation differs from "faithful translation" only in as far as must take more account of the aesthetic value (that is -the beautiful and natural sounds of the SL text -compromising on "meaning" where appropriate –Further –it may translate less important cultural words by culturally neutral or functional terms but not by cultural equivalents and it may make other small concessions to the readership-The distinction between "faithful" and "semantic" translation is that the first is uncompromising –while the second is more flexible –and allows for the translator's intuitive empathy with the original .

#### **2-10-5 Communicative Translation:**

This kind of translation is characterized as being :-concise, social and simple. Koller (1972)states that "communicative translation is characterized by the concept of equivalent effect". It attempts to translate the contextual meaning of the original text precisely where the translated text can be easily understood. Newmark,(1988:42)clarifies:

*"In communicative translation one has the right to correct or improve the logic , to replace clumsy with elegant or at least functional , syntactic structures, so remove obscurities , to eliminate repetition (...)modify and clarity jargon"*

It attempts to render the exact contextual meaning of the original in such a way that both languages and contents are readily acceptable and comprehensible to the readership.

#### **2-10-6 Idiomatic Translation :**

It reproduces the "message" of the original .Here colloquialisms and idioms are preferred where these do not exist in the original .This method is called lively and natural translation. Baker,(1992:46) holds that :*"A person's competence in actively using the idioms and fixed expression of a foreign language hardly ever matches that of a native speaker .The majority of translators working into a foreign language cannot hope to achieve the same sensitivity that native speakers seem to have for judging when and how an idiom can be manipulated. This lends support to the argument that translators should only work into their language of habitual use of mother tongue"*. As idiom are commonly occurring type of multiword unit in English, especially in academic and informal settings, they should not be ignored in translation and vocabulary studies.

Activities for the classroom could include presentation in authentic texts that match idioms and their meanings.

It reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialism and idioms.

### **2-10-7 Free Translation:**

It is a type of translation in which more attention is to produce a target text which reads more naturally than one totally at variance with that the source text was intended to achieve in the source language. The target text might acquire a new communicative purpose, here equivalents move freely searching the suitable content message; this may be a word, a phrase or even a sentence, Newmark,(1995:47) asserts that "*Free translation reproduces the matter without the manner, or the content without the form of the original usually it is a paraphrase much longer than the original. A so called "intralingua translation" often prolix and pretentious, and not translation at all*"

In this creative method of translation, the translator feels free. The only limitations to translator is his understanding. The following is an examples of free Arabic translation of Shakespeare's poem:-

*Shall I compare thee to a summer's day?*

*Thou art lovelier and more temperate*

*Rough winds do shake the darling buds of May And summer's lease hath all too short a done.*

Arabic free translation:-

من ذا يقارن حسنك المغربي بصيف قد تجلي  
وفنون سحرك قد بدت في ناظري اسمي واغلي  
تجلي الرياح العاتيات علي البراعم وهي جدلي  
والصيف يمضي مسرعا...عقده المحدود ولي

Or the translation of the following proverbs:-

1- Even Homer sometimes nods لكل عالم هفوة لكل جواد كبرة

2- Every cloud has a silver lining إن مع العسر يسرا

It reproduces the matter without the manner –the content without the form of the original –Usually –it is a paraphrase much longer than the original .

### **2-10-8 Adaptation:**

This is the "freest" form of translation .It is used mainly for plays - comedies and poetry – the themes –characters –plots are usually preserved. The SL culture converted to the TL culture and the text rewritten. Newmark,(2002:46) asserts:"*This is the "freest" form of translation. It is used mainly for plays "comedies "and poetry :the theme ,charters and plots are usually preserved, the SL culture converted to the TL culture and the text rewritten*".

## **2-11 Translation Strategies :**

Mona-Baker(1992:34-53) lists eight strategies to cope with the problematic issues while doing a translation task :

### **2-11-1 Translation by more general word :**

This is one of the most common strategies to deal with many types of non-equivalence. As Baker believes it works appropriately in most if not all languages because in the semantic field meaning is not language dependent .For example:{kolestral Super-a hair conditioning product}:The rich and creamy KOLESTRAL-SUPER is easy to apply and has a pleasant fragrance

كولسترالسوبر غنى ومكثف فى تركيبته التى تمنح مستحضرا يشبه الكريما مما يجعله فى منتهى السهولة لوضعه على الشعر

The word "apply" here is translated by its more general word "put".

### **2-11-2 Translation by a more neutral less expressive word:**

This is another strategy in the semantic field of structure ~for example Source text (A study of shamanistic practice in Japan –Blacker).The shamanic practices we have investigated are rightly seen as an archaic mysticism Target text (back –translated from Japanese):The shamanic behavior which we have been researching should rightly.

Be considered as ancient mysticism . According to Baker the translator could have used a Japanese phrase which means roughly "behind the times" and which would have been closer to both the prepositional and expressive meaning of archaic.This however would have been too direct that is too openly disapproving by Japanese standards (HarukoUryu personal communication).The expressive meaning of archaic is lost in the translation.

### **2-11-3 Translation by cultural substitution:**

This strategy involves replacing a culture-specific item considering its impact on the target reader. This strategy makes the translated text more neutral more understandable and more familiar to the target reader. The translator's decision to use this strategy will depend on:

1-The degree to which the translator is given license by those who commission the translation.

2-The purpose of the translation for example: Source text(The Patrick collection – a leaflet produced by a privately owned museum of classic cars) The Patrick Collection has restaurant facilities to suit every taste from the discerning gourmand to the Cream Tea Expert .Target text (back-translated from Italian)The Patrick Collection has restaurant facilities to satisfy all tastes :from those of the demanding gastronomist to those of the expert in pastry. In Britain, cream tea is an afternoon meal consisting of tea to drink and scones with jam and clotted cream to eat .It can also include sandwiches and cakes. Cream tea has no equivalent in other cultures. The Italian translator replaced it with pastry ,which

does not have the same meaning (for one thing ~cream tea is a meal in Britain ,whereas "pastry" is only a type of food)However ,"pastry" is familiar to the Italian reader and therefore provides a good cultural substitute.

#### **2-11-4 Translation using a loan word or loan word plus explanation:**

This strategy is usually used in dealing with culture-specific items .Modern concepts and buzzwords. Using the loan words with an explanation is very useful when a word is repeated several times in the text . At the first time the word is mentioned by the explanation and in the next times the word can be used by its own .

Source text {kolestral super}:For maximum effect , cover the hair with a plastic cap or towel .

Target text (Arabic):For obtaining maximum effectiveness , the hair is covered by means of a "cap", that is a plastic hat which covers the hair, or by means of a towel. Note that the explanation which follows the loan word is based on modifying a general word ,namely the equivalent of "hat". Note also the use of inverted commas .

#### **2-11-5 Translation by paraphrase using a related word:**

This strategy is used when the source item is lexicalized in the target language but in a different form, and when the frequency with which a certain form is used in the source text is obviously higher than it would be natural in the target language .Example Source text (kolestral super):The rich and creamy KOLESTRAL-SUPER is easy to apply and has a pleasant fragrance .

Target Source (Arabic):Kolestral –super is rich and concentrated in its make- up which gives a product that resembles cream....

The paraphrase in that Arabic text uses comparison ,a strategy which can be used to deal with other types of non-equivalence.

#### **2-11-6 Translation by paraphrase using un –related words:**

The paraphrase strategy can be used when the concept in the source item is not lexicalized in the target language .When the meaning of the source item is complex in the target language ., the paraphrase strategy may be used instead of using related words ,it may be based on modifying a super –ordinate or simply on making clear the meaning of the source item .Example Source text (Brintons –press release issued by carpet Manufacturer)

They have a totally integrated operation from the preparation of the yarn through to the weaving process.

Target text (Arabic):

The company carries out all steps of production in its factories ,from preparing the yarn to weaving it.

### **2-11-7 Translation by omission :**

This may be a drastic kind of strategy ,but in fact it may be even useful to omit translating a word or expression in some contexts .If the meaning conveyed by a particular item or expression is not necessary to mention in the understanding of the translation ,translators use this strategy to avoid lengthy explanations .For example:

The recently introduced New Tradition Axminster range is already creating great interest and will be on display at the Exhibition

أثارت مجموعة "تيو تراديشن اكسمنستر" درجة عالية من الاهتمام منذ إن قامت الشركة بتقديمها حديثا .وهي من ضمن أنواع السجاد التي سيتم عرضها بالمعرض.

### **2-11-8 Translation by illustration:**

This strategy can be useful when the target equivalent item does not cover some aspects off the source item and the equivalent item refers to a physical entity which can be illustrated ,particularly in order to avoid over –explanation and to be concise and to the point.

#### **For example:**

Appeared on a Lipton Yellow Label tea packet prepared for the Arab market, there is no easy way of translating tagged ,as in tagged teabags, into Arabic without n going into lengthy explanations which would clutter the text .An illustration of a tagged teabag is therefore used instead of a paraphrase.

### **2-12The Equivalence:**

The central problem of translation practice is that of finding TL translation equivalents .A central task of the translation theory is that of defining the nature and conditions of translation equivalence.

Catford, (1965) points that translation equivalence is a phenomenon which can be discovered by comparing the source language text and the target language text. He illustrates the difference between the textual equivalence and the formal correspondence.

In brief, textual equivalence is found to be the equivalent of a certain SL textual material. On the other hand, formal correspondence is found to establish a correspondence between every category of the text. So, according to Catford (1965:49),SL and TL words do not usually have precisely the same meaning in the linguistics sense, but that does not mean that they could not. Nevertheless, function well enough in the situation. Baker studies equivalence as form-based. She (1992:12) proposes five levels of equivalence :equivalence at word level, equivalence above word level, grammatical equivalence, textual equivalence and pragmatic equivalence .Firstly, equivalence at word level is defined as "word" noting that a word sometimes has different meanings in different languages, and relating the meaning of words with morphemes. Secondly, grammatical equivalence refers to the diversity of grammatical categories across languages .Baker states that grammatical

rules across languages may differ, which lead to some problems in finding a direct correspondence in the TL. Thirdly, textual equivalence refers to the equivalence between a SL text and a TL text regarding information and cohesion. Whether the cohesive relations between TL and SL should be maintained depends on three main factors, that is, the target audience, the purpose of the translation and the text type. Finally, pragmatic equivalence refers to implication of the TL text. The duty of a translator is to recognize the implied meaning of SL text, and then reproduce it in a way that readers of the TL can comprehend clearly without any cultural misunderstanding. Horn by (1988:20) states an approach to equivalence to discuss the single lexical item. He suggests four types of this equivalence. The first is one-to-one equivalence, which is also called total or absolute. This type is usually achieved on the root level as in the universal lexical items and standardized scientific terminology as in the Arabic word "السماء" whose equivalence in English is (sky). The second is one-to-many equivalence, which is also termed "optional" as in the equivalence of the Arabic word (هدف...) objective, aim, goal, purpose, etc. The other types are one-to-part of one equivalence, which is also termed as partial or approximate and zero-equivalence, which is usually encountered in culture-bound words as in the Arabic political word (جهاد...)

### **2-12-1 Translation Equivalence :**

According to Trotter (2006:1) the term equivalence describes the relationship between a translation and the text from which it is translated. He claims that translation is generally indeterminate on the ground that there is no single acceptance translation – but many. However, despite this, "the rationalist metaphor of transaction equivalence prevails"

Leonardi(2000) points out that:

*"The comparison of texts in different languages inevitably involves a theory of equivalence. Equivalence can be said to be the central issue of translation although its definition, relevance, and applicability within the field of translation theory have caused heated controversy, and many different theories of the concept of equivalence have been elaborated within this field in the past fifty years"*

Vinay and Darbelnet (1995:342) view equivalence – oriented translation as a procedure which "replicates the same situation as in the original, whilst using completely different wording"

They also suggest that, if this procedure is applied during the translation process, it can maintain the stylistic impact of the SL text in the TL text.

According to them . equivalence is therefore the ideal method when the translator has to deal with proverbs , idiom, clichés, nominal or a adjectival phrases and the onomatopoeia .

Karimi (Translation Dictionary 2006) maintains that if a specific linguistic unit in one language carries the same intended meaning / message encoded in a specific linguistic medium in another, then these two units are considered to be equivalent .

The domain of equivalents covers linguistic units such as morphemes, words, phrases , clauses , idioms and proverbs . So , finding equivalents is the most problematic stage of translation and this does not mean that the translator should always find one-to- one categorically or structurally equivalent units in the two languages , that is , sometimes two different linguistic units in different languages carry the same function .For example , the verb "happen" in the English sentence " he happen to be happy" equals the adverb "Etefaghan"(by chance) in Persian sentence : "U Etefaghankhosh ha last".

The translator , after finding out the meaning of a SL linguistic form, should ask himself/herself what the linguistic form in another language-TL- for the same meaning to be encoded by.

Regarding examples of English /Arabic translation equivalence, Youssif (2006) mentions the following :

Candid camera الكاميرا الخفية

Contact lenses العدسات اللاصقة

Haste makes waste السلامة الثاني في

Still water runs deep تحت تين ماء

He thinks that the problem in translation always lies in searching for the equivalence (such as example above) and not for the formal correspondence such as :

To float currency تعويم العملة

The first lady السيدة الاولى

The premier

Black market السوق السوداء

### **2-12-2Types of Equivalence :**

Leonardi (2000) points out that Nida argues that there are two types of equivalence , namely, formal equivalence- which in the second edition by Nida and Tyber (1982) is referred to as formal correspondence – and dynamic equivalence.

#### **2-12-2-1 The Formal Correspondence:**

"focuses attention on the message itself , in both form and content ".Unlike dynamic equivalence which is based upon the principle of equivalence effect .In the second edition (1982) of their work , the two theorist provide a more detailed explanation of each type of equivalence. In the same context, Fawcett(1979) mentions that formal correspondence

consist of a TL item which represents the closest equivalence of a SL word or phrase and that Nida and Taber make it clear that there are not always formal equivalents between language pairs. They, therefore suggest that these formal equivalents should be used wherever possible if the translation aims at achieving formal rather than dynamic equivalence. Fawcett thinks that the use of formal equivalents might at times have serious implications in the TL since the translation will not be easily understood by the target audience. Furthermore, Fawcett believes that Nida and Taber themselves assert that "typical formal correspondence distorts the grammatical and stylistic patterns of the receptor language, and hence distorts the message, so as to cause the receptor to misunderstand or to labor unduly hard".

### **2-12-2-2 The Dynamic Equivalence :**

Nida and Tyber (1982:200) define dynamic equivalence as a translation principle through which a translator seeks to translate the meaning of the original in such a way that the TL wording will produce the same effect on the TL audience as the original wording did upon the SL audience. They argue that :

"Frequently, the form of the original text is changed, but as long as the change follows the rules of back transformation in the source language, of contextual consistency in the transfer, and of transformation in the receptor language, the message is preserved and the translation is faithful."

It is clear that Nida is in favor of the application of dynamic equivalence, as a more effective translation procedure. Despite using a linguistic approach to translation, Nida is much more interested in the message of the text or, in other words, in its semantic quality. He therefore, strives to make sure that this message remains clear in the target text.

Lorick (2008, an article) points out that a translator must decide what kind of translation best fits the work they are rendering. Sometimes verbatim rendering is best, but often it is not. When embarking on translating any text, the translator has to decide if he is going to translate it word for word, i.e. a verbatim rendering, or seeks a dynamic equivalence. According to Lorick the dynamic equivalent translation takes into account the context and the apparent intent of the original. When providing a dynamic equivalent translation, the translator considers the culture of the original document, understands "the nuances of the original language, and takes into account idiomatic expressions.

The result is a finished product that comes alive to the reader with the actual intent of the original". Thus, Lorick claims that the key components of a dynamic equivalent translation include the following



: Correct Understanding of the idiomatic expressions , consideration of the author' s culture and careful understanding of the nuances of the original language .

Moreover, Wikipedia(the free encyclopedia) points out that the question of fidelity VS. transparency has been formulated in terms of, respectively," formal equivalence " and " dynamic equivalence ". The latter two expressions are associated with the translator Eugene Nida and were originally coined to describe ways of translating The Bible,but the two approaches are applicable to any translation.Formal equivalence corresponds to 'metaphrase" and dynamic equivalence to "paraphrase' .

Dynamic equivalence (or functional equivalence ) conveys the essential thought expressed in the source text –if necessary, at the expense of literary, original sememe {from the Greek (semanio), mean 'signify" is a semantic language unit of meaning ,correlative to morpheme .It is a proposed unit of transmitted or intended meaning expressed by a morpheme, such as the English pluralizing morpheme –s which carries the semantic feature "+ plural"} and word order , the source text's active vs. passive voice ,etc .

By contrast , formal equivalence (sought via literal translation) attempts to render the text "literally" or word for word ( the latter expression being itself a word – for –word rendering of the classical Latin "verbum proverb" )- if necessary , at the expense of features natural to the target language. Thus, Wikipedia ( the free Encyclopedia) claims that there is, no sharp boundary between dynamic and formal equivalence .

On the contrary ,they represent a spectrum of translation approaches . Each is used at various times and in various context by the same translator and at various points within the same text – sometimes simultaneously. Competent translation entails the judicious blending of dynamic and formal equivalents .

### **2-12-2-3 The Ideational Equivalence:**

To the dichotomy of formal vs. functional equivalence, Farghl (1994) adds that there is one more type of equivalence which is often neglected in translation theory but frequently used in practice, namely, the " ideational equivalence". He says that this type of equivalence captures the idea independently of formal and functional constraints .Thus , it "exclusively stresses the communicative sense of an utterance rather than its formal and (or functional correspondence in the TL) .According to his view point, this type of equivalence can be particularly useful when formal and functional equivalence fail. He cited the ideational equivalent "died" for the metaphorical death euphemism in Arabic utterance:"intagal aaludiruila jwarir abbih iamsi" (the manager died/passed away yesterday). This euphemism has no English equivalent

,and the formal equivalent " transferred to the neighborhood oh his lord " sounds odd. Similarly, the ideational equivalent "were killed" is the only feasible option for religion-based verb /istushidain the utterance/ustishidatalatufilastinyinafiafdffatialgarbiyyatiamsi/(three Palestinian were killed in the west bank yesterday). This verb has no English formal equivalence , and to use the functional equivalent "fell as martyrs" Would sound awkward as a biblical expression in rational world.

It is obvious that Farghal's remark regarding the ideational equivalence is quite sound and more satisfactory than the dynamic ones, as the latter two fail short in conveying and expressing the exact equivalence from the SL to the TL as shown in the examples above.

### **2-13 Cohesion:**

Cohesion is one of the important areas in translation to discuss, so the researcher is going to explain it briefly for the purpose of the study. Haliday and Hassan are prominent figures who discussed the concept of cohesion.They (1976:13)recognize cohesion as the network of lexical and grammatical relations which aim to join parts of a certain text together and produce it as one unit.They mentioned that "the concept of cohesion accounts for the essential semantic relations whereby any passage of speech or writing is enabled to function as a text .

#### **2-13-1 types of cohesion:**

Haliday and Hassan (1976) divide cohesion into two main types:grammatical cohesion and lexical cohesion.Grammatical cohesion as a major category covers: reference , substitution , ellipsis and conjunctions .Lexical cohesion covers repetition and collocation.

##### **2-13-1-1 Reference:**

and Hassan (1976:31) point out that every language makes use of the referential linkage between sentences and phrases which constitute a text .In other words, it is the relation that holds between an item in the text and what points to in the related world and this relation lends the text its continuity .Pronouns are considered n to be the most typical example of reference in English .They are used to refer either to objects or to person within the same linguistic environment .For example,"Mrs Thatcher has resigned :she announced her decision this morning ".So, the pronoun" she " refers to Thatcher .Baker (1992:181) points out that even though pronouns are the most common referring devices in a given context ,other items such as articles ,demonstratives and comparatives , such as the ,this ,those ...etc are also to be present in the English written discourse .

### **2-13-1-2 substitution:**

Halliday and Hassan (1976:88) define substitution as "relation in the working rather than in the meaning". In other words, a substitution has a grammatical nature. So, linguistic element(s) is/are replaced by other linguistic element(s). As far as substitution is concerned, "do", "one" and "the same" are the commonly used items in English. Halliday and Hassan (1976:90-139) provide three types of substitution. First nominal substitution. First nominal substitution as the word "one", "ones" and "some". These can replace items which are heads of a nominal group. As this example shows: lend me a pen. -I've only got a fountain one. Here the head word of the nominal group is "pen" so the substitute item must have the same structural function of the one which it substitutes. Thus the word "one" is appropriate for the substitute term. Second, verbal substitution. For example the verb "do" is a common verbal substitute item as it replaces a certain verb in order to create a cohesive linkage between parts of this example: you think John already knows? - I think everybody does. The third division is the clausal substitution. According to Halliday and Hassan, "so" in addition to "not" function as clausal substitution. For example, has Barbara left? - I think so. So here the word "so" presupposes the whole phrase and links the two sentences by creating a cohesive relation between them.

### **2-13-1-3 Ellipses:**

Another major term related to the grammatical coherence is ellipses. Halliday and Hassan (1976:43) define ellipses as "substitution by zero". In other words, it is said in an implicit way but understood. They divide ellipses into three main kinds: nominal ellipses as in: "How did you enjoy the exhibition?" - A lot was very good, though not all. (Halliday and Hassan (1976:149). In the above mentioned example, the person who answered the question wanted to say that a lot (of the exhibition). The second kind is the verbal ellipses in: Have you been swimming? - yes I have. In this example, the one who replies means (yes, I have been swimming) so it is understood from the short answer given. The third kind is clausal ellipses. For example: it's cold - yes (Halliday and Hassan 1976:216) state that the original reply is: yes it is cold. So it is understood by saying "yes"

### **2-13-1-4 Conjunctions:**

Conjunctions, according to Halliday and Hassan (1976:226), are elements which are cohesive not in themselves but indirectly, by virtue of their specific meanings. The classification below, which is based on Halliday and Hassan, summarizes briefly the main conjunction relations: Additive such as: and, in addition, moreover, likewise, furthermore, besides, also...etc.

Adversative such as: but ,however, yet , by contrast , on the other hand, instead, as a matter of fact ...etc

Causal such as :because, for, so, therefore. consequently, under the circumstances ,it follows ...et.

Temporal such as :subsequently. after that,that, on another occasion, finally, at last ...etc.

### **2-13-1-2 lexical cohesion:**

Lexical cohesion basically refers to relations between words themselves in texts .For Holliday and Hassan (1976),lexical cohesion is of two kinds: repletion and collocation. Repetition shows that lexical cohesion is treated as cohesive effect achieved by the selection of vocabulary (synonym or near – synonym: super ordinate or general word ).These types come under the umbrella of one term, namely repetition. It is regarded as the main category of lexical cohesion. The following example extracted from Baker (1992:203) illustrates the three different subclasses of lexical cohesion: There is a boy climbing that tree.

The boy is going to fall if he does not take care (repetition).The lad is going to fall if he does not take care (synonym) . The child is going to fall if he does not take care (super ordinate).The idiot is going to fall if he does not take care (general word).Un like example "a", "b" .and "c"., the example "d" needs to recall the context within which it is inserted, otherwise, the relation between the items "boy" and "idiot" will be ambiguous since it is out the context, one cannot assume that they are v related. The second division is collocation Halliday and Hassan (1976:284) view that collocation is achieved via the association of lexical items that regularly co-occur together within the same lexical environment. This means that collocation is concerned with the predictable way in which words combine to other words. A typical example that illustrates the concept of collocation in English is the two words "rancid" and "addled" ".Rancid" is predictably used with butter whereas "addled "with eggs .To round off, cohesion ,with all its different facets, plays an important role in making a text hang together and create some kind of texture which results in a coherent discourse.

### **2-14 Connotative Meaning :**

Nida and Taber(1969:91) indicate that the connotative meaning of a sing , which is called "associative", is the aspect of the meaning which deals with our emotional reactions to a word .They add that one dose not only understand the references of words, but also react to them emotionally, sometimes strongly, sometimes weakly, sometimes affirmatively ,and sometimes negatively .To illustrate this point, consider the following political expression "New Middle East" which does not have the same denotative equivalent in Arabic " الاوسط الشرق " but does not have the same emotive الجديد overtone in English .In the

source language "(SL),this expression connotes an Arabic policy that seeks liberty, democracy, and reform in the region. In the Arabic language, however, this expression connotes an American policy that seeks to establish a new order in the Middle East serving Israel's interest. It is worthy to mention that this expression conjures for Arab feelings of humiliation, dishonor, and deprivation of their rights and identity. In other words, it carries negative emotion for Arab, whereas, it carries positive emotions for Americans and Israelis .Thus ,in both languages it arouses different psychological and emotional responses.

Newmark(1988:16)maintains that all texts have connotations ,an aura of ideas and feelings suggested by lexical words(e.g. "run" may suggest "have" and "sofa" may suggest "comfort". Connotations play an important role in determining the word usage in certain contexts rather than another. For example, the word (وثنورى مناضل) have positive connotations in Arabic political culture, while those which are supposed to be their English equivalents ,i.e. "militant" and "revolutionary " may have negative connotations. Differences in connotative meanings are more salient when the lexical items are related to concepts of higher emotional charge ,e.g. , political or religious concepts .Abdul Rahman (1997:156) indicates that none of the connotations of the Arabic lexical items :Alwatan al Arabi, Al"ma al Arabiya and A/gawmiya al Arabiya (which are highly emotive and of positive connotations) in English ("the Arab homeland","the Arab nation" and "pan-Arabism", respectively) carries the same connotative or communicative value.The latter involves the concept of "nationalism" which has a positive connotation in Arabic,but a negative one in English. There is a problem in preserving the emotive meaning between the SL and the TL.Shnnag(1993:37-38) points out that :Three types of lexical items pertaining to Arabic –English translation can be identified :the first includes items of the source language (SL) which have straightforward equivalents in the target language( TL),the second includes items which have only partial equivalents ,and the third includes items which do not have equivalents.Translating emotive expressions usually involves the second and the third types ,which makes it necessary for the translator to struggle hard to preserve the emotive element in Arabic so as to achieve congruency .

## **2-15 Context: Definition**

According to [www.oxforddictionaries.com/definition](http://www.oxforddictionaries.com/definition) context is defined as the words and sentences that surround only part of a discourse and that help to determine its meaning .Sometimes called linguistic context. Adjective: contextual .In broader sense ,context may refer to any aspect of an occasion in which a speech –act takes place, including the social

setting and the status of both speaker and person who's addressed. Sometimes it is called social context .

Context (language use), and it is the relevant constraints of the communicative situation that influence language use, language variation ,and discourse summary .Archaeological context is an event in time which has been preserved in the archaeological record.Opaque context is a linguistic context in which substitution of co-referential expressions does not preserve truth.

According to Halliday and Hassan (1984:25),the notion of context first came into being as a product of the anthropological research conducted by Bronislaw Malinowski during the early thirties among the Kirwinian language speaking fishermen of the South Pacific Trobriand Islands. Malinowski arrived at the notion of the context and its significance in discourse interpretation after he had compiled samples of Kirwinian language exchanged by South Pacific fishermen,which he then translated Into English,yet his colleagues at the Department of Anthropology at the University of London failed to understand .Malinowski quest to justify the failure of his fellow anthropologists to understand his English translation of the Kirwinian language texts lead him to introduce two novel notions to the field of linguistics, namely; context of situation and context of culture.

Malinowski opened the door for his contemporary scholars to make further contribution to the notion. The notion of context was subsequently elaborated by J.R.Firth in his paper "personality and language in Society -1950" cited in (Halliday,1984:27). After j.R.Firth, the notion of context was remarkably celebrated by various linguistics and anthropologists, as it was and a novel notion in the arena of both linguistics and anthropology .Morris Dell Hymes, Halliday and Hassan, Spencer and George were at the forefront of those who have contributed to the development of this notion. The evolution of the notion of context triggered a heated debate among scholars of both linguists and anthropologists .The details of that debate are well documented in several scholarly written collection of papers "In memory of Firth "(Ellis ital 1966),which were co-authored by the colleagues of Johan Rupert Firth following his demise. In his elaboration of the notion of context, J.R.Firth (1964:67),holds that a context of situation for linguistic work brings into relation the following categories:

- a- The relevant features of participants: person, personalities, verbal and non-verbal actions.
- b- The relevant objects.
- c- The verbal and non-verbal actions.
- d- The effect of the participant's .actions.

As previously stated, several scholars had their say on the notions of context. Some of their contributions found their way to the books of Anthropology and some others were documented in books of linguistics.

J.R. Firth's notion of context came under criticism by some linguists, such as John Lyons who cited in "In memory of Firth 1966:292" and described as vague and ill-defined. Believing that the description of contextual components by J.R. Firth is too detailed to suit the purposes of linguistic research, Halliday and Hassan boiled down J.R. Firth's contextual components into what they termed the three contextual configurations including: field of discourse, Tenor of discourse and Mode of discourse which are elaborated by Doughty (1972), cited in (Fairclough, 1989:33) as follows: Field refers to the institutional setting in which a piece of language occurs, and embraces, not only the subject matter in hand, but also the whole activity of the speaker or participant in a setting. Other participants may be added. Tenor, refers to the relationship between participants, not only variation in formality, but such questions as the permanence or otherwise of the relationship and the degree of emotional charge in it. Mode, refers to the channel of communication adopted, not only the choice between spoken and written medium, but much more detailed choices. Other choices relating to the role of language in the situation may be added.

### **2-15-1 The Relevance Of Context to Translation**

Context is the part of a text or statement that surrounds a particular word or passage and determines its meaning. It is the circumstances in which an event occurs.

The notion of context acquires its strong relevance to translation from the fact that a decontextualized utterance is subject to a multitude of interpretations as language is meaningful only within its context of use. By the same token, culture-bound expressions gain their specific signification from their context of situation. Confirming this fact, (Halliday and Hassan, 1984:28) have this to say: "we do not experience language in isolation...but always in relation to a scenario, some background of persons, actions and events from which the things that are said derive their meaning. This is referred to as situation, so, language is said to function in context of situation". Any word in the text is not present in isolation but it rather interacts with other words in the text and with the whole text at large.

This interaction among the words determines their meaning rather than their isolated meaning. For example see the use of word (press) in these sentences. A) I am pressing my skirt. B) He is at the press

conference.C).Could you please press the button? Context plays a critical role in the understanding of language , especially conversational speech is full of ambiguities, yet humans can easily overcome this under – specification by making use of the contextual knowledge that is not present on the surface form of an utterance. A common conversational speech scenario is usually a dialog where lexical and grammatical features differ significantly based on situation and participants.

In many languages ,context information such as the gender of the speakers in a conversation can alter the sentences structure and word choice .These examples are natural indicators of the role that context can play in speech translation. In linguistics, context carries tremendous importance in disambiguation of meanings as well as in understanding the actual meaning of words. Therefore, understanding the context becomes an important task in the area of applied linguistics, computational linguistics, lexical semantics, cognitive linguistics. as well as in other areas of linguistics as context triggers variation of meaning and supplies valuable information to understand why and how a particular word varies in meaning when used in a piece of text.

A word , when used in a piece of text, usually denotes only one meaning out of multiple meanings it inherently carries .Although it is still unknown to us how does it happen, the general observation is that it is the context that determine which meaning of the word should be considered .This observation , as a logic consequence, leads us to identify the context responsible for meaning variation of a word

## **2-16 Problems Encountered by Translators from English to Arab**

It is a difficult task to teach Arab students to produce adequate English because:

- 1- The complex contrast between Arabic and English with regard to logic in the popular sense.
- 2- The over use of connector (WA).
- 3- The absence of paper punctuation as far as written Arabic is connected.

Problematic areas:

- 1- Connectivity : Connectors have a major role in binding semantic units and sentences together.
- 2- Punctuation : Because the English punctuation differs from that of Arabic, Kharma (1988) states that all classical Arabic writings are devoid punctuation.
- 3- Paragraph organization.
- 4- Argumentation in Arabic and English : Making information explicit because the linguistic structure of the receptor language requires this, differences in linguistic structure may be either .
  - 1) In the grammatical structure or 2) In the lexical structure.



A- Differences in grammatical form : As we have noticed, the form of each language is different. Certain kinds of sentence patterns occur in some languages but not in others .these areas of " mis-match" have implication for translation.

- 1- Differences in pronoun categories : Modern English has one pronouns 'you' which both singular and plural references. But many languages have different forms for singular and plural.
- 2- Differences in transitivity patterns.
- 3- Differences in active and passive constructions.
- 4- Differences in pattern of 'short cuts' (ellipsis).

B- Differences in lexical form (Katharine Brawell (1974).

Problems with the source text:

- Text difficult to read or illegible text.
- Spelled incorrectly or printed incorrectly.
- Unfinished text.
- Badly written text.

#### **2-16-1 Language problems:**

- Idiom terms and neologisms.
- Unsolved acronyms and abbreviations.
- Proper name of people, organizations and places.
- Slang difficult to understand.
- Respect to punctuation conventions.

#### **2-17 Translation problems:**

Translation problems can be divided into linguistic problems and cultural problems: the linguistic problems include grammatical differences, lexical ambiguity and meaning ambiguity; the cultural problems refer to different situational features. This classification coincides with that of Elzilmn (1994) when she identified six main problems in translating from Arabic to English and vice versa; these are lexicon, morphology, syntax, textual differences, rhetorical differences, and pragmatic factors. Another level of difficulty in translation work is what As. Sayyel (1995) found when she conducted a translating the fair names of Allah in the Qur'an. She pointed out-that some of the major problems of translation are over translation, under-translation and un translatability.

Culture constitutes another major problems that faces translators. A bad model of translated pieces of literature may give misconceptions about the original.

#### **2-17-1 General Translation Problems:**

- 1- Pragmatic translation problems: pragmatic translation problems are those arising from the particular transfer situation with its specific contrast of source language vs. target language recipients, source language medium.

- 2- Cultural translation problems : It is a result of the differences in the culture specific (Verbal) habits, expectations, norms, and conventions verbal and other behaviors.
- 3- Linguistic translation problems: the structural differences between two languages in texts sentence, structure, and supra-segmental features give rise to certain translation problems.
- 4- Text – specific translation problems : Any problems arising and not classified as the previous one is classified text- specific translation problem (Alan Duff. 1989).

### **2-18 Factors Influencing the quality of translation:**

The quality of translation depends on a number of factors, some of which, as Philips (1960:290) says, may be beyond the researcher's control. In those cases where the researcher and the translator are the same person the quality of translation is influenced by factors such as : the autobiography of the researcher – translator, the researcher's knowledge of the language and the culture of the people under study (Vulliamy, 1990: 166), and the researcher's fluency in the language of the write-up.

When the researcher and the translator are not the same person, the quality of translation is influenced mainly by three factors: the competence, the autobiography and the ' material'. Circumstances, of the translator, that is the position the translator holds in relation to the researcher.

To sum up, difficulties and problems arising from translation process fell into four categories:

- 1- Cultural difficulties: Include the proper or improper usage of certain word, phrases based on the culture of a given society as well as the specifics of the society itself such as the education system, societal or religious tabors .....etc.
- 2- Conceptual / semantic difficulties: Are those that arise in conveying the meaning of statement in a foreign language.
- 3- Idiomatic difficulties : Correspond to use of certain phrases, or the means of conveying ideas that are unique to a particular region, country or society.
- 4- Grammatical difficulties: Include difficult the grammar of a given language.

### **2-19 Journalism and Journalistic Translation:**

In this section, I would like to shed light on the journalistic translation as a type of nonliterary translation from both global as well as local perspectives. First, the relationship between journalism and translation is explored, followed by a more detailed analysis of journalistic translation in terms of its name, scope, and features. Since the channel central to this

thesis is, as its title suggests, the press, the development of translation in the print media will be tracked as well.

### **2.19.1 Journalism and Translation**

Before approaching the phenomenon of journalistic translation itself, it is worth looking at the two otherwise distant fields beyond such a translation from a unifying point of view. Most importantly, both journalism and translation play an indispensable role in the Age of Information. Not only do they inform the reader, but they also facilitate the flow of information itself. In terms of —how one field can benefit the other, there is a certain degree of reciprocity involved – in order to carry out a translation, one needs to search for information; and to achieve some information, one needs to translate as well.

When it comes to the use of language, it seems important to realize what influence both activities have over their reader's; that is why journalists and translators are often ascribed an enormous manipulative power.

To offer a different perspective, let us compare the two domains in terms of the status they have in the English and non-English speaking countries. While journalism is perceived as a high-profile activity regardless of a country or a continent, translation has traditionally been a vital activity mainly in the so-called —translating cultures, i.e. cultures outside of the dominant English-speaking countries whose motivation to translate is two-fold:

1) to import the culture (books, drama, magazines, films, games etc.) of dominant countries

2) to diffuse their —minor language in order to have an international impact Oxford Advanced Learner Dictionary defines journalism as "the work of collecting and writing news stories for newspaper, magazines, radio or television". Furthermore, the Free Merriam Webster Dictionary defines it as "writing designed for publication in a newspaper or a magazine".

Beyond doubt, journalism plays an important role in people's daily life, since it is the fourth estate and a considerable number of people come in touch with it every day.

Jaber (2002,104) claims that journalism turned to cover the whole world and all kinds of sciences and knowledge. Now, there is the daily newspaper, the evening one, the weekly, and the monthly ...etc. These newspapers, however, devote whole pages to politics, economics, sciences, arts, advertisement and even obituaries. Regardless of the kind of an article or news, Jaber goes on saying that the nature and function of journalism necessitate that the one involved in it (i.e. the journalism) should do his best to attract the biggest number of readers. Thus the journalist differs from any other writer. He has to provide the reader with the element of enjoyment, whether through the text or through his

writing techniques .As regards writing techniques in journalism, Najeeb (2004:207)believes that journalism has its own techniques which are characterized by the following :

- 1- A medium – standard language; not that deep classical nor that popular slang of public corridors and quarters,rather it is a simple classical understood by most reader .
- 2- Concentration of ideas and information in a minimal space as far as possible because journalism always aims at "breviary that makes sense ", or at the useful breviary.But this economization in words leads to create sentences full of subsidiary adjectives and meanings,as well as it leads to using abbreviations and acronyms the matter that puts a heavy burden on the shoulder of the translator.
- 3- The exciting concentrated headlines ,to the extent that it's concentration reaches the limit of puzzles. For such a reason translators are advised not to translate the headline before translating the whole text.
- 4- The writer of the article often expresses his personal viewpoint whether explicitly or implicitly.

### **2-19-2 Journalistic Translation : Definition, Importance and principles**

Appanama( a web site) points out that "journalistic translation refers to the translation of writing in newspapers, magazines, or other agency engaged in the collection and dissemination of news ".Nowadays, it is rare that a newspaper,magazine or any other journalistic publication is free of a translated item.Journalistic translation turned to be part and parcel of many renowned newspaper,locally or globally and it can be the best

### **2--20The Influence of Culture on Translation:**

In order to discuss the impact of culture upon translation ,first of all one should come into some fundamental issues of definition. Yet,there is agreed upon the definition of culture.Culture generally refers to human activity; different definitions of culture reflect different criteria for valuating human activity.

The word culture, according to Katan(1991:17), originally comes from the Latin word "cultus" which means in English "cultivation" and "colere" which means "to till". The metaphorical extension can easily be explained. Seeds continually absorb elements from the land, or rather the ecosystem, to ensure their development. In the same way, and unaware that they are doing so, people continually absorb vital elements from their immediate environment which influence their development within the human system.

Sapir(1949:79) notices that "culture is technically used by the ethnologists and culture historians to embody any socially inherited element in the life of man, material and spiritual."He (1949:80) identifies culture as a complex and controversial issue because all human groups are cultured but in different manners and grades of complexity.This complexity lies in the fact that what is considered culturally acceptable to one group of people may be refused or regarded as totally strange to another .These differences among cultures represent an area of difficulty for press translators.The degree of this difficulty depends largely on whether the source language is culturally close to or remote from the target language.This implies that translation between distant cultures is more difficult than the one between related cultures.Yet,this does not imply,however, that translation between languages which are culturally related is a straightforward activity .

Lado (1957:111) defines culture as "structural system of patterned behavior" .Goodenough( 1964:36) puts forward that a society's culture consists of everything that has to be known or believed to operate in amanner acceptable to its member ,whereas Bennett (1968:10) defines culture as "the reflection of the total behaviors of a society".

Bloch (1991:183-198) defines culture as what needs to be known to operate effectively in a specific environment. Rohner (1984 :111-138) is more specific than Bloch when he defines culture as a system of symbolic meanings that shapes one's way of thinking.

Culture has been studied by many socio-cultural and anthropological scholars over the years. However, there is no unanimous definition of the concept of culture. Trompenaars (1993:22) states that "in fifteen years I have seldom encountered two or more groups or individual with identical suggestions regarding the concept of culture adequately, there was in the early 1990s no agreement among anthropological regarding its culture ." As a result of this, the concept of culture is still extremely controversial. Culture is, then, the inherited activities, traditions and behavior of any society that distinguish this society from other societies and peoples.

Nida (2003:171) argues that literal translation poses real problems in transferring culture. First, there may be no object or event in the receptor culture which corresponds to the same object in the source text.Rather the equivalent function is represented by another object or event. Nida gives the example "some people may have no experience of snow, and hence no word for it ,but they may have a phrase "white as Kapok down" which is functionally equivalent to "white as snow". He adds" similarly, some people may not be able to understand a phrase such as "wagging their heads " as a sign of derision, since for them this is expressed by spitting ".Second and on the other hand, one may find

that the receptor culture does possess almost the same object or event as is mentioned in the source message, but in the receptor culture it may have entirely different function. Nida gives an example that European language use "heart" as the centre of the emotions and as the focal point of the personality, however, in other languages the "heart" may have nothing to do with the emotions. Rather, one may speak about "liver" ,"abdomen" or 'gall". Nida and Taber (1969:110) claim that when there are differences between the functions of cultural forms in the SL and TL ,it may be necessary to provide a certain amount of contextual conditioning .This will help in tacking the cultural gaps in the TL. They condition that alterations are not employed unless :

- 1-The text is likely to be understood by the receptor .
  - 2-The text is likely to have no meaning to the receptor, or
  - 3-The resulting translation is so overloaded that it will constitute too much of a problem for the average reader to figure out
- Definition of culture :

Newmark (1991:73) identifies culture as " the total range of activities and ideas and their material expression in objects and processes peculiar to a group of people, as well as their particular environment". Nida(2003:13) describes culture in a perhaps simplistic manner as" the reality of beliefs and practices of a society". Gelles and Levine (1995:80) identify culture as "design for living "and as the" shared understandings that people use to co-ordinate their activities ".Gail Robinson (1988:7-13) has grouped the various definitions into two basic levels, external and internal as follows:

- 1-External: behaviour language, gestures, customs \ habits products literature . folklore, art, music, artifacts.
- 2-Internal: ideas ,beliefs, values, institutions.

Finally, in order to set up a universal definition of culture, UNESCO produced a document in 2002 about identifying culture. This document states that "culture is the set of distinctive spiritual, material, intellectual, and emotional features of society and of social groups, and that it encompasses in addition to art and literature, lifestyle, ways of living together, value systems, traditions, and beliefs ".Needless to say, despite the different identifications and understanding of culture, "people instinctively know what culture means to them and to which culture they belong ".

### **2-20-1 Strategies For Translating Culture :**

Some prominent translation theorist s have suggested some specific procedures and strategies for tackling the cultural problems posed in translation in order to achieve communicative equivalence. Ivir (1987) for instance suggests seven strategies. Newmark (1988:75-78) lists twelve procedures, Dickins, Hervey and Higgins(2002:29) identify five

solutions for dealing with what they refer to as cultural transposition and Aixela (1996:54-60) distinguishes eleven procedures. Baker (1992:21) and Mounin (1976:52) have suggested some specific procedures too. Gazala(2002) lists sixteen procedures, while Katan (1999:148) adopts a rather different approach and purposes the concept of chunking which involves moving between cultural frames ,either to a more general level referred to as "chunking up', or to a more specific one referred to as "chunking down" or to an equivalent frame at a similar level referred to as ' chunking sideways". In this section,the strategies proposed by Ivir , Newmark and Dickens, Hervey and Higgins will be discussed as they are the most common and practically applied strategies. Culture is thought by many scholars to pose the most difficult problems in translation. Some other translation theorists stress that this problem becomes particularly difficult when dealing with religious terms. Bassnett (1991:30) and Larson(1984:180) admit that terms dealing with the religious aspects of a culture are usually the most difficult, both in analysis of the source vocabulary and in finding the best receptor languages equivalents .This is because the TL readers is not conscious of the various aspects of meaning involved. This is very obvious in translations of the Quran in English. Cultural elements pose a central problem in transferring the meaning in a comprehensible way .In most cases, linguistic problems could be manipulated so that the translator can find a proper way to render the meaning of the ST in equivalent linguistic patterns and experiences in the TL. Culture, by contrast, remains problematic because it is interrelated with patterns and experiences that are unknown to the TL reader .This idea is adopted by Bassnett and Lefevere. They (1990:26) argue that " language is not the problem .Ideology and poetics are, as are cultural elements that are not immediately clear, or seen as completely misplaced in what would be the target culture version of the text to be translated ".

## **2-21 Media Translation**

Both the media and translation form particular images of cultural identities. The media represents cultures either by written words, images, audiovisual media or the Internet. Translation does so by words. The most important and interesting aspects of the potential power of the media from a linguistic point of view are the way that people and events get reported.” This reporting could take the form of a written or a spoken language. According to Singh (2004: 33) language is a unique “system of representation which ‘cuts up reality’ in different ways.” It also can be used not only to “steer people’s thoughts and beliefs but also to control their thoughts and beliefs” (Jones and Peccei, 2004:39). The media, being the product of powerful and dominant institutions, governments, or people, uses language that is therefore powerful and valued. If power of

the media can “influence knowledge, beliefs, values, social relations, and social identities”, so does the translation of political discourse represented through the media?. The translation of media content, literature and marketing requires talents and skills that are almost opposite to those required for technical, legal, medical, or scientific translations, in which conceptual exactness and terminological precision are key.

The objective of literary text and marketing copy is to emphasize various aspects of human thought. These types of translations use symbolism, puns and metaphors that target the human emotions rather than trying to convey specific information. In order to convey the same intent as the original text, we use specialized translators experienced in literary translations. It is our goal to convey the exact same emotions and values of the original author while maintaining the integrity of the work. This talent requires translators who do not just “know” another language, but who are great literary writers themselves.

### **2-21-1 Media**

“is derived from the Latin word *medius*, which means 'middle.' The communication media are the different technological processes that facilitate communication between (and are in the “middle” of) the sender of the message and the receiver of that message” (Croteau&Hoynes, 2003: 6-7). Audiences or receivers of media messages are viewed as “readers” of these messages. Audiences “read” the sounds and pictures of a message from the media the same way they read a written one: both involve an active interpretation of that message.

### **2-21-1 Media Studies**

The media is a very powerful tool in today’s world. It plays a huge role in the construction of modern societies’ belief systems and decides “the significance of things that happen in the world for any given culture, society or social group”

### **2-21-2 Key Concepts in Media Studies**

**Narrative:** “the way in which a story is told in both fictional and non-fictional media texts” In other words, it is a “connected sequence of events” that conveys information and helps us “make sense of the world”.

### **Genre : (style) -**

Genre is “...the classification of media texts into groups with similar characteristics”. These characteristics include: character, setting, iconography, narrative and style of the text. Rayner et al. suggest that the concept of genre helps audiences select, judge, and arouse certain expectations from a text and relate to other texts; genre also helps producers and institutions make a profit when they examine what audiences enjoy and produce something similar.

**Representation:** representation is defined as “the process by which the media present to us the ‘real world’.



**Ideology:** is a process of selection and modification, it leads to the positioning of the audience in order to adopt a particular perspective. Ideology is connected to representation: it works by repetition. Repetition of representations across the media leads to the naturalization of certain concepts and makes it acceptable to the audience in the desired way. **Audience:** Since every product has a target consumer, every media text has a target audience. A media producer has a typical type of audience in mind when creating a new media text. "The term audience is used to describe a large number of unidentifiable people, usually united by their participation in the media use"

### Characteristics of different types of media

Type of Media	Characteristics (reach, audience, accessibility)
Print media – newspaper and magazines	<ul style="list-style-type: none"> <li>• Influential people, such as politicians and policymakers, will often turn to print media for their news.</li> <li>• Intended for the general public.</li> </ul>
Radio	<ul style="list-style-type: none"> <li>• Available to a broad audience.</li> <li>• Suitable if you want to communicate local information.</li> <li>• Has an entertainment function but is also a venue for serious discussions.</li> <li>• Strong ability for interaction with call-in shows.</li> </ul>
Television	<ul style="list-style-type: none"> <li>• May be a medium for serious news or for entertainment, depending on the outlet; some talk shows and news broadcasts are intended to entertain rather than to inform.</li> <li>• Not as accessible as radio.</li> <li>• Requires strong visuals to be effective.</li> </ul>
Internet-online media, blogs, and social media	<ul style="list-style-type: none"> <li>• Limited accessibility in developing countries.</li> <li>• Can quickly disseminated (accurate or inaccurate) information globally.</li> </ul>

### General words relating to The media

Radio, television, newspapers, the Internet, and magazines, considered as a group: can be followed by a singular or plural verb.

newspapers, television, radio etc..

that communicate news and information to large numbers of people

وسائل الاعلام الجماهيرية الصحف والتلفزيون وغيرها الاذاعة ان التواصل الاخبار والمعلومات لاعداد كبيرة من الناس

## Coverage

used about the amount of attention that television, radio, and newspapers give to something, or the way in which something is reported .

تغطية تستخدم حول مقدار الاهتمام الذي التلفزيون والاذاعة ، والصحف تعطي لشيء ما ، أو الطريقة التي يقال شيء

## The limelight

a situation in which you are getting a lot of interest and attention from the newspapers, television etc

الأضواء

الحالة التي كنت تحصل علي الكثير من الاهتمام والانتباه من الصحف ، الخ التلفزيون

## Air Date

The first broadcast of a commercial; also refers to the exact date of a particular TV or radio program.

تاريخ العرض

ويشير أيضا إلي أن الموعد الدقيق لبرنامج في التلفزيون أو الإذاعة معين ، البث الأول التجارية

## Break Position

a broadcast commercial aired between two programs instead of in the middle of one program.

كسر الوظيفة تجاري بث بثت بين برنامجين وليس في منتصف برنامج واحد

## Broadcast Calendar

an industry-accepted calendar used mainly for accounting and billing purposes. Weeks run Monday-Sunday, and each month is four or five weeks long.

بث التقويم تشغيل أسابيع من الاثنين إلي الأحد ، وكل شهر . تقويم المقبولة صناعة تستخدم أساساً لأغراض المحاسبة وإعداد الفواتير أربعة أو خمسة أسابيع طويلة

The globalization of media is nowadays a key area of interest but up to now the role of translation within global news flow has received little attention.

Nevertheless, it represents a common practice carried out by newspapers indifferent countries: press translation reaches a very large number of readers(certainly larger than that of translation for literature or theatre) and translated news contributes to the shaping of readers' opinions, actively influencing the way they perceive the world around them. Hence the importance of studying standard practices and translation strategies that characterise press translation .Providing a definition of press translation is not simple at all, even if one wants to limit the field to that of interlinguistic translation. From a general point of view in newspapers there is a great variety of rewritings (Lefevere: 1992) that can be considered connected to press translation: the editing of press releases written in a different language (whether extensive or moderate), the translation of articles or reportages signed by big names in journalism or left anonymous, the summarizing of the topics of one or more texts from

foreign sources embedded in articles that were directly produced in the target language, etcetera. The first question we must ask ourselves is therefore if there are any criteria that would allow a clearer and more precise definition of press translation.

The presence of the translator's name, next to the article or in the colophon, does not suffice to clearly identify the phenomena related to press translation. The indication of a translator's identity is not always available in news papers; on the contrary, there are many cases in which the translator is completely invisible from the graphic point of view, where the name is missing or only the initials are indicated or it is difficult to find the name inside the newspaper. kinds of articles depends very much on local press traditions. The general tendency in Italy is to always add a signature to the article; in England some kinds of articles, editorials for example, are not generally signed by a single journalist and are meant to represent an editorial board position. The presence or absence of the signature also depends on internal policies for the single newspaper (articles in *The Economist*, for example, are never signed). Of course, when the source article is not signed, the name of the author will be missing in the translated version as well.

Another unreliable method to establish whether or not a text is part of press translation is looking at the target readers' perception of a translated journalistic text. Readers usually cannot tell the difference between a translated article and one that was not translated, also because the difference between the two is not signaled graphically. The interlinguistic and intercultural transition through translation passes unnoticed to readers, who often read a press translation as if it were any other article in the newspaper.

The most reliable method to establish if a journalistic text was translated. Even referring to the presence of the foreign author is not enough: source articles are not always signed. The issue of the presence of a signature for some<sup>35</sup>mediating role between "us" and "them" (the others), and how they remain politically correct or not.

### **2-21-3 Hyperbole and understatement**

This item dealing with linguistics and ideology in the translated press concerns the use of hyperbole and understatement as tools of manipulation.

Hyperbole, a rhetorical device used to highlight, intensify, and amplify selected elements of the image of reality, seems to be extremely pervasive in communication of any kind. It is traditionally associated with literature but it can in fact be present in most types of linguistic activity, from everyday interaction to carefully designed political propaganda. On the other hand, we know that these two devices are not used equally frequently in different cultural communities.

Some of them prefer to use implicit information, strong assumptions and presuppositions, while others rely more on explicit references, exaggerations and superlatives (cf. Gutt 1991). Both hyperbole and understatement influence our perception of reality. This is not the time or the place to explain the processes central to the use of hyperbolic language and to its cognitive background, or how salient elements can be observed on various levels.

Let us take as an example President Bush's rhetoric on the war in Iraq, especially his campaign in favour of the military intervention in Iraq in 2003. The analysis of the President's speeches and comments, made between September 2002 and 1st May 2003 (namely 32 texts), confirms the thesis that the image resulting from his rhetoric was far from a faithful reflection of reality. His arguments were suffused with grossly exaggerated statements and images (examples below). The President's formulations, for instance, about the weapons of mass destruction, suggest absolute certainty, refer to unspecified evidence.

Assertions, references to alleged knowledge or evidence, and presupposition of facts are much more powerful tools of persuasion than conditional sentences or modal verbs expressing possibility.

They are powerful...until they are felt to be exaggerated because no proof, no substantial evidence is given. Presenting a suspicion as something absolutely certain is a clear example of exaggeration applied for the purpose of propaganda. This rhetoric succeeded then in convincing the majority of the American citizens of the truth of the statements. But did it manage to persuade public opinion elsewhere? Was it because hyperbole is not used with the same frequency and was translated literally that in many places Bush's statements were taken as false, considered as exaggerations or simply lies, or not credible?

There is here a stimulating topic on the possible correlation between a figure of speech (a culturally and politically bound figure of speech) and its reception in translations. Recipients are not aware to the same extent that hyperbolic utterances are not to be taken literally. In other words, they do not apply, in the same way, the cooperative principle of communication, and especially the maxim of quality (Do not say what you believe to be false/Do not say that for which you lack adequate evidence) (Grice 1975).

#### **2-21-4 Framing**

The media provide frames of reference, or highly stereotyped representations of specific situations, to make the event accessible to the public. And they shape other kinds of frames – the ones that the audience, the individuals use when interpreting information about events. The frame systems consist of stereotypical scenarios, routines, and beliefs, and are based on expectations in a given social situation. They enable each of us

“to locate, perceive, identify and label” (Fillmore 1977, Dubois 1997, Goffman 1974, Schank et al. 1977).

Media frames or news frames focus on what is discussed, and how it is (or not) discussed. They are embodied in the keywords, metaphors, concepts, symbols, visual images used in a news narrative (Entman 1991). Through the framing of a news discourse, journalists and their editors create a certain context for the readers and viewers. News frames make certain facts meaningful, provide a context in which to understand issues, shape the inferences made, reinforce stereotypes, determine judgments and decisions, draw attention to some aspects of reality while obscuring other elements.

This selection in turn creates reactions in the audience, related to diagnosis of causes, attribution of responsibility, and so on (Baker 2006).

Again much news can be analysed in the light of the predominant conceptual frame, for instance, the CNN news reports on the disaster of the space shuttle (Columbia) on 1st February, 2003. The broadcasters attempted to increase the degree to which the audience could empathize with the news items, by using the “heroic” frame, a cultural archetype (the hero being talented, virtuous, led by a sense of purpose, committed to the cause, etc.), the frame of a national tragedy, and the political frame (examples below).

Repetition, parallel structures, emotive and hyperbolic language are often used to stir emotions and evoke empathy in the audience (with reference to pain, suffering, death, loss, mourning, etc.)

As we all know, media reports on events are neither produced nor processed in a neutral, unbiased way. Interpretations and attitudes are influenced by the different frames which influence not only the content but also the form – adjusting (or manipulating) both to generate particular feelings and responses on the part of the audience. In the era of globalization, how can the frames in a given society be translated? Cable and satellite TV networks spreading news across the globe are contributing to the reframing of news events. Or are they really?

To what extent does news submitted to translation undergo a reframing process, entailing a reconstruction of a constructed reality, already subjected to professional, institutional and contextual influences? To what extent does a translator-editor reproduce, change, adapt the frames? Watching CNN in an Arabic country does not mean that the original frames match the viewers’ frames; the same being true when watching Al-Jazeera in the United States. But what happens when CNN news is translated into different languages and Al-Jazeera is broadcast in Urdu (India, Pakistan) and will be in the future in French, Spanish, Turkish?

CNN en Español, on the web, was launched in 1997 and cancelled in September 2004, as was the German website cancelled in 2004 for similar reasons: too few readers/viewers and too poor quality according to the targeted audiences, this poor quality partly explaining the low audience ratings (Valdeón 2005a). BBC World in Spanish (BBC Mundo) has the same problem: the so called Spanish texts project an image of ambivalence and intersexual incoherence towards controversial issues. In fact, the presentation of news events tends to reflect the perspective of the source, producing ambiguity, opacity, and misunderstandings. In this case, the translator does not play the role of a mediator. The translated texts signal an ethnocentric position. What was possible and maybe acceptable in 1938 when the Spanish service of the BBC started, is not any longer in 2006 (Valdeón 2005b).

### **2-21-5 Newspapers on line**

Very often translated news is considered only in its verbal dimension, and not in its complete multimodal aspects (lay out, font size, use of photos, colors, etc.) Today, on-line newspapers lead to new practices in the packaging, distribution, delivery, and reception of news. One textual result of this shift is the emergence of a new genre: the news bite. Certainly, the development and the use of on-line newspapers change the media practice and the media literacy. On-line news journalism may have a profound effect on the way foreign-language news is translated. By changing the news translation process, on-line journalism also changes news language. A large field of investigation is opening up here.

### **2-22 Translated press — Translation in the press**

The former consists of total or partial translation of foreign newspapers and magazines while the latter is concerned with those newspapers and magazines which create their own content along with a few articles taken over from foreign sources. Nonetheless, there is one issue surrounding translation in the press in general.

Some newspapers and magazines see translation from well-known and dominant sources as a way of attracting more readers; for this purpose, it is advertised properly on the front page, website etc.

It is assumed that the largest amount of translation in the print media is performed in the already discussed translating cultures. They both create their own mutations of well-known newspapers and magazines (where usually 80 per cent accounts for the actual translation and 20 per cent is devoted to local content), as well as enrich the local press with topics translated from foreign periodicals.

Speaking of translation in the press, its presence is not as clear and straightforward as journalists often find inspiration in foreign sources and the —final product— might be of a multi-source origin or a result of employing multiple methods (writing, translating, adapting, quoting etc.).

Conway expresses the idea in a similar way when she claims that journalists are inclined to incorporate bits and pieces of translated texts into their own stories, —since the journalist's real goal is the production of a news story (i.e. a totally new story) and not the presentation of a target text in its own right. Text production, translating and writing are brought together in one process that is both creative.

### **2-23 The relationship between language, thought, culture and translation**

Communication between cultures can be achieved through translation. Through translation, people are introduced to different languages and ways of thought. It is important to understand the relation between language and culture in order to train translators and interpreters. "What truly distinguishes translation is that it takes place in the context of the relations between two cultures, two worlds of thought and perception" (Delisle 1988, 74). To some extent, language reflects culture by courtesy of its organization as a whole. For instance, the fact that Bedouin Arabs have many different words for "camel" reflects the fact that the camel is important to them. Halliday emphasizes that as each text has its environment, the overall language system has its environment, which is the context of culture. Just as language is manifested through texts, so a culture is manifested through its situations. Newmark (1981, 183-185) argues that there is a cultural value in translation. Language is partly the reflection of a culture.

Translators like linguists tend to define culture as the sum of people's customs and ways of thinking. Culture is heavily indebted for its intellectual development to translation. Nothing demonstrates the complexity of language and of specific texts more vividly and explicitly than translation. Further, nothing exposes good writing and bad writing as effectively as translation. Translation is important as a source of diffusion of knowledge of every kind. By understanding the development of every aspect of culture in other civilizations, people can also enrich their understanding of their own culture.

Knowledge of the target culture is crucial for successful English-Arabic translation. Poor comprehension may arise from lack of insight into the target culture. There is a mismatch in cultural norms and beliefs between the Arab and Western cultures. Each different language has its own individuality, which makes it distinctive and peculiar to the people who speak it. Words denote things and put them in a distinct category of thought. Language shapes a person's view of the universe. As a result, differences between languages are not only related to the linguistic system, but involve differences in the speakers' interpretation and understanding of the world they live in. Languages classify knowledge in various ways for the purposes of speech. Different

languages classify experience on different principles. In every language, groups of ideas are expressed by certain phonetic symbols, which are different from one language to another. The linguistic classifications reflect the ideas and ways of thinking which is the part of a culture. Variations among languages reflect the historical experiences of the people who speak them because such experiences give rise to people's thoughts and perceptions. Such thoughts and perceptions are connected to their language.

Sapir in his book "Language and Environment" developed these ideas and emphasized that these classified experiences are shared between members of a group who live in the same environment and speak the same language. Sapir Bedouin Arabs have many different words for "camel" reflects the fact that the camel is important to them. Halliday emphasizes that as each text has its environment, the overall language system has its environment, which is the context of culture. Just as language is manifested through texts, so a culture is manifested through its situations. Newmark (1981, 183-185) argues that there is a cultural value in translation. Language is partly the reflection of a culture.

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According to Sapir, thought has cultural and linguistic dimensions. The cultural dimension is the content of thought and the linguistic dimension is the formal aspect of thought. As a result, thoughts act as an intermediary between culture and language. The influence of culture on language is manifested essentially through the lexical level of the language. There is a strong link between language and identity. This relation is evident in form, which identifies and expresses concepts that are important to the speech community. For instance, Arab Bedouins have different names for the camel, as already mentioned, and sand dunes because they are part of the environment that surrounds them. Eskimos have different names for snow. Words are created to suit the environment in which they are used. The importance of a certain element in a certain community encourages the development of separate lexical items to describe this element in its various forms. Language is not only an important part of culture, but it is also the basis for every cultural activity, which makes it the strongest reflection of society. All languages produce meanings. These meanings result from the attitude towards the classification of the universe by a certain community. The differences between communities with regard to meanings are culturally determined.

## **2-24 Arabicization**

Linguistically Arabic is classified as a Semitic language. It is among the world's most ancient languages. Now Arabic is considered one of the major world languages; it is recognized as one of the official languages of the United Nations.

Thus, what makes Arabic a significant language world-wide – are several factors:

- 1- Religious : spread of Islam, growing number of Muslims.
- 2- Economic : Huge strategic resources such as oil and gas.

3- Demographic : native language for more than 300 hundred million people and a second language to other millions of people

4- Flexibility in terms of receiving new words of other languages which do not exist in Arabic such as scientific and technological terms.

As the world is considered as a global village, exchange of technology and information is a must. Therefore, through Arabicization Arab can influence other cultures and in turn, Arabic benefits a lot through introducing new equivalents to suit Arabic grammatical and semantic structure. For all these reasons Arabic and Arabicization are so important in today's world.

Ghazalla (2003: 156) defines Arabicization as " Arabization or (Arabicization, by analogy to Anglicization, Germanization, etc) is the translation of technical terms into Arabic".

These terms include all kinds of sciences such as agriculture, computer, chemistry, physics, mathematics, biology and geography. As a result Arabicization methods include:

### **2-24-1 Transcription**

Is the process of transferring of English terms literally into Arabic pronunciation. New mark (1988:81) refers to as:

" Transference (loan word transcription) is the process of transferring a SL word to a TL text as a translation procedure it is the same as Catford's transference, the conversation of different alphabets e.g Russian (Cyrillic), Greek, Arabic , Chinese, etc into English. The word then becomes a loan word".

It is often not translators who practice transcription or transference but media plays a big role. Some oppose transcription as it distorts TL and considers it is not the translator's job to transcribe where as some support it as a respect of SL.

Arabic contains a number of this type; include:

- 1- Helicopter : هليكوتبر
- 2- Remote control : ريموت كنترول
- 3- Radiator : رادياتور

Words of this kind are on the rise continuously due to :

- 1- Rapid and intensive scientific production of SL compared to TL.
- 2- Flexibility of SL to absorb.

However, most people consider it as a kind of language corruption, persuading students to avoid it. Thus, students are recommended to use it for a short time till a formal TL language equivalent is given.

Therefore, words like: capsule (كبسولة) , Carbon (كربون), and oxygen (اوكسجين) can be used for short time till formal Arabic equivalent is coined. Likewise, words such as : helicopter, remote control, radiator,

مبرد السيارة ، جهاز تحكم من بُعد ، : Can be formally replace as colon and C.D. طائرة مروحية

The problem complicates as some ancient equivalents are still transcribed transliterated despite they have already had formal equivalents.

Examples:

- 1- Team (فريق) تيم
- 2- Lady (سيدة) ليدي
- 3- Police (شرطة) بوليس

This kind of transcription occurs from certain TL speaker as a show of prestige or sometimes speakers consider the term as originally native term.

### 2-24-2 Naturalization

It comes after transcription (transference) where can English word is subjected to Arabic grammar, pronunciation and the word order, so that a word looks like an Arabic part of speech such as noun, verb, adjective or adverb. Examples include:

(A):

- 1- Geography (n) جغرافيا
- 2- Geographical (adj) جغرافي
- 3- Geographically (adv) جغرافياً
- 4- Geographer (n) المتخصص في الجغرافيا (الجغرافي)

(B) :

- 1- Physics (n) فيزياء
- 2- Physically (adv) فيزيائياً
- 3- Physically (adv) فيزيائياً
- 4- Physicist (n) الفيزيائي / عالم الفيزياء

### 2-24-3 Translation

Is the transfer of an English technical words into Arabic. Here, an already exist Arabic equivalents help students a lot. Examples:

- 1- Cardiology : علم أمراض القلب
- 2- atom : ذرة
- 3- astrologer : منجم
- 4- astronomer : فلكي

This type proves capacity of Arabic language rich vocabulary store. Thus, translation can be possible and an easy going process. However, the problem lies in fact that some SL equivalents are not available. Therefore, coinage can help.

### 2-24-4 Coinage

They represent completely new, formerly non-existent words. Coined words are considered by some linguists as one of the least common process of the word- formation process. yule (1996:64) describes them as:

" Invention of totally new terms. The most typical sources are invented are trade names for one company's product which become general terms (without initial capital letters) for any version of that product. Older examples are : aspirin, nylon, and zipper, more recent examples are : Kleenex, Teflon, and Xerox"

The problem here is that terms of this category are difficult if not impossible to provide a ready equivalent in Arabic. For example:

1- Nylon : (نيلون) has no direct equivalent, but students can provide explanation as :

مادة صناعية تعد منها خيوط تستخدم في صناعة البلاستيك

2- Kleenex : منديل ورق ناعم

3- Aspirin : (أقراص لعلاج بعض الأمراض)

Explanation of meaning is a tedious task, students can resort to the original meaning till an appropriate equivalent TL term is found. Coinage in Arabic reached through:

1- Derivation :

Is the most popular method of forming new words.

Kaur, (2006:62) states:

"The process of derivation may be the most-common method of forming new words, in as much as it builds upon and, through expansion, creates never meanings for existing words".

In English it is usually achieved through small particles such as prefixes, suffixes ( ir, im, in, pre, pro, ist, ism, ation, logy, and logist). Arabic has different derivation procedure – the most well – known is : apparatus, tools, and instrument terms. They have been measured and based according to Arabic morphological structure.

Examples :

A- مفعال

1- Scales : ميزان

2- Saw : منشار

3- Hygrometer : (لقياس الرطوبة)

B- مفعالة

1- Blender / liquidizer : خلاطة

2- Excavator : حفارة

3- Shovel / spade : مسحاة

C- مفعلة

1- Lathe : مخرطة

2- Fan : مروحة

3- Dryer : منشفة

D- مفاعل

1- Foundry : مسبك

2- Scaple : مشرط

3- Store : موقد

## 2-24-5 Neologisms

They are new words or expressions or a new meaning for an older word for example, the term ' user – friendly' is a neologism that has come into every day speech from the computer industry. Or the use of such words or meaning. They pose problems to translation students. As it has been published every language receives about 300 new words every year. In fact neologisms cannot be precisely measured, because they fluctuate between oblivion, short lifespan and acceptance. New mark (1988:140) defines neologisms as :

" newly coined units or existing lexical units that acquire a new sense unless they are opaque, obscure. Neologisms usually attract and please everyone.

Most people like neologism, and so the media exploit this liking".

Arabic tends to acquire new Arabicized terms due to increasing new terms in English. Examples include:

- 1- Drone : طائرة بلا طيار
- 2- Television channel : قناة تلفزيونية
- 3- Otoscope : منظار أذن
- 4- Nuclear weapons : أسلحة نووية
- 5- Bail out : إنقاذ مالي
- 6- Lap top : حاسب آلي محمول

The list is very long as far as technology and science advance. Thus, neologism is always a good procedure of Arabicization to generate new terms.

As far as Arabicization is concerned, it is :

- 1- An inevitable method and very significant in today's ago of accelerating sciences and technology.
- 2- A flexible method of enriching Arabic vocabulary. In addition:
  - 1- Neologism is the best procedure among Arabicization methods, naturalization is the worst and students and translators are recommended to avoid it.
  - 2- As Arabic academies versions of some technical words; some appeared to have convincing double meaning.

Example: police (شرطة), TB (سل رئوي), colon (أمعاء غليظة).

In other words, it is translation that makes the world go round; not Globalization nor lingua franca .It is the suitable time and chance that translators dealing with the pair ( Arabic and English ) must target good quality and acceptable adequacy when they practice translation. Acceptable adequacy is achieved by translation that struggles sensibly to transfer the original's message across the boundary of language but does not forget about what makes this message tick in the TL, or what makes it communications to the target audience. Arabic / English translation students have been affected negatively by globalization and this has led to

the increased of low quality translations. Targeted giving information about the source text and reflecting its culture in an exaggerated form of adherence, the more they become just literal translation which lack consideration for integrity and readability.

### **2-24-6 Translation of proper nouns**

Wikipedia, the free encyclopedia, defines proper nouns (names) in the following way: ' proper name is a word that answers the purpose of showing what things it is that we are talking about, but not telling about it".

Mean while, Nord (2003: 22) defined proper names as:

' the word(s) by which an individual referent is identified, that is to say, the word(s) whose main function is / are to identify, for instance, an individual person, animal, place, or thing. Therefore, names are viewed as mono-functional. A quick glance at translated texts can reveal that translators do all sorts of things with names such as : substitute, transcribe and omit them".

Concerning the translation of proper names Newmark (1988:27) states that " they are normally transferred in order to preserve nationality".

Albin (2003:47) states that :

*"for rendering names into target language, the translator should find out all of the ideas associated with the name in the source-language culture failing to do so could have serious consequences"*

The translation of proper is a bit difficult. They pose more than one problem. There are three main procedures for translating proper names:

### **2-24-7 Transcription / Transliteration**

This is the direct and straightforward method of transmitting English proper nouns. Since the names are completely cultural elements, the following category of names is always transcribed because it has no equivalents in Arabic thus translation is impossible here and students have to abide by this rule of transcribing. Examples:

- 1- Ann : أن
- 2- Clinton: كلنتون
- 3- Ronald: رونالد
- 4- Chelsea: شيلسي
- 5- Parkinson: باركنسون
- 6- Margaret : مارجريت

Students generally face no problem here, except :

- 1- Some unfamiliar sounds and alphabetical letters such as : ' Ch, V, and P' because non-exist in Arabic alphabetical order store. As a solution, students should shift to the nearest Arabic alphabet

equivalent. Hence, 'ch' can be 'ش', 'p' can be 'ب' and 'v' can be 'ف'.

- 2- Some silent – letter names are wrongly and then literally pronounced and transcribed by several students such as: Castle (كاستل) instead of (كاسل). Also, Falkand (فولك لاند) instead of (فوكلانند).
- 3- Some students transcribe diminutive names as complete names; this is not true, diminutives should be transcribed as they are. Examples:
  - i- Nicky : نكي instead of (نيكولاس) for Nicholas.
  - ii- Teddy : تيدي instead of (ثيودور) for Theodore.
  - iii- Liz : ليز instead of (اليزابيث) for Elizabeth.

### 2-24-8 Transcription / Naturalization

Some proper names are common among Arabic and English due to their religious nature. Religion is a factor of connection between people and language. thus, when the name refers to a well-known religious figure like prophets or saints or ancient holy places or angles; such names should be naturalized. Examples:

- 1- Lot : لوط
- 2- Mark: مرقص
- 3- Abel : هابيل
- 4- Gabriel: جبريل
- 5- Mathew: متي
- 6- Eve: حواء
- 7- Joshua: يوشع

However, when these same names appear in non-religious context with ordinary people, they should be transcribed. Examples:

- 1- Lot : لوت
- 2- Able : أبيل
- 3- Gabriel : قابريال
- 4- Mathew: ماثيو
- 5- Joshua : جوشوا

### 2-24-9 Naturalization

Names of mythologies heroes, ancient Greek, Roman, Egyptian and Persian leaders, philosophers, and scientists should always be naturalized. Examples :

- 1- Hippocrates : أبقراط
- 2- Caesar: قيصر
- 3- Achilles : أخيل
- 4- Ptolmy: بطليموس
- 5- Cheops : خوفو

There are some proper nouns which are basically Arabic, but during the influence of Arabs and Arabic culture and scientist scores of centuries

ago, these nouns have been naturalized into Arabic. These proper nouns include names of : people and places. They should be naturalized.

Students should always be reminded of their Arabic origins. The researcher's Canadian colleague at Jazan University told him that such names have been naturalized in English and other western languages on purpose to distance these names from any Arabic link. Examples:

- 1- Gibraltar : جبل طارق
- 2- Hebron : الخليل
- 3- Abulcasis: أبو القاسم الزهراوي
- 4- Alhambra: الحمراء
- 5- Corbova: قرطبة
- 6- Beersheba: بئر سبع

Students should bear in mind that English proper nouns should be transcribed or naturalized but not translated.

## **2-25 Translation of Political Establishments**

Political establishments are parliaments, buildings, ministries and other related buildings. They pose some problems to translation students, because most of them do not have a direct Arabic equivalent where students commit mistakes in translating them. The social and political life of a country is reflected in its institutional names.

The following types of political establishments are the most important and recurrent in translation.

The political and social life of a country is reflected in its institutional terms.

### **2-25-1 Parliament**

The posts of heads of republics, kingdoms or emirates (president, prime minister, king, Emir) or the names of 'international posts' are easily translated words. Where the name of a parliament is not 'readily' translatable (Bundestag; Storting (Norway); Sejm (Poland); Riksdag (Sweden); Eduskunta (Finland); Knesset (Israel), it has a recognized official translation for administrative documents.

As the name of parliaments are transparent too; they consist of globally recognized terms. They contain easily translated morphemes, they are through-translated as well. Example: National Assembly: الجمعية الوطنية

As in Arabic, most parliament terms either transcribed or translated or both. Examples:

- 1- Storting : الاستورتنق / البرلمان النرويجي
- 2- Sejm : السيجم / البرلمان البولندي
- 3- Riksdag: الركدسداق / البرلمان السويدي
- 4- Knesset: الكنيست / البرلمان الإسرائيلي
- 5- Eduskunta: الادسكنتا / البرلمان الفنلندي
- 6- Bundestag: البوندستاق / البرلمان الألماني



7- The US Congress: الكونغرس / مجلس النواب الأمريكي

Students have to pay accurate attention when translation some parliaments. Examples:

1- The French National Assembly: الجمعية الوطنية الفرنسية

2- The House of Lords: مجلس (الاعيان) اللوردات

The term "برلمان" does not give the exact meaning.

### 2-25-2 Ministries

As usual, ministries are translated exactly. Names of ministries are usually literally translated, on condition that they are acceptably descriptive.

Newmark (2001:99) holds "when a public body has a "transparent" name, the translation depends on the "setting" in official documents, and in serious publications such as text books, the title is transferred".

Examples:

1- Ministry of Agriculture: وزارة الزراعة

2- Ministry of Education : وزارة التربية

3- Ministry of Industry : وزارة الصناعة

However, some ministries from United States and Britain pose some troubles to students in translation because they part from the normal names of the ministries they accustomed to. Examples:

1- Home Office: in Britain وزارة الداخلية for Ministry of the Interior, and the minister is Home Secretary instead of minister.

2- Foreign and Commonwealth Office: in Britain وزارة الخارجية for Ministry of Foreign Affairs.

3- Treasury : in United States وزارة الخزانة which stands for or resembles ministry of finance in most countries.

4- Department of State: in United States, وزارة الخارجية and Secretary of State is the foreign minister in most countries.

Problems encounter students here:

1- Some ministries in US and UK have different names which are strange to students.

2- Officials in charge of these ministries are called secretaries which is confusing to students. Secretary in Arabic has different sense and indication.

### 2-25-3 Buildings Names:

Buildings include ministries, seat or homes of high ranking officials, parliaments and palaces.

Ghazala (2003: 182) indicates "buildings of political importance have to be transcribed and translated". They all have political significance at weight. They should be transcribed and then translated as further explanation.

Examples:

1- Buckingham palace : قصر (بكنغهام) : (مقر) ملكة بريطانيا

- 2- Capital Hill : الكابيتول: الكونغرس الامريكى / مجلس النواب  
 3- Scotland yard: سكوتلاند يارد : شرطة لندن  
 4- Pentagon : البنتاجون : وزارة الدفاع الامريكية

Sometimes this rule has some exceptions, where only translation is accepted. Example:

- 1- The oval office (المكتب البيضاوي) (مكتب الرئيس الامريكى)  
 Writing or saying (اوفال اوفيس) is strange and unacceptable.  
 2- Old lady of thread needle street : البنك المركزي الانجليزي

As has been mentioned earlier buildings are transcribed and translated with special exceptions to some buildings. However, when students are unable to translate the building name they can transcribe it.

## **2-26 The news : Definition and features**

As pointed out previously, news may be regarded as the most important item in a newspaper. It is the first item that attracts the reader whose eyes move from the first glance to the main shette and then move to the details. In broad sense, news means information about current events or that would be of current interest to the public. Oxford Advanced Learners Dictionary (2000) defines news as " new information about something that happened recently" or reports of recent events that appear in newspapers or on television or radio" or " a regular television or radio broadcast of the latest news" or " a person, thing or event that is considered to be interesting enough to be reported as news". Additionally Merriam-Webster (an online dictionary) defines news as " a report of recent events" or " previously unknown information" or " something having a specified influence or effect" or " material reported in a newspaper or news periodical of a newscast" or "matter that is news worthy". Notwithstanding the definition of news is a controversial one Jabr (2002, 105-106) mentions that " some people say that the news is stating an event that is published in the newspaper and broadcasted by radio. TV and other mass media, believing that this event concerns the public. Others think that news is a presentation of all happenings and all what the events denote and its repercussions. Furthermore, some people think that news is a presentation of an event that affects the socioeconomic, political, materialistic or other relations as well as it is a presentation to all happenings around the world that is important for man to be aware of on the ground that the word "NEWS" is the initials of the basic directions North, East, West and South". Anyhow, these definitions cannot hold true unless they meet certain conditions. In fact, no " complete" news exists because any subsidiary event opens the door for other subsidiary events. For example, if talking is about a summit conference of peacemakers, this may lead to mention the violent events in Egypt, Algeria, Palestine, etc. But there exists what the people of journalism term as the " integrated news" in the sense that it meets the

conditions that make it a complete subject and satisfies the curiosity of the reader. The integrated news, however, answers the known questions of journalism, namely, What, When, Where, Who, Why, as well as How, and all of them are termed as the 5Ws & H. I keep six honest serving-men

(They taught me all I knew)

Their names are What and Why and When

And How and Where and Who.

Rudyard Kipling

An English author and poet

Regardless of the kind of the article or the news, we find that the nature and function of the journalism necessitates that the one who is engaged in it should do his best to attract the biggest number of readers. Thus, the journalist differs from any other writer or author. He has to provide the reader with the element of enjoyment, text-wise and technique-wise, and conviction through simple presenting of the idea. The most important characteristic of the technique of editing news is what is known as the ABC rule: accuracy.brevity.clarity. To apply this rule in editing the journalistic items and consequently translating them, the journalist/ translator should take this rule in consideration and should observe the following points. Simplicity : by using simple / short terms and expressions and avoid complicated ones inapprehensible to the ordinary reader.

1- Using short sentences or what is known as the telegraphic sentences, i.e., avoiding nonsense and padding that do not add to the meaning but encumber it and even veil it in many cases.

2- Clarity: that is, using words of specific indication whose meaning does not confuse the reader.

Jabr (2002:106) concludes by saying that the most important characteristic of news is objectivity. Thus, the journalistic reporter who is assigned to cover an event has to abstract himself totally free from his personal feeling and report the event with the utmost objectivity.

### **2-26-1 Components of the news:**

The journalistic news is composed of four main parts the headline, the neck (the source & date), the lead and the body.

#### **The News Headline**

A headline is a text at the top of a newspaper article, indicating the nature of the article. It catches the attention of the reader and relates well to the topic. Modern headlines are typically written in an abbreviated style omitting many elements of a complete sentence but almost always including a non-copula verb (Wikipedia, the free encyclopedia).

Oxford Advanced Learner's Dictionary defines a headline as "the title of a newspaper article printed in large letters especially at the front of the top page or" a short summary of the most important items of news

read at the beginning of a news program on the radio or television. Furthermore, the free dictionary, Google, defines the headline as " the title or the caption of a newspaper article usually set in page type " or " an important or sensational piece of news, often used in the plural " or a line at the head of a page or passage giving information such as the title, author , and page number" .It is said that editing a headline is an art by itself, i.e. It is rhetoric, because it should be attractive to the reader once his eyes fall on it. Distinctive features of an English news headline :Dodaina (2008, 420-421) points out that an English news headline is governed by certain features. Omission of articles, auxiliaries and conjunctions e.g. Opposition Claims Government Responsible for Crimes.

- 1- Simple present is mostly used (for past, present perfect and con, Jabr (2002 , 112) is in line of this rule on the ground that if past tense is used-even for an event that already happened in the headline this will produce a negative impression on the reader that this news is an old one, hence he neglects it. So the simple present tense is used to revive and freshen the news:

Students fight for Course Changes

- 2- Using gerund (Verb + ing) to express and even happening at the time being.

The Word heading for Crisis.

- 3- Using infinitive (to + verb) for the future.

Queen to Visit Egypt.

- 4- Passive structures are preferred in headlines:

Demonstrators killed in Clashes.

- 5- Use of nouns as adjectives:

Arab Bank, Egypt Airlines.

- 6- Using acronyms and abbreviations:

UNCTAD Urges Policy to Spur Growth.

- 7- Using metaphoric expressions:

Cruising into Troubles.

- 8- Irregular arrangement of words:

Rape Part of Serb Tactics. Says Amnesty

- 9- Using quotation and punctuation marks to spare space:

Fauler: " Boston Must Win".

Factory Close ..600 Jobless.

- 10- Using short words instead of long ones:

Alde assistancecut reduce reduction

Slam : criticize pact agreement contract

- 11- Using idioms:

Pollution Peaks as Britain Bakes.

Gloom to Bloom.

It is worth noting that not headline comprises all these feathers at one time, but may contain one or more of them depending on what the editor sees.

However appanama (a website) mentions that in order to translate a headline properly, one needs first to understand correctly its meaning . in other words, news headlines can be difficult to be translated since the sentences are fragmentary and contain abbreviations and acronyms of proper names intertextuality of a text they are translating Newspaper headlines make extensive use of intertextual reference, as the following three examples.

- 1- From the Guardian Weekly (GW) show-Taken Silence of the Damned (GW March 1-7-2001) ( reference to the film " Silence of the Lamps" in the title of an article on humanitarian crises in West Africa and Afghanistan "Silencio de los damnificados" – In Spanish, it lost its meaning and wouldn't make reference to the movie .
- 2- The Blame in Spain (GW, Feb 22-28, 2001) (reference to the song " The Rain in Spain" from the musical My Fair Lady), as the title an editorial poking fun at frictions in relations between Britain and Spain " Culpa en Espana" Spanish translation would not imply they are making fun of the musical.
- 3- In the late 1970's Braniff Airlines tried to promote their all-leather interiors by translating the English slogan "Fly in leather." Unfortunately, the literal translation invited Spanish-speaking passengers to " Fly naked".

In addition, Appanama (a web site) illustrates that sometimes some journalistic translators try to flatten the headline. Thus a flattening effect or choosing a word less powerful and vivid than the original is created. These are not mistakes of mistranslations in the usual sense since they fall within the general semantic range. It is like making a photocopy of an original and having the print look obviously fainter.

Appanama mentions also another important aspect that the translators should observe when rendering English news headlines, namely, that one relating to political commentaries. Political commentaries can create serious problems to translators politicians very readily create new words and terms. Just think, for example of road map, New Deal, Manifest Destiny, trickle-down economics, détente, affirmative action .....etc

They are words that in a politic speech can be very many, they are an obstacle for the translators to decode and then to decode in to the target culture .

The translation City (a web site) points out that there are two reasons causing difficulties when attempting to understand correctly the meaning of news headlines:

- 1- Frequent violation of linguistic standards (shortened structure of the sentence, omission of articles, link-verbs and word order).
- 2- Not full and deep enough knowledge of the culture and realities of the country where the language studied is the native one also sunestical understanding of phara-sociological expressions. As a rule, it is reasonable to translate the headline after having read the whole article, it makes the meaning of the headline clear.
- 3- Further, The Translation City explains that when making the translation of news headlines, it is necessary to keep in mind their following distinctive feathers:
  - 1- Authors rarely use full sentences. Here it's important to understand and interpret the headline correctly and make its adequate translation: " Hundreds wounded, scores Dead in Russia Hastage Crisic".
  - 2- Full sentences taken for headlines are mainly characterized by the omission of articles. " Italy's Bank Governor paints Black picture".
  - 3- Abbreviations their meaning is generally expressed in the first paragraph of the article. "OPEC to reduce productions".
  - 4- News headlines can be referred to as ellipses (Sentences with the omission of certain words for the sake) of drawing attention to the subject matter)" UN to Resume Operations in Iraq".
  - 5- Denominative sentences are also widely used as news headline" Brave New Economy for Singapore".
  - 6- Word combinations with a gerund or a participle can also be used for headlines. " Muddying the Waters".
  - 7- In order to draw readers' attention, authors widely use colons and question marks in news headlines." Is the Weak Euro Making Germany Complacent?"
  - 8- The question used in a heading can be indirect: " What is Wrong with Paying Off the National Debt".
  - 9- In order to draw public attention to the subject, authors often resort to various forms of slang and colloquial language in news headline: " Hey, Wanna Buy some Used Mortgages" ?
  - 10- The use of pun (playing upon words) and purposely changed set expressions complicate the translation of news headlines a good deal. " To Save or not to Save?" (imitation of Shakespeare's " to be or not to be? ").

As pun is based on the double meaning of a word, with the second meaning often being slang the translator has the right just to give certain commentary or expatiation to a wood combination because

the translation is theoretically impossible. In other words, as a rule the headline is followed by a sentence annotation which explains the meaning of the pun or gives a clue to understanding the meaning of the headline.

- 11- It is advisable to keep in mind that the majority of English headlines are laconic laconicism is the peculiarity of the English language so when redefine a headline into English it is important to read carefully the context so as to provide adequate translation.
- 12- English news headlines are also distinguished by the wide range of pet names when denoting public figures Tricky Dicky (Nickson), Teddy (Theodor Roosevelt). In order to deliver adequate translator, the translation should either provide commentaries or replace pet names by full ones.
- 13- Authors frequency use occasional innovations in their news headlines for the sake of seeking publicity. The descriptive translation and background knowledge are the main clues to successful translation "Jiscarded" – this innovation is based on the pun. To discard- to dismiss Jicaard Esten – the French president who discharged the prime minister Shirak because he was keeping to de Gaulle's principles.
- 14- English headline are characterized by the absence of past-time verb forms Present-time forms are used instead. "Libya Signs Deal to Pay Berlin Bombing Victims". What is more. English news headlines generally lack personal verbal forms of future tenses. They are replaced by the infinitive" NATO to Test Air Power in Europe".

### **Features of the Arabic Newspaper Headline**

Waston( 1996: 166-170) points out that " in Arabic newspapers there is very little. If any, difference between the syntax of front-page headlines and the syntax of inside-page news headlines. Front-page headlines are often shortened, but not to the same degree as English headlines: the definite article, conjoins, possessive pronouns and possessive structures cannot be omitted due to the rules of Arabic syntax. Where changes are made in terms of word order or word omission. Arabic is usually flexible enough to produce a structure which remains grammatically standard, for example, where verbs are omitted a headline can still be a grammatical verbless sentence or a grammatical noun phrase.

Furthermore, Waston mentions that there are three basic types of syntactic structure used for Arabic headlines:

- 1- Noun phrase : a noun-phrase headline results rather from nominalization of the verb, or from omission of the verb. Where both the verbal action and the subject (either the agent or the

passive subject) are crucial to convey the headline information, the verb is nominalized to an initial verbal noun which often functions as the first term in an annexion (idafa). This structure is found where the logical subject is an indefinite noun or noun phrase, and functions grammatically as the annex in an initial annexion phrase:

- I'tiqal ' adad min ansar ' mawj' fi adanwa-abyan al-Sharq al-Awsat 29/4/95.  
" Arrest of a number of 'mawj' supporters in Aden and Abyan".
- maqtalkhamsraha' in fi, ma'arikdamiyah  
al-Sharaq al-Awsat 8/4/95.  
" Killing of five hostages in bloody conflicts"

2- verbless nominal clause where both the subject and the predicate are crucial to convey the headline information, but the verbal action is not, a headline will be a verbless nominal clause which results from omission of a verb or from simply no omission where the non-elided sentence is interpreted as a verbless sentence:

- hall al-khilafat al-sa'udi – al-yamaninamudhaj li-hall al-qadaya.  
al-Sharq al-Awasat 18/3/95.  
" Saudi-Yemeni solution to differences model for conflict solutions".
- al-mutamar al-barlamanikhatwah li-rab'b al-sad' al- arabi.  
al-Sharq al-Awasat 8/4/95.  
" Parliamentary conference step to mend Arab divisions".

3- Nominal clauses with imperfect verb: headline clauses can be nominalized by a change in word order from the normal classical Arabic V (erb) – S (ubiect) – C(complement) to the word order S (ubject) – V (erb) – C (complement).

Additionally, the verb is put in the imperfect aspect in order to stress the immediacy of the news item even when the event has already taken place. a nominal clause with an imperfect verb is used where the action of the verb, the logical subject (usually the agent of the verb and the verbal complement) are crucial to convey the message of the headline. The initial subject will either be a definite noun with no expansion, as in:

- ughandatastajwibsuddniyyinwa-tuddhimmaqarmunazzamatlghathah.  
al-Sharq al-Awsat 29/1/95  
"Uganda questions Sudanese and attacks aid organizations headquarters". Or an expanded definite noun as in :



- al-sirabayn al-hukumah/ wa-al-mu'aradh fi faransayabda bi-l-muhajinnwa-yantahi bi-l-intikhabat al-urubiyyah.  
al-Thawar 5/8/89

"Conflict bETween the government and the opposition in France begins with immigration and ends with European elections".

Or an expanded indefinite noun as in:

- tafu'ul fi "obic" yas'ad bi-l-sir 33 sant  
al-Sharq al-Awsat 4/6/89

" Optimism in OPEC raises prices by 33 cent"

Jabr (2001:113) points out that the simple present, the gerund (verb + ing) and (to +verb ) tenses are translated into Arabic in the present tense putting into consideration that headline should never be a verbal clause, i.e. the beginning of the Arabic headline should never be a verb.

### **The neck (source &date ) of the headline:**

The neck of the news includes important information such as the place and date on which the event occurs, the source (the name of the news agency) , and sometimes the name of the reporter and (some newspapers do not often mention the date on the ground that the date of the issue serves this purpose).Takyo. Oct: 13 (Agencies)

Taba, Egypt. Dec. 10 (MENA)

### **The Lead**

Jacobi (1991:50) , defines the lead as that sentence that " captures the attention of the reader and sums up the focus of the story. The lead also establishes the subject, sets the tone and guides the reader into the article or the news. In a news story, the introductory paragraph tells the most important facts and answers the questions: who, what, where , when , why and how" .

Jabr (2002:116) stresses that " upon translating the English lead into Arabic, the translation should be started by a verbal clause where the verb makes the sentence more effective and dynamic. " This, however, indicates that there is an inverse correlation between the beginnings of the lead in the two languages (English and Arabic) .

Watson (1996: 177-178) also reaffirms this feature " in the news details which follow the summary, nominal clauses given in the summary are replace by verbal clauses; verbs are given in the perfect aspect; clauses are linked synthetically; and where the identity of the agent has been partially withheld in the summary it is revealed in the details" .Polking (1990: 186) points out that in a feature story, the author may choose to open in a number of ways, including the following : an anecdote .

- a shocking or starting statement.
- pure information

- a description.
- a quote.
- a question .
- a comparison.

### **The Body**

\*

For the news story, details and elaboration are evident in the body of the news story and flow smoothly from the lead. Quotes are used to add interest and support to the story and the inverted pyramid is used with most news stories (Wikipedia, the free encyclopedia). Jabr( 2002:116) demonstrates that " the more the importance of the information diminishes, the more delaying its mentioning in the news so that the news ends with the least-importance information".

### **Previous studies :**

The first study is a PhD thesis conducted by Mouner Al-Soroji (2012) Faculty of Education, University of Gezira, entitled "*Impact of Machine Translation on Learners and Teachers. A Comparative Study with Special Focus on Press Translation*". The main objective of the study isto see whether translation/trainees are aware of the principles of editing and translating good news and journalistic items from English into Arabic and vice verse. The study finds out that a considerable number of translation learners as well as professionals are not aware of the basics of journalistic translation, the news and its components. Thus, the study recommends that improving the standard of translation students that can be through making extra exercises of translation (rather than given in the class). It also recommends that those who are interested to be journalistic translators, should get aware of the features, rules and characteristics of editing journalistic items, as beyond doubt, journalism plays a great role in our daily life.

2-In addition, an M.A dissertation by ShirzadMansouri (2007) Garmsar Branch- Tehran, College of translation, Islamic Azad University entitled "*Learning How to Translate Foreign News Discovering Strategies in Translation of Press Texts*",. The main objective is to find out the strategies that were used by the translator team when translating foreign news in translation classes. Findings of the study can be summarized as follows: in the process of translating foreign newspapers, students are unable to omit word or words and add some explanations or a choosing the words that stimulate the readers' feelings or reactions. It also found that the students have low performance in choosing the appropriate strategy when translating English foreign newspapers into Persian. The main recommendations of this study, the instructors who teach journalism or other related fields can use this study to clarify differences between English and Persian news structures. Moreover, the instructors of translation can also use this study for their works, like to explain

translation theories, or to suggest which translation strategy should be used for each kind of text. Moreover, the study is guideline to solve problems that occurred when translating because the strategies mentioned in this study are applicable to other similar cases. And may also be helpful for translators of any kind of text.

3- Satti,(2006) has the title "*The Impact of Translation on English Language Learner's Communicative Competence at University Level*" a PhD thesis. The study aims at findings out the ways to develop EFL learners' ability in translation. The main findings are: the translation courses in EFL programmes aimed at developing student's competence. The time allocated for teaching translation is inadequate. The important recommendations are the best method of teaching is that the teacher points out and discusses the linguistic features, structures, semantics, stylistics and culture.

4- Moreover, a study under the title " How to use translation in the classroom language " written by Raossin Stoitchkow was presented by her at the university of Sofia Department of language Teaching (USA) .The researcher set out to explore the hidden potentials of translation in teaching monolingual students . The researcher attempts to show that translation in the classroom language can be used as practical activity which could indeed be rewarding for the teacher and stimulating for the students. The study found that teaching translation on anon-vocational level is quite different from teaching for training professional translators . However, translation can be a useful method for learning a language .

5- NawalAlhassan (2013) conducted a PhD study on "Translation as a facilitating Tool of teaching in English language classes" .The study aimed at investigating the effect of translation in language classes .She attempt to show that translation in language classroom can be used as a practical activity , which may indeed be rewarding for the researcher and stimulating for the student .Besides, the researcher seeks to recast transfer and interference as helpful learner strategies rather than a negative L1 interference.

The study found out that teaching translation on anon-vocational level is different from teaching for training professional translators .However, translation can be a useful tool and an effective method to learn a language .

6- The Ubiquitous Nature of Style in the translation of literary and non-literary Texts. Is a study presented by Hatim(2011) to a "Conference on the role of Translation in the dialogue of civilization ",held in October 2011,in Nablus, Palestine .The study aims at introducing the notion of style as including values related not only to literariness, i.e. style in the traditional sense , but also and more significantly to all aspects of

creativity in the use of language .It is concluded that the style of any text is not as elusive as was once thought but it is a fact of texts in context manifested by a diverse range of "communicative clues" some explicit , some implicit .In the process of translating , these source text clues and the features involved must be assessed for "relevance" and if "relevance "is established ,must be preserved in the target end-product by an equally potent set of "communicative clues".

7-An Analytical study of the process of translation: with a special Reference to English – Arabic Texts ,is a PhD Thesis presented by Aissi (2000) to Salford University .It aims at explaining the stages of the translation process

# **Chapter Three**

## **Research Methodology**

## **Chapter three**

### **Research Methodology**

#### **3.0 Introduction**

This chapter is intended to describe the methodology which was adopted to conduct this study.

Specially, it describes the population sampling, the tools of data collection and their validity and reliability.

It also explains the statistical procedures used to analyze the data obtained:

#### **3.1 The Research population of the study:**

The population of the research was composed of two groups:

- 1- A group of (25) University teachers of English and translation departments from different Universities in Sudan, who have good knowledge of teaching English and translation.
- 2- A group of first year MA students of English department at University of Gezira.

A group of (50) MA students were selected as subjects for the test. To control the variables the researcher made sure that nearly all of the students have the same exposure of learning materials. Moreover, all of them were expected to be serious and active participants. The variables were controlled to get reasonable results.

##### **3.1.1 Sample of the study:**

A sample was randomly chosen from among the total groups of teachers and students. The sample consisted of (25) University teachers with different experience and academic background, (50) MA students studying at Gezira University.

#### **3.2 The Tools of Data Collection:**

The researcher adopted the following methods to collect the appropriate data:

- the survey method.
- the descriptive method.

##### **3.2.1 The lecturers questionnaire:**

The questionnaire was the second tool used to collect reliable information from English lecturers at University level, whose contribution is noteworthy, because it will ensure reliable results in investigating the impact of translating authentic press materials to promote students performance in Media translation.

##### **3.2.2 The Content of the questionnaire :**

An introduction has been written in which the respondents were informed about the aim of the study. The questionnaire includes (11) statements which are worded in a simple language. In addition to that two open questions are included, these statements are designed for the purpose

of eliciting reliable information from the lectures where as, the other two open questions allow the respondents to express themselves freely and provide in depth information.

It was handed out on the 4<sup>th</sup> of July to the group of (25) university teachers who were randomly chosen from different universities.

The respondents were asked to state the degree of their agreement by ticking one of the options ( agree – to a large extent – to some extent – disagree).

### **3.3 Validity of the tools of the study:**

To ensure validity of the tools for this study, the data were given to a number of translation instructors and professors to assess and evaluate them so as to know whether they could serve the purpose of the study or not. Their remarks and comments were positive and in a favour of the validity of the data.

#### **3.3.1 The Reliability of the questionnaire**

The researcher used the quota sampling method to find the reliability of the questionnaire. The results obtained calculated by the formula of sperman, as follows:

$$P = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

$$R = 1 - \frac{6 * 75}{10 * 99} = 0.55$$

Thus the degree of the reliability obtained is (0.55), which proves that the questionnaire is reliable.

### **3.4 Techniques of the data analysis:**

The data obtained from the different subjects by means of the questionnaire and test were organized and tabulated to be processed by the computer. The programme used was SPSS which refers to (statistical packages for social sciences). The statistic procedures that were used in analyzing the data were percentage, mean, standard deviation, linear correlation and T.test.

### **3.5 Summary**

To sum up, this chapter presented and account of the methodology of the study. In the following chapter, the results of the data analysis will be displayed and discussed in relation to the hypotheses of the study.

# **Chapter Four**

**Data Analysis ,Result and Discussion**



## Chapter Four

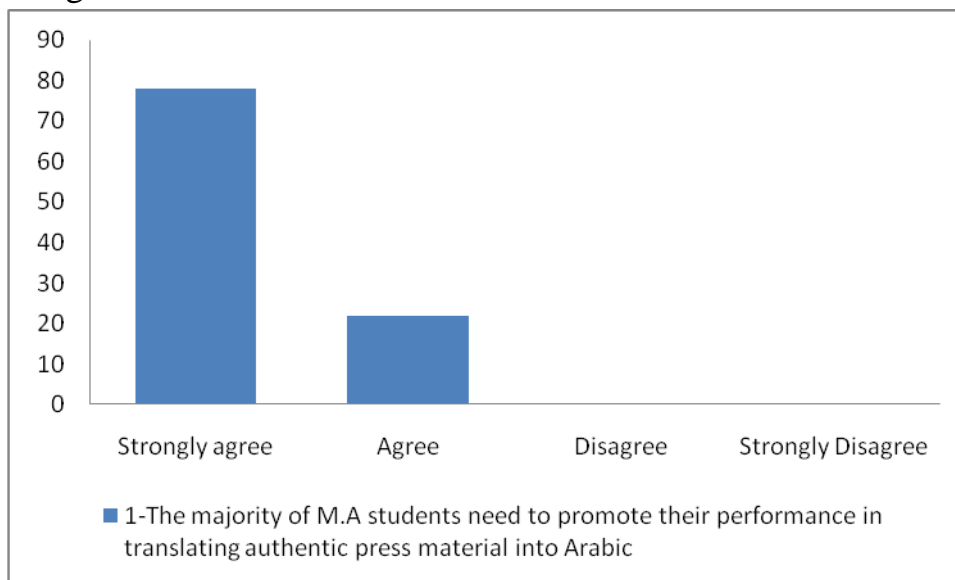
### Data Analysis ,Results and Discussions

This chapter is devoted to the presentation, analysis and discussion of the results of the questionnaire which has been used to investigate the effect of translating authentic press materials in promoting an MA students performance in Media translation.

**Table (4.1) The majority of MA students need to promote their performance in translating authentic press materials into Arabic:**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	Frequen cy	Percent %	Frequen cy	Percent %	Frequen cy	Percent %	Frequen cy	Percent %
1-The majority of M.A students need to promote their performance in translating authentic press material into Arabic	39	78.0	11	22.0	0	0.0	0	0.0

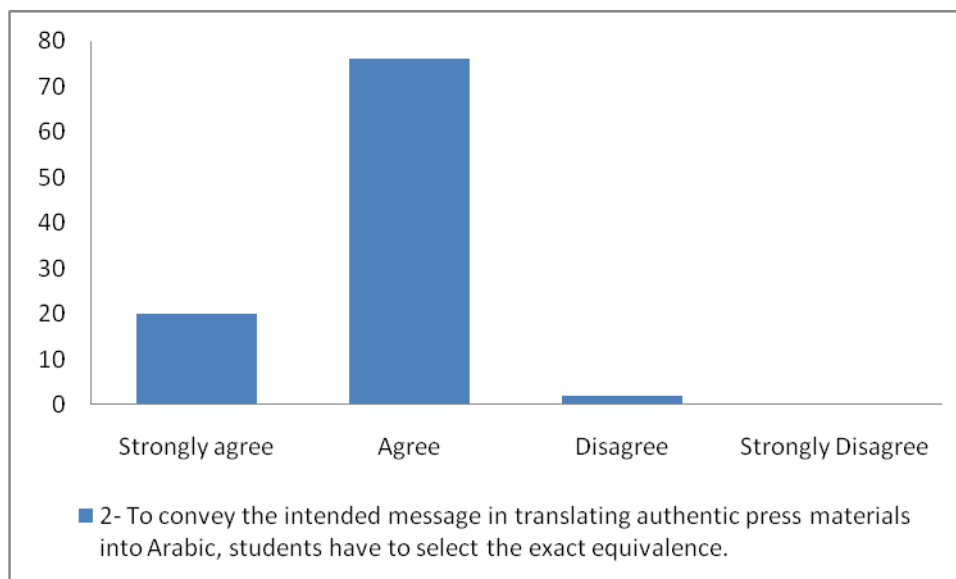
This table illustrates that the majority of the respondents (78%) have strongly agreed that the majority of MA students of English need to promote their performance in translating authentic press materials in to Arabic while (24%) have chosen the second option (agree), none of them disagreed.



**Table (4.2): Selecting the exact equivalence to convey the intended meaning when translating authentic press materials into Arabic:**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	Frequency	Percent %	Frequency	Percent%	Frequency	Percent %	Frequency	Percent %
2- To convey the intended message in translating authentic press materials into Arabic, students have to select the exact equivalence.	10	20.0	38	76.0	1	2.0	0	0.0

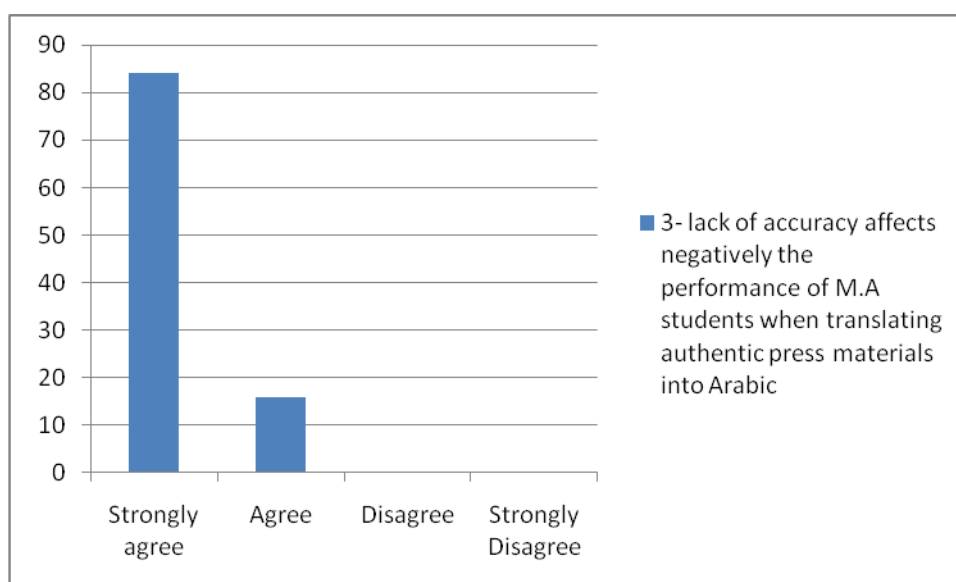
This table show that the majority of the respondents (76%) have agreed that to convey the intended message in translating authentic press materials into Arabic, students have to select the exact equivalence, while (20%) of the respondents have chosen the first option (strongly agree), whereas (2%) disagree.



**Table (4.3): Lack of accuracy when translating authentic press materials into Arabic.**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	Frequ ency	Per cent %	Frequ ency	Per cent %	Frequ ency	Per cent %	Frequ ency	Per cent %
3- lack of accuracy affects negatively to the performance of M.A students when translating authentic press materials into Arabic	42	84.0	8	16.0	0	0.0	0	0.0

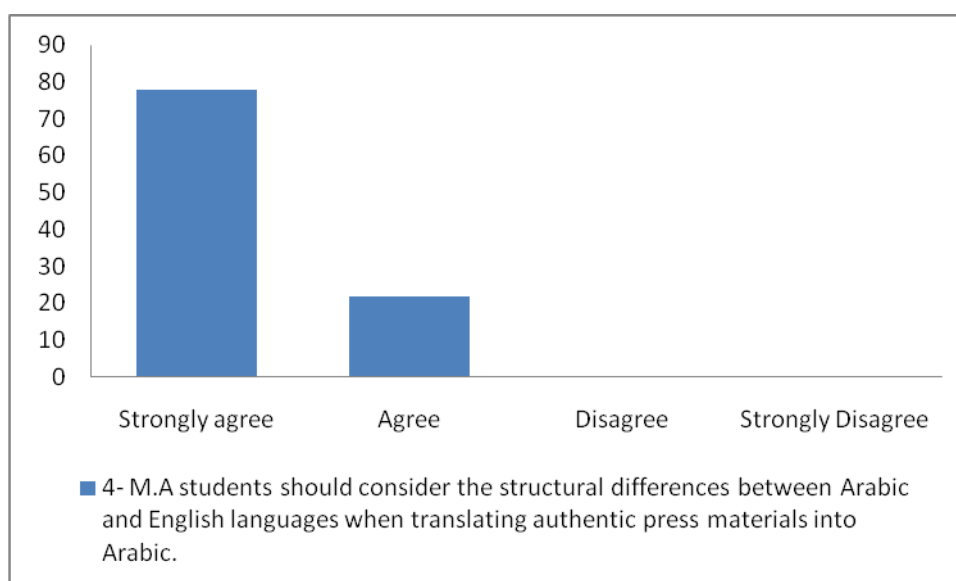
This table explains that the majority of the respondents (84%) have strongly agreed that lack of accuracy affects negatively to the performance of MA students when translating authentic press materials into Arabic, while (16%) of the respondents have chosen the second option (agree) none of them disagree .



**Table (4.4): Considering the structural differences between Arabic and English languages:**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	Frequ ency	Perc ent %	Frequ ency	Perc ent %	Frequ ency	Per cent %	Frequ ency	Per cent %
4- M.A students should consider the structural differences between Arabic and English languages when translating authentic press materials into Arabic.	39	78.0	11	22.0	0	0.0	0	0.0

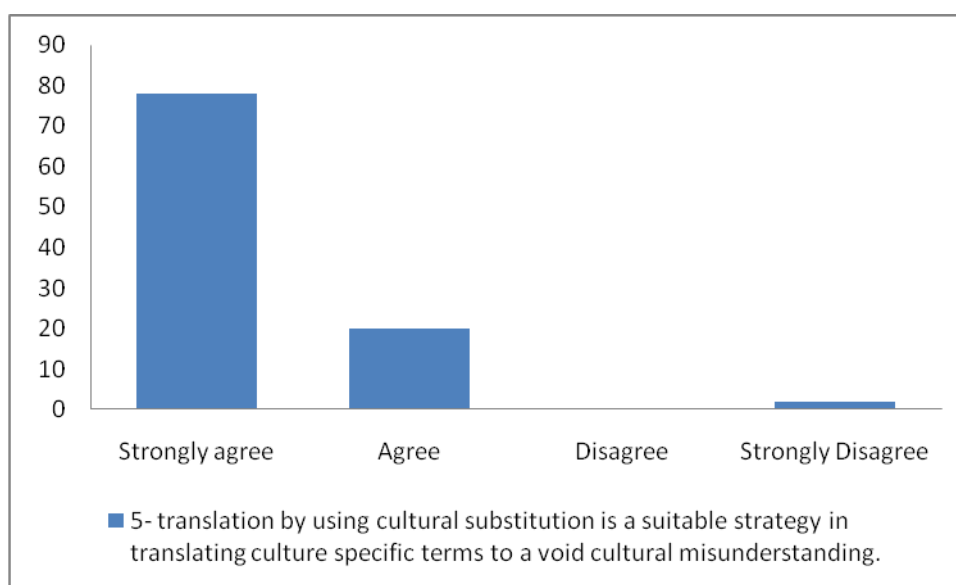
This table indicates that the majority of the respondents (78%) have strongly agree that MA students should consider the structural differences between Arabic and English languages when translating authentic press materials into Arabic, while (22%) of the respondents have chosen the second option (agree) none of them disagreed.



**Table (4.5): Cultural substitution as a suitable strategy in translating culture specific terms:**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	Frequ ency	Perc ent %	Frequ ency	Perc ent %	Frequ ency	Per cent %	Frequ ency	Per cent %
5- translation by using cultural substitution is a suitable strategy in translating culture specific terms to a void cultural misunderstanding.	39	78.0	10	20.0	0	0.0	1	2.0

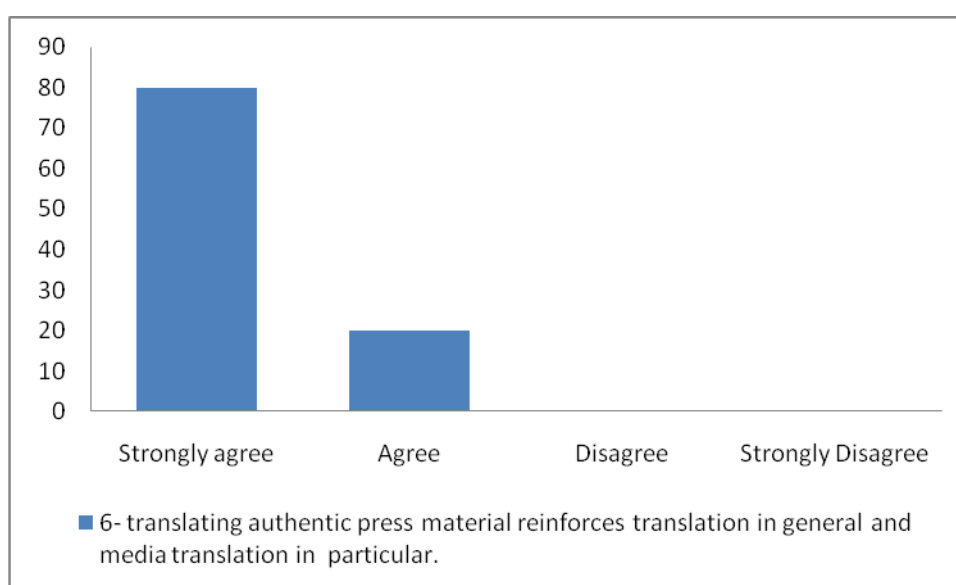
This table indicates that the majority of the respondents (78%) have strongly agreed that translation by using cultural substitution is a suitable strategy in translating culture specific terms to avoid cultural misunderstanding, while (20%) of the respondents have chosen the second option (agree), whereas (1%) strongly disagreed.



**Table (4.6): Translating authentic press materials reinforces Media Translation.**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	Frequ ency	Perc ent %	Frequ ency	Perc ent %	Frequ ency	Perc ent %	Frequ ency	Perc ent %
6- translating authentic press material reinforces translation in general and media translation in particular.	40	80.0	10	20.0	0	0.0	0	0.0

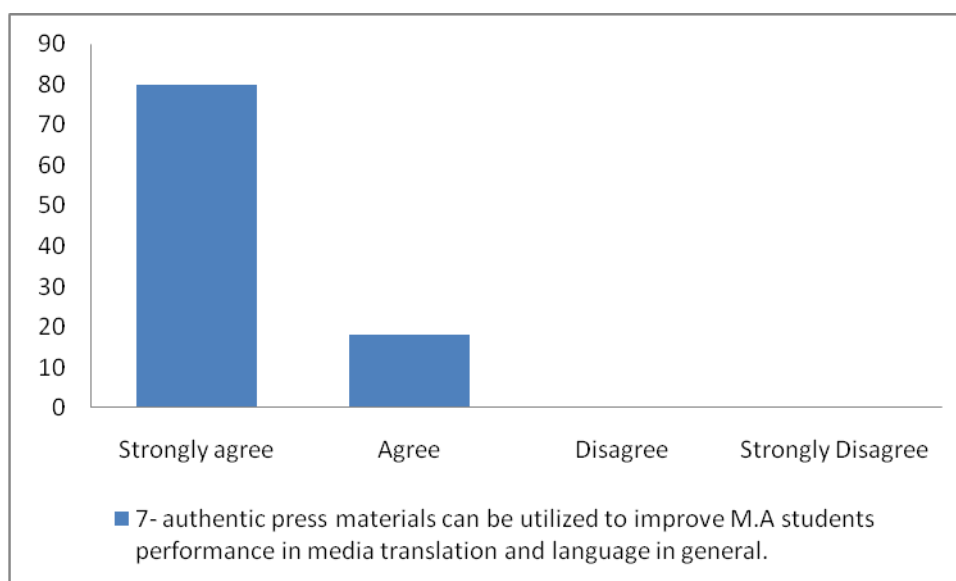
This table illustrates that the majority of the respondents (80%) have strongly agreed that translating authentic press materials reinforces translation in general and media translation in particular, while (20%) have chosen the second option (agree) none of them disagreed.



**Table (4.7): Utilizing authentic press materials to improve M.A students performance.**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	Frequ ency	Perc ent %	Frequ ency	Perc ent %	Frequ ency	Per cent %	Frequ ency	Per cent %
7- authentic press materials can be utilized to improve M.A students performance in media translation and language in general.	40	80.0	10	20.0	0	0.0	0	0.0

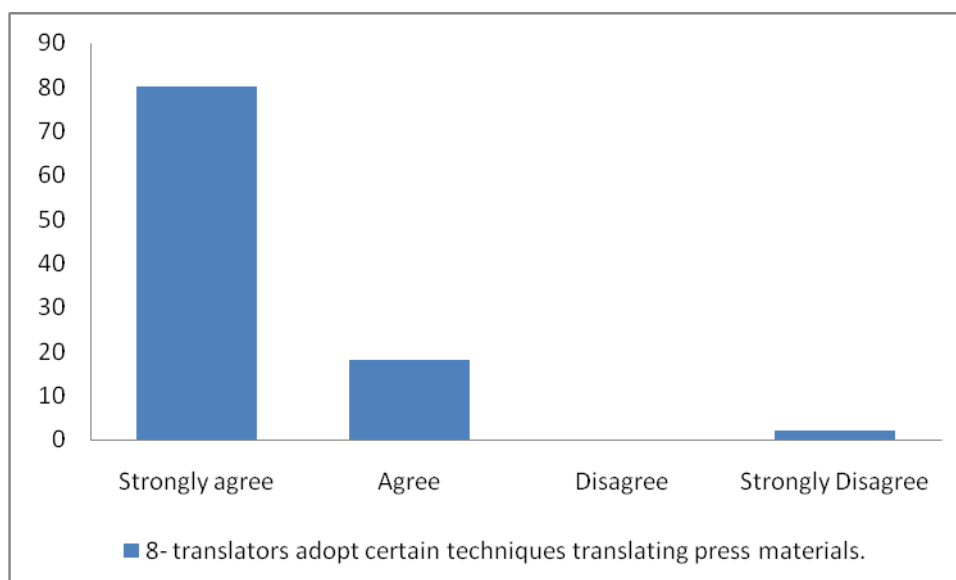
This table implies that the majority of the respondents (80%) have strongly agreed that authentic press materials can be utilized to improve M.A. students performance in media translation and language in general, whereas (20%) of option (agree) none of them disagree.



**Table (4.8): Certain techniques in translating authentic press materials into Arabic.**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	Frequ ency	Perc ent %	Frequ ency	Perc ent %	Frequ ency	Per cent %	Frequ ency	Per cent %
8- translators should adopt certain techniques in translating authentic press materials into Arabic .	40	80.0	9	18.0	0	0.0	1	2.0

From this table it is obvious the majority of the respondents (80%) have strongly agreed that translators should adopt certain techniques in translating authentic press materials into Arabic, while (18%) of the respondents have chosen the second option (agree), whereas, (2%) strongly disagreed.

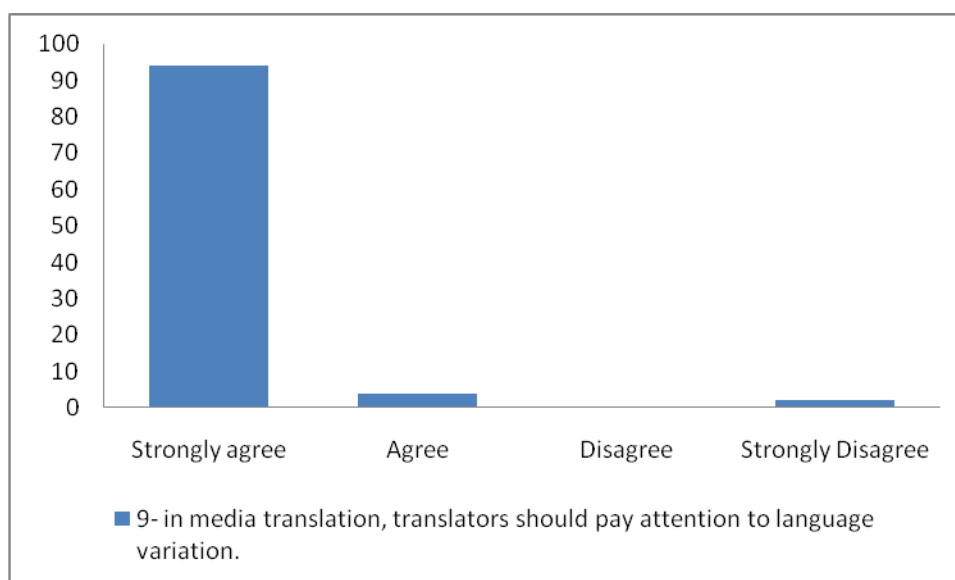




**Table (4.9): Language variation in Media translation**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	Frequ ency	Perc ent %	Frequ ency	Perc ent %	Frequ ency	Per cent %	Frequ ency	Per cent %
9- in media translation, translators should pay attention to language variation.	47	94.0	2	4.0	0	0.0	1	2.0

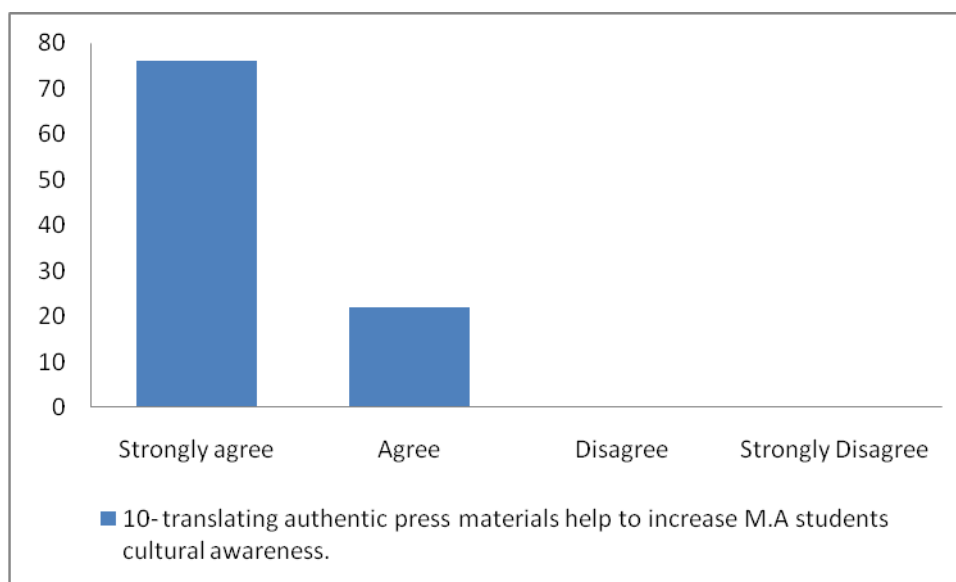
This table explains that the majority of the respondents (94%) have strongly agreed that in media translation, translators should pay attention to language variation, while (4.0%) of the respondents have chosen the second option (agree), whereas, (2.0%) of the respondents strongly disagreed.



**Table (4.10): Translating authentic press materials increase students cultural awareness.**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	Frequ ency	Perc ent %	Frequ ency	Perc ent %	Frequ ency	Per cent %	Frequ ency	Per cent %
10- translating authentic press materials help to increase M.A students cultural awareness.	38	76.0	11	22.0	0	0.0	0	0.0

This table implies that the majority of the respondents (76%) have strongly agreed that translating authentic materials help to increase M.A students cultural awareness, while (22%) of the respondents have chosen the second option (agree) none of them disagreed.



**Table (4.11): Knowing the different meaning of the words in the two languages.**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	Frequ ency	Perc ent %	Frequ ency	Perc ent %	Frequ ency	Per cent %	Frequ ency	Per cent %
11- adequate knowledge of the different meanings of a word in both languages could improve students' performance in media translation	42	84.0	7	14.0	1	2.0	0	0.0

This table indicates that the majority of the respondents (84%) have strongly agreed that adequate knowledge of the different meanings of a word in both languages could improve students performance in media translation, while (14%) of the respondents have chosen the second option (agree), whereas (2%) disagreed.

#### 4-2 Analysis of students responses to the test:

Responses	Sample	Lexical equivalence	Syntactical equivalence	Cohesion	Word order	Suitable strategy	Appropriate terms
Correct	50	40%	30%	50%	35%	40%	40%
Incorrect	50	60%	70%	50%	65%	60%	60%

The results show that there are many obstacles in translating authentic press materials into Arabic.

(60%) of the students found difficulties in choosing the correct lexeme for their (SL) texts and they failed in choosing the appropriate lexical equivalence. This indicated two types of the responses: students found difficulties in getting the meaning of some English words. Therefore, they failed in transmitting the message clearly because of the difficulty of the English words and some of them tried to guess the meaning. Regarding the syntactical equivalence (70%) of the sample failed in structuring the texts syntactically and also in preserving the adequate tense so their translation were ungrammatical. While (30%) succeed. This failure to translate properly were due to the differences in grammatical structure of the source and forget language.

Wrong grammar and improper (TL) lexeme made error in cohesion which made the (TL) texts the result of these problems concerning word order that (65%) of the subject were unable to preserve the (TL) order, while (35%) succeed.

This results indicates that the differences of word order between English and Arabic were a problem for the participants when translating authentic press materials into Arabic. Such types of error can result from the learner tendency to translate word by word. Consequently they carry on the English word order to the (SL) students were literal, paraphrasing and deletion whereas (40%) succeed in choosing appropriate strategy.

The results of the test also showed that the majority of the sample need to promote their performance in media translating generally and authentic press materials in particular .

The results of the test also showed that the majority of the sample need to promote their performance in media translation generally and authentic press materials in particular.

These difficulties were mainly about finding the appropriate terms and expressions (60%) while (40%) succeed in choosing the appropriate terms and expressions.

#### **4-3 Analysis of Lecturers Responses to the open- ended questionnaire** 4-12

How can you promote your students performance in revealing the adequate meaning of authentic press materials ?

The views which are given by the lecturers in how to promote students performance in revealing the adequate meaning of authentic press materials were carefully read and examined. The survey has shown the following suggestions.

- 1- (80%) of the lecturers suggested that provide students with an opportunity to use authentic press materials autonomously .
- 2- (90%) of the lecturers suggested that give students more activities and time to practice translation in general and media translation particular.
- 3- (60%) of the lecturers suggested that directing students to use a specialized dictionary.
- 4- (50%) of the lecturers suggested that urging students to read various press materials from different fields.
- 5- (70%) of the lecturers suggested that paying a special attention to the cultural variations when translating authentic press materials.
- 6- (76%) of the lecturers suggested that exposing students to much authentic materials from international newspapers, T.V. .... etc.
- 7- (50%) of the lecturers believe that the use of latest scientific and technological equipment and websites has a positive role in promoting students performance.

#### **4-13 :**

What are the appropriate methods, techniques and strategies that should be adopted to promote M.A students performance in media translation .

All the lecturers (90%) have suggested that the communicative method, creative methods and idiomatic methods are the appropriate methods.

(80%) of the lecturers suggested the following as an appropriate techniques or strategies.

Substitution, expansion, contraction, and predictability.

(70%) of the lecturers suggested that collaborative learning (classroom-discussion) in dealing with authentic materials and ask each group. Briefly present the gist of each article, thus meaning can blossom and the language that produces it become deeply rooted.

#### **4-4 Discussion of Results in R elation to the Hypotheses :**

In this section, the results of the questionnaire and the test are discussed in relation to the hypotheses of the study.

**Hypothesis (1):**

“ The majority of MA students need to promote their performance in translating authentic press materials into Arabic”.

According to the questionnaire (78%) of the respondents have strongly agreed that the majority of MA students need to promote their performance in translating authentic press materials into Arabic, while (22%) have chosen the second option (agree) none of them disagree. The testes responses have shown that the majority of students failed in presenting the intended meaning. Moreover, (80%) of the respondents have strongly agreed that authentic press materials can be utilized to improve MA students performance in media translation and language in general whereas (20%) agreed. These results indicated the importance of promoting MA students performance. So the hypothesis is strongly approved.

**Hypothesis (2):**

“ Special techniques, methods and strategies should be adopted in translating authentic press materials in to Arabic”.

According to the questionnaire the majority of the respondents (80%) have strongly agreed in translating authentic pres materials into Arabic. While (18%) have chosen the second option (agree), whereas only (20%) disagreed. The testes responses showed that (60%) of students use unsuitable strategies, while (40%) used suitable ones.

So the second hypothesis in verified.

**Hypothesis (3):**

“ cultural resistance hinder translation as well as intercultural understanding”

According to the questionnaire (78%) have strongly agreed that translation by using cultural substitution is a suitable strategy in translating culture specific terms to avoid cultural misunderstand, while (20%) second option (agree), whereas (20%) disagreed. So the third hypothesis is approved.

# **Chapter Five**

**Main findings, Conclusions ,Recommendations  
&Suggestions for further studies**

## Chapter Five

### Main Findings, Conclusions, Recommendations & Suggestion for further studies

#### 5.0 Introduction :

This chapter presents summary, findings and recommendations. In addition to studies suggested for further research.

#### 5.1 Summary :

This study aimed to promote M.A students performance in media translation via translating authentic press materials. Two tools for collecting data were used, a questionnaire and a test. (50) lecturers of English language from various universities have responded to the questionnaire, while (50) MA students at the university of Gezira were subjected to the test.

The data was analyzed using (SPSS) chapter four includes the analysis of the questionnaire and the test. All these results were shown in tables, texts, and figures followed by discussion.

#### 5.2 The findings:

The study revealed the following results:

- 1- Most students neglect continuous follow-up of English native media such as magazines, newspapers, television and radio.
- 2- Explaining the differences and similarities between source and target languages facilitate language learning and improves students translation standards.
- 3- Authentic press materials are rarely introduced in translation courses, though they are very important.
- 4- Difficulty of understanding authentic press materials resulting from cultural differences between English and Arabic.
- 5- The issue of linguistic equivalence is one of the most problematic and controversial area in the field of translation.
- 6- Translation courses at universities require continuous review, assessment and development .
- 7- Teaching textual analysis, cultural aspects and contextual meanings are essential requirements for teaching translation.
- 8- Application of technology in learning translation is not spread, universities need to reconsider their traditional ways of teaching.
- 9- Authenticity requires full utilization of the TL's particular resources and conformity with it's a esthetic norms. In this way a high literary standard can be attained. Never the less, though it focuses on form in its seeking after authenticity, natural translation does not entail deviating from the content of the source text, it creates an equilibrium between accurate content



reproduction on the one hand and a esthetic reproduction, smoothness and literariness on the other.

- 10- Contemporarily is a facet of naturalness which might appear incompatible with authenticity in some texts. It is important to distinguish between authenticity and archaic usages which were authentic in their day but which are now undesirable because they hinder intelligibility and readability or because they are remote from what appeals a esthetically to contemporary readers.

### **5-3 Recommendation:**

- 1- Students must practice translation intensively and extensively in and out their classrooms to ensure profound knowledge in both source and target language.
- 2- Students should get the opportunity to be exposed to native environment and settings.
- 3- Course designers should consider the problematic areas of English and Arabic. Idioms, collocations, figures of speech, synonyms and autonyms plus their cultural background in their work.
- 4- Teachers can exploit listening and speaking classes to train their students on interpretation, English and translation departments at universities should be supplied with language laboratories and interpretation equipment.
- 5- Students must change their attitudes towards learning. They have to learn translation not only for examination, but also for communication as well. This can be reached through reading different native English books and printed media materials such as English audio or visual media such as radio and television.
- 6- Cultures of both target and source language should be observed, introduced, and presented in translation classes. The differences should be noticed, pointed out, and discussed so as to develop students cultural consciousness. Teachers of translation should always be well versed in the cultures of both source and target languages.
- 7- Students must always be encouraged to attempt and use advanced dictionaries, encyclopedias, in addition to electronic and technological media in learning translation.
- 8- Teachers of translation need to use the suitable and modernized techniques, methods, and aids in translation teaching.
- 9- Translation departments should continuously evaluate and review curriculums and syllabuses content to include new trends in teaching ant to cope with technological media.

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# Appendices

## Appendix (1)

### **Translate the following text into Arabic**

#### **Donald J. Trump Republican Nomination Acceptance Speech**

Friends, delegates and fellow Americans: I humbly and gratefully accept your nomination for the presidency of the United States.

Who would have believed that when we started this journey on June 16th of last year we – and I say “we” because we are a team – would have received almost 14 million votes, the most in the history of the Republican Party, and that the Republican Party would get 60 percent more votes than it received four years ago. The Democrats, on the other hand, received almost 20 percent fewer votes than they got eight years ago.

Together, we will lead our party back to the White House, and we will lead our country back to safety, prosperity, and peace.

We will be a country of generosity and warmth. But we will also be a country of law and order.

Our Convention occurs at a moment of crisis for our nation. The attacks on our police, and the terrorism in our cities, threaten our very way of life. Any politician who does not grasp this danger is not fit to lead our country.

Americans watching this address tonight have seen the recent images of violence in our streets and the chaos in our communities.

occasion, and if we will show the whole world that America is still free and independent and strong.

I'm asking for your support tonight so that I can be your champion in the White House.

My opponent asks her supporters to recite a three-word loyalty pledge. It reads: “I’m With Her”. 282

I choose to recite a different pledge.

My pledge reads: “I’M WITH YOU – THE AMERICAN PEOPLE.”

I am your voice.

So to every parent who dreams for their child, and every child who dreams for their future, I say these words to you tonight:

I’m with you, I will fight for you, and I will win for you.

To all Americans tonight, in all of our cities and in all of our towns, I make this promise:

We Will Make America Strong Again.

We Will Make America Proud Again.

We Will Make America Safe Again.

And We Will Make America Great Again.

God bless You And Good Night.



**Appendix (2)**  
**Sudan University of Science And Technology**  
**Graduate College**  
**College of language**  
**Department of English**

**A questionnaire for English language teachers or translators**

**Dear lectures / translators**

The researcher would be grateful if you could answer the following questions which help to collect reliable data for the thesis entitled " Translating Authentic press material to promote MA students' performance in Media Translation"

<b>Statement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1- The majority of M.A students need to promote their performance in translating authentic press materials into Arabic.				
2- To convey the intended message in translating authentic press materials into Arabic, students have to seek the exact equivalence.				
3- Lack of accuracy affects negatively the performance of MA students when translating authentic press materials into Arabic.				
4- MA students should consider the structural differences between Arabic and English language when translating authentic press materials into Arabic.				
5- Translation by resorting to cultural substitution is a suitable strategy in translating culture – specific terms to a void cultural misunderstanding.				
6- Translating authentic press material reinforces translation in general and media translation in particular.				
7- Authentic press materials can be utilized to improve M.A students' performance in media translation and language in general..				
8- Translators adopt certain techniques in translating press materials.				
9- In media translation, translators should pay attention to language variation				
10- Translating authentic press materials help to increase M.A students cultural awareness.				
11- Adequate knowledge of the different meanings of a word in both languages could improve students' performance in media translation.				

Open – ended question:

1- How can you promote your students' performance in revealing the adequate meaning of authentic press materials ?

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2- What are the appropriate methods, techniques and strategies that should be adopted to promote M.A students performance in media translation.

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