Translation Research Writing

Becoming a Competent Translation Researcher

Dr.Abdulsalam Abdulmajeed Al-Ogaili

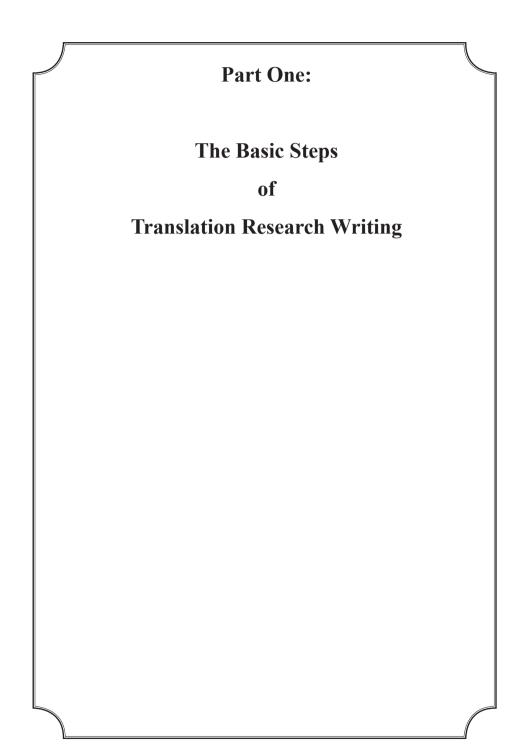To My Lovely Family

Sabah, Hassan, and Shahad

Preface

A translation research is a written work that presents an original argument, analysis or interpretation of a specific topic. It is typically required in academic settings, and is used to demonstrate a student's understanding of a subject, as well as their ability to conduct research and present their findings in a clear and organized manner. To write a translation research, you will first need to choose a topic that interests you and that is relevant to your field of study. Once you have chosen a topic, you will need to conduct research by reading and analyzing sources, such as books, articles, and other scholarly works. You will then need to organize your research and present it in a clear and logical manner, making sure to cite your sources correctly. Finally, you will need to proofread your paper and make any necessary revisions before submitting it. Here are some general tips for writing a translation research:

- Choose a topic that is interesting and relevant to your field of study

- Conduct thorough research and analyze your sources

- Organize your research in a logical and clear manner

- Use proper citation and formatting

- Proofread and revise your work before submitting it

Contents

Part One:

The Basic Steps

of

Translation Research Writing

1.Translation Research Writing Steps

There will come a time in most students' careers when they are assigned a research writing. Such an assignment often creates a great deal of unneeded anxiety in the student, which may result in a feeling of confusion. This anxiety frequently stems from the fact that many students are unfamiliar with this genre of writing. Never fear—inexperience and unfamiliarity are situations you can change through practice! Writing a research is an essential aspect of academics and should not be avoided on account of one's anxiety. In fact, the process of writing a research can be one of the more rewarding experiences one may encounter in academics. What is more, many students will continue to do research throughout their careers, which is one of the reasons this topic is so important.

Becoming an experienced researcher in translation field takes a great deal of practice. There are few translators for whom this process comes naturally. Remember, even the most competent translators have had to learn how to write a research at some point in their career. Therefore, with practice, a willingness to learn, and patience, student translators will find that they can achieve great things through their research. Depending on their familiarity with the topic and the challenges they encounter along the way, they may need to rearrange the following steps:

1.1. Abstract

An abstract is a self-contained and short synopsis that describes a larger work. The abstract is the only part of the paper that is

published online and in most conference proceedings. Hence abstract constitutes a very important section of your paper. Also, when you submit your paper to a journal, potential reviewers only see the abstract when invited by an editor to review a manuscript. The abstract should include one or two lines briefly describing the topic, scope, purpose, results, and conclusion of your work. The abstract is indexed by search engines, so make sure that it has all the right words that a fellow researcher in the same field will be using while searching for articles online. Also, make sure it is rich with data and numbers to demonstrate the scientific rigor of your article. Be very clear and confident about your findings. Keep it punchy and straight to the point.

The abstract section of your research paper should include the following:

- Topic
- Purpose
- Scope
- Results
- Conclusion

1.2. Introduction

Introduction section comes after the abstract. Introduction section should provide the reader with a brief overview of your topic and the reasons for conducting research. The introduction is a perfect place to set the scene and make a good first impression.

Regarding word count, introduction typically occupies 10-15% of your paper, for example, if the total word count of your paper is 3000, then you should aim for an introduction of around 600 words. It is often recommended that the introduction section of the paper is written after finishing the other sections of the paper. This is because it is difficult to figure out what exactly to put in the introduction section of the paper until you have seen the big picture. Sound very confident about your chosen subject area and back up your arguments with appropriate references. After reading the introduction, the reader must have a clear idea of what to expect from the rest of your research paper.

The introduction section of your research paper should include the following:

- General introduction
- Problem definition
- Gaps in the literature
- Problems solution
- Study motivation
- Aims & objectives
- Significance and advantages of your work

1.3. Literature Review

The literature review should clearly demonstrate that the author has a good knowledge of the research area. Literature review typically occupies one or two passages in the introduction section.

A well-written literature review should provide a critical appraisal of previous studies related to the current research area rather than a simple summary of prior works. The author shouldn't shy away from pointing out the shortcomings of previous works. However, criticising other's work without any basis can weaken your paper. This is a perfect place to coin your research question and justify the need for such a study. It is also worth pointing out towards the end of the review that your study is unique and there is no direct literature addressing this issue. Add a few sentences about the significance of your research and how this will add value to the body of knowledge.

The literature review section of your research paper should include the following:

- Previous literature
- Limitations of previous research
- Research questions
- Research to be explored

1.4. Methods

The methods section that follows the introduction section should provide a clear description of the experimental procedure, and the reasons behind the choice of specific experimental methods. The methods section should be elaborate enough so that the readers can repeat the experimental procedure and reproduce the results. The scientific rigor of the paper is judged by your materials and methods section, so make sure you elaborate on all the fine details of your experiment. Explain the procedures step-by-step

by splitting the main section into multiple sub-sections. Order procedures chronologically with subheadings. Use past tense to describe what you did since you are reporting on a completed experiment. The methods section should describe how the research question was answered and explain how the results were analyzed. Clearly explain various statistical methods used for significance testing and the reasons behind the choice.

The methods section of your research paper should include the following:

- Experimental setup
- Data collection
- Data analysis
- Statistical testing
- Assumptions
- Remit of the experiment

1.5. Results and Discussion

The results and discussion sections are one of the challenging sections to write. It is important to plan this section carefully as it may contain a large amount of scientific data that needs to be presented in a clear and concise fashion. The purpose of a Results section is to present the key results of your research. Results and discussions can either be combined into one section or organized as separate sections depending on the requirements of the journal to which you are submitting your research paper. Use subsections and subheadings to improve readability and clarity. Number all

tables and figures with descriptive titles. Present your results as figures and tables and point the reader to relevant items while discussing the results. This section should highlight significant or interesting findings along with P values for statistical tests. Be sure to include negative results and highlight potential limitations of the paper. You will be criticized by the reviewers if you don't discuss the shortcomings of your research. This often makes up for a great discussion section, so do not be afraid to highlight them.

The results and discussion section of your research paper should include the following:

- Findings
- Comparison with prior studies
- Limitations of your work
- Casual arguments
- Speculations
- Deductive arguments

1.6. Conclusion and Future Work

A research paper should end with a well-constructed conclusion. The conclusion is somewhat similar to the introduction. You restate your aims and objectives and summarize your main findings and evidence for the reader. You can usually do this in one paragraph with three main key points, and one strong take-home message. You should not present any new arguments in your conclusion. You can raise some open questions and set the scene for the next study. This is a good place to register your thoughts about possible future work. Try to explain to your readers what more could be done?

What do you think are the next steps to take? What other questions warrant further investigation? Remember, the conclusion is the last part of the essay that your reader will see, so spend some time writing the conclusion so that you can end on a high note.

The conclusion section of your research paper should include the following:

- Overall summary
- Further research

1.7. Acknowledgements and Appendix

There is no standard way to write acknowledgements. This section allows you to thank all the people who helped you with the project. You can take either formal or informal tone; you won't be penalized. You can place supplementary materials in the appendix and refer to them in the main text. There is no limit on what you can place in the appendix section. This can include figures, tables, costs, budget, maps, etc. Anything that is essential for the paper but might potentially interrupt the flow of the paper goes in the appendix.

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https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/index.html
https://www.nhcc.edu/academics/library/doing-library-research/basic-steps-research-process

2.Translation Research Proposal Sample:

Why Is the Development of Translators' Intercultural Competence Important in Their Training?

Introduction

In the era of globalization, the range of professions that are involved in intercultural communication is expanding. At the same time, the role of professional translators in the implementation of such communications is increasing. Thus, the "Translator's Charter" says that the translator is a mediator who brings peoples closer together, promotes better mutual understanding, friendship and cooperation.

Today, translation is perceived not only as a tool to overcome the language barriers, but primarily as a process and means of intercultural communication. That is why the development of translators' intercultural competence is so important in their training.

Research in the field of intercultural interaction and the theory of intercultural communication began to be actively carried out in the second half of the twentieth century. Under the influence of the concepts of intercultural communication of many researchers, interest in the study of various problems of intercultural interaction began to grow rapidly. Other authors' work also showed a systematic approach to the study of intercultural communication, which is considered from psychological, social, cultural view points and other aspects.

The purpose of this study is to focus on the importance of intercultural competence development in the training of translator in the modern world.

The first part of the study reveals the theoretical foundations that are necessary to understand the essence and structure of the intercultural competence of a translator. The second part presents the development of practical exercises that contribute to the development of intercultural competence of a translator.

1. Topic Overview

The research in the field of intercultural interaction and the theory of intercultural communication began to be actively carried out in the second half of the twentieth century. Under the influence of the concepts of intercultural communication of many researchers, the interest in the study of various problems of intercultural interaction began to grow rapidly. Other authors' work also showed a systematic approach to the study of intercultural communication, which is considered from psychological, social, cultural view points and other aspects.

2. Research Significance

Translation is perceived not only as a tool to overcome the language barriers, but also as a means of intercultural communication. That is why the intercultural competence development is so important in translators training to achieve high-quality product that can meet the meet the demands of markets in the modern world.

3. Research Aims

The research is aimed at developing translators' intercultural competence in their training which is so important in achieving high-quality product to meet the demands of the markets in the modern world.

4. Problem Statement

The increasing of the international contacts causes the demands for the development of translators' intercultural competence to meet the needs of the markets in the modern world.

5. Research Questions

The research is going to study the following question: Is it important to focus on the importance of intercultural competence in the training of translators in the modern world?

6. Hypothesis

The development of the translators' intercultural competence is possible if they are subject to the practical exercises that contribute to it.

7. Methodology

The study reveals the theoretical foundations that are necessary to understand the essence and structure of the intercultural competence of translators, and how practical exercises contribute to that development.

8. Literature Review

The research in the field of intercultural interaction (E. Hall, R. Brislin) and the theory of intercultural communication (R. Collins, N. Luhmann, M. McLuhan) began to be actively carried out in the second half of the twentieth century. Under the influence of the concepts of intercultural communication of researchers E. Hall, V. Gudikunst, G. Triandis, G. Hofstede in the 90s, interest in the study of various problems of intercultural interaction began to grow rapidly. Other authors' work also showed a systematic approach to the study of intercultural communication, which is considered from psychological, social, cultural view points and other aspects.

Conclusion

The translator's knowledge of the various cultural images of the world and their differences allows him to adequately interpret the information in the text to be translated.

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Outline

1.The Theoretical Aspects of the Study of the Intercultural Competence of a Translator

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2. The Practical Exercises that Contribute to the Development of Intercultural Competence of a Translator

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Part Two:

Practical Examples

from

Translation Researches

An Analysis of Denotative and Connotative Meanings in Two Translations of Colors in Holy Quran

Abstract

A translation may be undertaken for a variety of purposes, but the ultimate aim of a translator, is to achieve the highest measure of equivalence at linguistic-cultural level. This study is based on Crystal's assumption (2005) that the relationship between language and meaning is not a straightforward one. One reason for this complicated relationship is that color words have certain culture specific meanings. The findings show that due to this unclear relationship between language and meaning, color words pose a problem even to prominent translators in terms of their connotative meanings. It is recommended that on the pedagogical level students of translation should be trained on how to deal with such troublesome area by providing them with more and varied examples on the extent to which the translation of the colors (white, black, blue, red, green and yellow) in Holy Quran and other texts, too, may differ in Arabic from English due to the different cultures. An analysis of the denotative and connotative meanings of two translations by Abdullah Yosef Ali (1934) and Nessim Joseph Dawood (1974) has been adopted to achieve the study aim.

Key Words: Translation of Colors, Denotative Meaning, Connotative   Meaning

1.Introduction

Colours are everything in our life. Without them, it would be faint and dull. Not only this, but they have a great effect on our mentality, health, and beliefs. All nations have a strong connection between colours. Holy Quran did not neglect anything in the universe, and of course not colours. As Nida clarifies, there are no two identical languages in the world; the difference between them could be in phrases or sentences as well as in the given meanings (Nida, 1964:156). Therefore, translators should allow the signs and images of the source text to be interpreted by the reader on his/her own (Elewa, 2014: 29).

The cultural conflict between the Islamic Arabic item and its English equivalent is among the problems that the translator faces in translating an Islamic religious item. In translating religious texts, problems arise mainly because of the cultural differences between the source and target languages which make it hard to find the right lexical and cultural equivalent. The translator thinks of the aspects that s/he should give priority to; is it to the source language aspects or the target language aspects, or a mixture of both? In this case, the translator should make a choice to domesticate or to make it foreign oriented equivalent. (Mahmoud, 2015:7).

This study examines the following question: to what extent the denotative and connotative meanings of colors in Quran vary and differ at linguistic-cultural level in two translations by Abdullah Yosef Ali and Nessim Joseph Dawood?

2. Methodology

In translation, connotative meaning poses greater problem to the translator than denotative meaning because it is variable according to historical period and culture. The translation of any term or text in any language and to any language will be harder whenever the gap between the source and target language was big.

The data used in this study includes the translations of the colors (white, black, blue, red, green and yellow) in Holy Quran and how they vary and differ and pose a problem in two translations. The verses carrying these colours will be translated by the researcher and then they will be examined in relation to two famous renditions of the same verses by Ali (1934) and Dawood (1974). This will be followed by an analysis of each verse based on the researcher's general knowledge of the meaning of the colors.

This research is based on Crystal's assumption (2005) that the relationship between language and meaning is not a straightforward one. The reason for this is the limitlessness of language systems like English and Arabic which are linguistically and culturally unrelated languages, including the problem of translating colors' connotative meanings in comparison with denotative ones.

3. Literature Review

The regular word has three components: sound, denotation, and connotation. The first component is a union of uttered sounds which is the notation of a written word. (Perrine, 1997:37). The next part is denotation. Denotative meaning is the objective relationship between a word and the object that it stands for in the real world (Crystal, 1987:418). The final part of the regular word is connotation. Connotative meaning is the communicative power of a word due to what it refers to (Leech, 1974:15). It is the overtones of meaning or the harmonic melody of a word.

Many scholars have explained the difference between connotation and denotation. For instance, Osgood et al. (1957:320-321) distinguish between denotation which indicates the referent of a linguistic sign and connotation which refers to the variant sentimental reactions to it. On the other hand, Bowers (1989:78) observes that the distinction between the two terms is that connotation of a word is the intension and semantic structure, while denotation represents extension or application.

Connotative meaning, unlike the denotative, is *culturally-bound*. Connotations have a tendency to change from time to time and from society to society; to a significant extent the connotative meaning is independent of the denotative meaning. Some words are said to have no denotative meaning, but only connotative meaning. Two utterances may have the same denotative meaning but very different connotative meanings.

Bell (1991:98-99) pulls out a good distinction between denotative and connotative meanings stating that "The first refers to meaning which is referential, objective and cognitive. The second meaning refers to associational, subjective and affective meaning".

Newmark (1988:16 -17) states that connotation is the halo of ideas and feelings evoked by any lexical item. He also mentions that texts have an under life which are the private life and qualities of the author.

As Newmark clarifies, if language' resources found in a text were greater, it will be much harder to translate, but at the same time it will be much more valuable. It is worth to mention that a word may have a positive connotation in one language and a negative one in another. Unsuccessful coupling in connotations between the SL and TL lexemes result in a loss in translation especially in literary texts (Savory, 1957:153).

Merriam Webster dictionary defines color as "the light or visual perception that enables one to differentiate otherwise identical objects." Color plays a vitally important role in the world in which we live. Color can sway thinking, change actions, and make reactions. It also represents traditional, cultural, and religious ideas, concepts, and feelings that evoke concrete reactions. Al-Esfahani clarifies that the word color may refer to a type or gender like colours of food; different types of food, colours of speech and colours of animals etc. Consequently, the importance of color's value in human beings' life has been showed by verses of Quran (Taha Al-Fadhil Taha, p:8)

4. Data Analysis

The analysis of the meaning and cultural differences in the translation done by Abdullah Yusuf Ali and Nessim Joseph Dawood will provide the linguistic meanings of each color expression in Arabic and English cultures. It will be followed by an analysis to each verse based on the researcher's general knowledge of the meaning of the colors. Then an evaluation of two English well-known renditions of each color term will be given and compared in relation to the researcher's suggested translation.

4.1 White

This color is for peace, mercy, hospitality, purity, and to praise the generosity of a person. It raises optimism and pleasure in one's self. It is also the brightest among all colors that no color could decrease its brilliance (Omar, 1997: 69). It represents angels, peace, purity, and hospitality in western culture. The color of richness, positivity, and the clothes of people of science and wisdom, without doubt, is white in eastern culture.

White color is mentioned eleven times in the Holy Quran for the bright white faces of the believers in judgment day, some diseases that affect the eye and make it white, and the radiant white of Moses's hand without being affected with leprosy. Three verses carrying this color will be discussed below:

ـ قال الله تعالى: {وَتَوَلَّى عَنْهُمْ وَقَالَ يَا أَسَفَى عَلَى يُوسُفَ وَابْيَضَّتْ عَيْنَاهُ مِنَ الْحُزْنِ فَهُوَ كَظِيمٌ} يوسف٨٤.

A.Y.A: And he turned away from them, and said: "how great is my grief for Joseph!" And his eyes become <u>white</u> with sorrow, and he fell into silent melancholy.

N. J. D: And he turned away from them, crying: 'Alas for Joseph!' His eyes went <u>white</u> with grief, and he was opposed with silent sorrow.

The researcher's suggested translation: He rolled away from them and was feeling pity for Joseph, his eyes became <u>white</u> out of sorrow; He was solicitous. Jacob's sorrow was so deep for losing his son to the extent that his sadness turned his black eyes into a turbid white. His deep sadness made him blind.

Both translations of Abdulla and Dawood have correctly given the meaning of white color to refer to a kind of disease like blindness caused by deep sadness and sorrow.

A color in Arabic called almoukowkab which refers to the black colored eye with few points of white or all white. The meaning of such color may be explained as starry or bejeweled, like something black inlaid with jewels (al -Thalibi, 1994).

So even when this color is connected with a part of the body, its negative connotations is well rendered.

ـ قال الله تعالى: ﴿وَنَزَعَ يَدَهُ فَإِذَا هِيَ بَيْضَاءُ لِلنَّاظِرِينَ﴾ الأعراف ١٠٨

A.Y.A: And he drew out his hand, and behold! It was <u>white</u> to all beholders.

N.J.D: Then he drew out his hand, and it was <u>white</u> to all who saw it.

The researcher's suggested translation: He plucked out his hand, it <u>shined white as a divine light</u> for all who saw it. It is known usually that if a human's body or any part of it turned white, then he is ill and weak or have a disease like leprosy. But the white color in this verse, in spite of that is connected with a part of the body that does not refer to illness. On the contrary, it is a divine white light, very shiny like the light of sun and moon together.

So, in translating this color in such a verse, the translator must pay a great attention to the connotative meaning, for rendering it literally will give the contrasted meaning of what is meant.

Abdullah Yosef Ali suggested the rendition for white color to be only 'white', he did not provide any addition or explanation to show the English reader that it is something divine and not a disease. Thus, his translation for this verse was not successful.

The same thing can be said about Dawood's rendition; he also introduced white color alone with no clarifying additions for its value.

ـ قال الله تعالى: ﴿وَأَمَّا الَّذِينَ ابْيَضَّتْ وُجُوهُهُمْ فَفِي رَحْمَةِ اللّهِ هُمْ فِيهَا خَالِدُونَ﴾ آل عمران ١٠٧

A.Y.A: But those whose faces will be <u>white</u>, - they will be in Allah's mercy: therein to dwell (forever).

N.J.D: As for those whose faces will be <u>bright</u>, they shall abide forever in God's mercy.

The researcher's suggested translation is: As for those of <u>shiny faces</u>, they will be in the grace of Allah forever. Whiteness is a gleam, darkness is a gloom. People of right will be bright and branded with white light.

The problem of white color and its bad connection with body continuous, Abdullah Yosef Ali here gives his rendition of white in connection with the face, so it may be misunderstood; if the reader continued reading, he will understand that white is something great here and not a disease even with no addition. But of course, it would be better if he had said bright/ shiny white faces etc. As for Dawood, he rendered it correctly.

4.2 Green

Peace, physical safety, this is what green represents. It is also the color of sustenance and fertility (Omar, 1997:79). In most western cultures, it is the color of luck, new birth, jealousy and nature awareness. It is the color of new life, regeneration, and fertility in eastern culture. Green is mentioned eight times in the Holy Quran to refer to the color of trees and ground after rain. It also refers to the color of the clothes and cushions of people of Heaven.

Three verses will be analyzed here.

ـقـال الله تعالـى: {أَلَـمْ تَـرَ أَنَّ اللَّهَ أَنـزَلَ مِـنَ السَّمَاءِ مَـاءً فَتُصْبِـحُ الْأَرْضُ مُخْضَـرَّةً إِنَّ اللَّهَ لَطِيفٌ خَبِيرٌ} الحج٦٣

A.Y.A: Seest thou not that Allah send down rain from the sky, and forthwith the earth becomes clothed with <u>green</u>? For Allah is he who understands the finest mysteries, and is well acquainted (with them).

N.J.D: Do you not see how God sends down water from the sky and forthwith the earth turns <u>green</u>? Gracious is God and all knowing.

The researcher's suggested translation: Can you not see and notice how Allah sends down rain so the earth would be <u>green</u>, for Allah is gracious. The green color here refers to the color of earth after Allah sends down rain which is one of His uncountable graces to mankind.

Here, the denotative meaning is as the same as connotative meaning to a great extent. Then, if the translator used the literal translation for this color, no problem will arise in rendering the inner and outer meaning of the verse. Then, both A.Y.A and N.J.D have correctly rendered the verse.

ـ قـال الله تعالـى: {أُوْلَئِكَ لَهُمْ جَنَّـاتُ عَدْنٍ تَجْـرِي مِـن تَحْتِهِمُ الْأَنْهَـارُ يُحَلَّوْنَ فِيهَـا مِنْ أَسَـاوِرَ مِن ذَهَبٍ وَيَلْبَسُونَ ثِيَابـاً خُضْـراً مِّـن سُنْدُسٍ وَإِسْتَبْرَقٍ مُّتَّكِئِينَ فِيهَا عَلَى الْأَرَائِكِ نِعْمَ الثَّوَابُ وَحَسُنَتْ مُرْتَفَقاً} الكهف٣١

A.Y.A: For them will be gardens of eternity; beneath them rivers will flow; they will be adorned therein with bracelets of gold, and

they will wear <u>green</u> garments of fine silk and heavy brocade.

N.J.D: As for those that have faith and do good works, we shall not deny their reward. They shall dwell in the gardens of Eden, where rivers will roll at their feet. Reclining there upon soft couches, they shall be decked with bracelets of gold and arrayed in garments of fine <u>green</u> silk.

The researcher's suggested translation: Those who will own the heavens of Eden, where rivers will flow under their feet, they will wear bracelets of gold and <u>green</u> clothes as they never see before. The green color here refers to the color of the clothes of Eden's people; the reward for their good deeds is those rivers underneath them and luxurious clothes and bracelets that they wear.

So here, there is no big difference between the color's denotative and connotative meanings, and then it can be rendered literally as both renditions above did.

ـ قال الله تعالى: {مُتَّكِئِينَ عَلَى رَفْرَفٍ خُضْرٍ وَعَبْقَرِيٍّ حِسَانٍ} الرحمن٧٦

A.Y.A: Reclining on <u>green</u> cushions and rich carpets of beauty.

N.J.D: They shall recline on <u>green</u> cushions and fine carpets.

The researcher's translation: They rest on <u>green</u> high cushions and luxurious carpets. Concentrating on the rendition of the color alone, there will be no problem in rendering it, for the renditions had given the right meaning of the color to refer to the soft green cushions of Heaven.

4.3 Black

In many cultures, people associate this color with lamentable occasions and pessimism. It helps to get deeper in one's self in which thinking arises and thus increasing grief and sorrow. Black may also be the color of great amounts of money, or group of date palms which is the reason for calling a land of many palms with black land. (Omar, 1997:72). But this color is also for elegance and official meetings. In western cultures, it refers to power, control, and rebellion. In eastern cultures, it stands for wealth, health, and prosperity.

Black color was mentioned 7 times in the Holy Quran to refer to different meanings such as: agony, sorrow, solicitude, death, darkness of the night, and the color of the damned's faces in Doomsday. Three verses only that contain this colour will be discussed and analyzed in this paper.

ـ قال الله تعالى: ﴿وَإِذَا بُشِّرَ أَحَدُهُمْ بِالأُنثَى ظَلَّ وَجْهُهُ مُسْوَدّاً وَهُوَ كَظِيمٌ﴾ النحل٥٨

A.Y.A: When news is brought to one of them, of (the birth) a female (child), his face <u>darkens</u>, and he is filled with inward grief.

N.J.D: When the birth of a girl is announced to any of them, his countenance <u>darkens</u> and he is filled with gloom.

The researcher's suggested translation: If any of them was informed of the birth of a female child, his face become <u>dark and dim</u> and he is in a misfortune. Both translators used the word "darkens" to render the meaning of مسودا.

In any of the mentioned renditions, if darkens was replaced by the literal translation for the color, i.e.; become black, the meaning of the verse would be distorted for associating black with the face will give the meaning of fury and anger in contrast to what is meant in this verse which is loathly for having a female child. So, both translators rendered the meaning of this color correctly.

ـ قــال الله تعــالــى: ﴿وَكُلُـواْ وَاشْـرَبُواْ حَتَّـى يَتَبَيَّـنَ لَكُـمُ الْخَيْـطُ الأَبْيَـضُ مِـنَ الْخَيْـطِ الأَسْـوَدِ مِـنَ الْفَجْـرِ﴾ البقـرة١٨٧.

A.Y.A: and eat and drink, until the white thread of down appears to you distinct from its <u>black</u> thread.

N.J.D: Eat and drink until you can tell a white thread from a <u>black</u> one in the light of the coming down.

The researcher's suggested translation: You may eat and drink until the white and <u>black</u> lines of a dawn are clear to you. The white thread is the first sign of dawn. It is outstretched as a thin line across the skyline. Black thread is what remains from the darkness of the night.

Both translations of this verse as the researcher believes have rendered the meaning of it, particularly meaning of black color here. The translators expressed the beautiful effects of early dawn. First appear thin white streaks of light in the east; then a dark zone follows.

ـ قــال الله تعالــى :﴿يَوْمَ تَبْيَضُّ وُجُوهٌ وَتَسْوَدُّ وُجُوهٌ فَأَمَّا الَّذِينَ اسْـوَدَّتْ وُجُوهُهُمْ أَكْفَرْتُـم بَعْـدَ إِيمَانِكُـمْ فَذُوقُـواْ الْعَـذَابَ بِمَـا كُنْتُـمْ تَكْفُرُونَ ﴾آل عمـران١٠٦

A.Y.A: On the day when some faces will be white (lit up with), and some faces will be (in the gloom of) <u>black</u>: to those whose faces

will be black, (will be said): "Did ye reject faith after accepting it? Taste then the penalty for rejecting faith."

N.J.D: Grievous punishment awaits them on the day when some faces will be bright with joy and others <u>blackened</u>. The black-faced sinners will be asked:" Did you recant after embracing the true faith? Taste then our scourge, for you were unbeliever."

The researcher's suggested translation: In the day when faces will emit light and shine and other faces will be <u>darken</u>. To those of darkened faces will be said: Did you disbelieve after announcing faith, then enjoy the misery and the biggest loss! Concerning denotative meaning, both translators rendered this verse and provided the right equivalents.

As for the connotative meaning, Abdullah did not give the right connotative meaning in his translation as far as the researcher believes, when he used "black" for "مسود"; he gave the meaning of anger, like someone being angry from another which is not what is meant in this verse. What is meant in this verse is that Allah's discontent and their sins cause the darkness of their faces.

As for Nessim, he gave the right meaning by using 'blackened'. Also, he followed it by "the black-faced sinners" which assures what he rendered for those of blackened faces.

The same thing can be said about the lexical Qur'anic item «اسودت».

Ali made the same mistake in dealing with this verb, whereas Nessim here also gave the right rendition of it.

4.4 Yellow:

It is one of the warm colours. Garish yellow refers to beauty and vitality. If yellow connects with skin colour or fallen leaf in autumn, it will give a sensation of death. If it connects with wide areas of sand, it will refer to waterless and poverty. If it is connected with atmosphere, then a tornado is close. If it connects with fruits, then they are ripe and fresh. It is the color of solidity and power of the mind, it makes you feel active and motivates concentration. It heals eczema and burns, that's why ointments are of yellow. In western culture, it is the color of happiness, joy, hope, and caution. In eastern culture, it is a sacred and imperial color.

The color yellow is mentioned 5 times in the Holy Quran and it has several meanings like: Giving pleasure to beholders if it connects with animals, Infection and destruction if connects with wind, Death and crash if connects with plants.

Three verses carrying this color will be discussed here.

ـ قَـال الله تعالـى: ﴿قَالُـواْ ادْعُ لَنَـا رَبَّكَ يُبَيِّـن لَّنَـا مَـا لَوْنُهَـا قَـالَ إِنَّـهُ يَقُـولُ إِنَّهَا بَقَرَةٌ صَفْـرَاءِ فَاقِـعٌ لَّوْنُهَـا تَسُـرُّ النَّاظِرِيـنَ﴾ البقرة٦٩

A.Y.A: They said: ''Beseech on our behalf Thy lord to make plain to us her color'' He said; ''He says: a fawn-colored heifer, pure and rich in tone, the admiration of beholders!''

N.J.D: 'call on your lord,' they said, 'to make known to us what her color shall be.' He replied:' your lord says: ''let the cow be yellow, a rich yellow, pleasing to those that see it.'

The researcher's suggested translation: They said: call for your God to show us its color. He replied: "He says, the color of the cow is an <u>intense yellow</u> which satisfies the desires of all beholders". The bright (intense) yellow is the highest degree of yellow; rich yellow. In Arabic, the term 'wares' is used as an emphasis to the richness of yellow. It is important to mention the color of any body or object for that color is a sign or feature for it.

The denotative and connotative meanings of this color here do not differ a lot; there is a lexical equivalent for this color between Arabic and English, and the connotative positive meanings of it are the same when it relates with animal in both languages.

For Ali, he used "a fawn-colored" which means pale yellowish color in contrast to what is said in the verse which was rich yellow, then he followed it with "pure and rich in tone" to give the right rendition, it would be better if 'fawn' was replaced by only 'yellow'.

Nessim rendered this color correctly by using 'rich yellow', but he did not render the colour meaning fully, he should have given more explanation to the colour such as rich, bright, and without any blemish.

ـ قال الله تعالى: {وَلَئِنْ أَرْسَلْنَا رِيحاً فَرَأَوْهُ <u>مُصْفَرّاً</u> لَظَلُّوا مِن بَعْدِهِ يَكْفُرُونَ } الروم٥١

A.Y.A: And if we (but) send a wind from which they see (their tilth) turn <u>yellow,-behold</u>, they become, thereafter, ungrateful (unbelievers)!

N.J.D: Yet if we let loose on them a <u>searing wind,</u> they would return to unbelief.

The researcher's suggested translation: If Allah sends a <u>withering</u> <u>yellowish</u> wind; they will be unbelievers when they see it. The connotative meaning of this color is the scary destroying wind that makes plants dry and dies.

Abdulla did not give the right rendition for the color for he did not render the connotative meaning but the denotative only, he did not show the effect of the wind or its features.

Nessim, on the other hand, gave a good rendition in using 'searing wind', which showed the function and effect of that wind not only its color.

ـ قـال الله تعالى: ﴿أَلَـمْ تَـرَ أَنَّ اللَّهَ أَنزَلَ مِـنَ السَّمَاءِ مَـاءً فَسَلَكَهُ يَنَابِيعَ فِـي الْأَرْضِ ثُـمَّ يُخْـرِجُ بِـهِ زَرْعـاً مُّخْتَلِفـاً أَلْوَانُـهُ ثُـمَّ يَهِيجُ فَتَرَاهُ <u>مُصْفَرّاً</u> ثُـمَّ يَجْعَلُـهُ حُطَامـاً إِنَّ فِـي ذَلِكَ لَذِكْـرَى لِأُوْلِـي الْأَلْبَـابِ ﴾الزمـر ٢١

A.Y.A: Seest thou not that Allah sends down rain from the sky, and leads it through springs in the earth? Then He causes to grow, therewith, produce of various colours: then it withers; thou wilt see it grow <u>yellow</u>; then He makes it dry up and crumble away. Truly, in this, is a message of remembrance to men of understanding.

N.J.D: Do you not see how God sends down water from the sky which penetrates the earth and gathers in springs beneath? With it He brings forth plants of various hues. They wither, they turn <u>yellow</u>, and then He turns them into dust.

The researcher's suggested translation: Can you not see that Allah sends down water from the sky and makes it run as fountains

in the earth, and with it. He grew up plants of different colours. Then, all these plants of different hues flurry, become <u>yellow</u>, and go with the wind, this must be a memorial to all who understand. This verse describes the cycle of plants life and the change of colours during it. It starts with the fall of rain to the plant's growth until they get dry and die.

Because the denotative and connotative meanings are equal here, the translator can use the literal rendition for this verse. So, both of Ali and Nessim's renditions are correct for this verse.

4.5 Blue

It is one of the cold colours that cause calmness and optimism to all who watch it. It refers to sincerity, loyalty and nobility. As clarified in the book: language and color, it is said the blue is unidentified color for Arabs; it may refer to white, green, yellow, and even red. (Omar, 1997:78). It is the color of immortality in Eastern culture and refers to trust, authority, and peace in western culture.

This color is mentioned once in the Holy Quran to be the color of the sinners' faces and to refer to fear and horror.

ـ قال الله تعالى: {يَوْمَ يُنفَخُ فِي الصُّورِ وَنَحْشُرُ الْمُجْرِمِينَ يَوْمَئِذٍ زُرْقاً }طه١٠٢

A.Y.A: the day when the Trumpet will be sounded: that day, we shall gather the sinful, <u>blear-eyed</u> (with terror).

N.J.D: the day when the Trumpet shall be blown. On that day we shall assemble all the sinners, their eyes will turn <u>blue</u> with terror.

The researcher's suggested translation: In the day when the trumpet will be loudly blown, we shall gather the sinful and evil spirits; they will be <u>blear-eyed</u> and will turn <u>blue</u> because of terror. Blue color has two explanation, the first is this color is detested to western people, because the enemies; romans, have blue eyes. The second explanation is blindness because the iris of the eye turns blue when a person becomes blind.

The meaning is well rendered in both translations, but we can say that Abdullah's translation gave a clearer portrayal to the sinful condition on that day, i.e.; they are crying because of the terror of the judgment day.   We can also use blue eyed or blind as a suitable equivalent.

4.6 Red

It is the color of energy, excitement, action, passion, and anger in western culture. In eastern culture, it refers to prosperity; that's why divans are of red color. It is also the color of good fortune and a symbol of joy when combined with white. Red color could connect with the meaning of misery and discomfort as it is connected with blood color. (Omar, 1997:75).

Red mentioned in the Holy Quran once to refer to the color of several segments of mountains and fruits.

ـ قــال الله تعالــى :﴿أَلَـمْ تَـرَ أَنَّ اللَّهَ أَنـزَلَ مِـنَ السَّـمَاءِ مَـاءً فَأَخْرَجْنَـا بِـهِ ثَمَـرَاتٍ مُخْتَلِفاً أَلْوَانُهَا وَمِـنَ الْجِبَـالِ جُـدَدٌ بِيـضٌ وَحُمْـرٌ مُخْتَلِفٌ أَلْوَانُهَا وَغَرَابِيـبُ سُـودٌ ﴾ فاطــر ٢٧

A.Y.A: Sees it thou not that Allah sends down rain from the sky? With it we then bring out produce of various colours. And in the mountains are tracts white and <u>red</u>, of various shades of colours, and black intense in hue.

N.J.D: Did you not see how God sent down water from the sky with which we brought forth fruits of different hues? In the mountains, there are streaks of various shades of white and <u>red</u>, and jet-black rocks.

The researcher's suggested translation: Can you not see and notice how Allah sends down rain and thus make plants of different colours grow, form different colours of mountains; <u>red</u> and white, and black stones. The shifts in colours and hues found in this verse facilitate the waving colours of mountains that give a beautiful feeling to follow up the beauty in them.

Both A.Y.A and N.J.D have correctly rendered the denotative and connotative meaning of the red color in this verse which refers to colours of mountains and fruits. The researcher's rendition did not provide a different rendition.

5. Conclusions

The study ends with a conclusion that:

- colours are culture-specific items; their meanings differ according to the cultural context in which they occur. All colours would not cause problems concerning their denotative meanings, but for the connotative meanings, the difference in their implications between Arabic and English would give the wrong meaning or message if rendered in a wrong way and is not explained correctly.

- red has the right meaning if it is rendered literally or free because its denotation and connotation match in referring to white and red tracts of mountains in Fatir chapter.

- in Taha chapter, both our translators, Abdullah Yusuf Ali and Nessim Joseph Dawood, have rendered it correctly to refer to the color of the sinful eyes and the terror of the judgment day.

- yellow color would not cause a difficulty if it is associated with plants for it would express its life's cycle and its end when become yellow.

- when yellow connects with animals, there is no difference between its connotation and denotation, or between using literal or free translation.

- when yellow be the color of the wind, an attention must be paid to connotation and should not follow literal translation, because the features of such wind must be shown like a destroying wind that withers plants.

- the meaning of white color would depend on what it does connect with. If it is connected with any part of the body, it refers to a disease. So, it is a context-dependent color.

- we can keep literal translation if we want to render the meaning of a disease, but we should not keep it when showing a miracle like Moses's hand.

- green color generally would not rouse any problem, for it is the color of heavens and plants after rain.

- denotative meanings of all colours between Arabic and English are closely the same, but the connotations may vary according to the culture in which it settles and the things it is related to.

- black has different representations when it connects with parts of the body especially the face: In Arabic, it refers to hatred and sorrow if related to face. In English, it refers to angry. So here, it is possible to neglect the denotative meaning to some extant if the right connotation and message rendered.

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Education as a Cornerstone of Success in Translation

Abstract

One of the most recent developments in translation theory is the introduction of education as a factor in the process of translation. The translator's education (including his good knowledge of the source language and the target language in addition to his understanding of their history and culture) leads to a more creative text. Hence, aspect education will reflect that a translator can have a great level of acceptability and understanding. It falls into three sections. Section one deals with translator's education together with its awareness and importance. Section two deals with the role of the translator as a pivot in any process of translation and the way he may tackle that role. Section three includes a brief discussion of cross –culture translation and the way the translator may have to follow to overcome such kind of problems.

Key Words: Translator Education, Knowledge of Source Language, Knowledge of Target Language, Culture)

1. Introduction

Yule (2006: 216) considers culture as "socially acquired knowledge "In fact it is this kind of knowledge which we initially acquire without conscious awareness. Thus when translating, it is important to consider not only the lexical impact on the TL reader, but also the manner in which cultural aspects may be perceived and make translating decisions accordingly. The translator then must tackle the SL   text in such a way that the TL version will correspond to SL version (Bassinette, 1980: 23).

A translator develops his knowledge, only after he has developed language. The particular language he learns through the process of culture transmission provides him with a ready – made system of categorizing the world around him and his experience of it

(Yule, 2006:216).

Thus, translator uses a range of linguistic elements to convey meaning in texts, but the appropriate ways to use these elements vary from culture to culture. These culture differences affect encounters between translators from different countries which provide insight into how language works to create meaning and how language shapes the way a translator perceives and orders the world. As a matter of fact, this entails that culture shapes the way he perceives and interprets the text (Tannen, 2006:369).

2. The translator as a Pivot

Any study about the principles and methods of translation cannot provide us with a practical treatment of translation if it does not take into account the translator himself. It is important here to point out that translator is the pivot in any process of translation, therefore his role will be central. For reasons of convenience, one may tackle the role of translator from three angles: as pioneer as a generator, and as a member of a team.

As pioneer, Nida (1964: 298) indicates that the ideal role played by the translator requires that there should be a person who has complete knowledge of the SL and TL. Also he should have very close ideas about the subject matter and content of what he is going to translate. At this level the translator has to be responsible for all the drafts before proceeding to write the final translation.

Nida (ibid) continues to mention that the role of the translator as a generator has a different pattern from that of the previous one. Here, the translator does his job as a specialized person in linguistic and interpretive issues. He can be considered as a source and can suggest some possible ways of transferring a message to the receptors language. He could do his best to refine the massage, to omit what is regarded as intrusive, and to correct the obvious errors. In his final analysis he can operate as technical assistant.

As a member of a team, Nida (ibid) states it is possible for the translator to share with other people the formulation of the message form in the receptor equally. For instance, one person

may suggest the equivalent translation in the receptors language. A third person may be responsible for the style.

This means that a number of translation committees can be established. One member is an expert in the text, another one is an expert in interpretation, a third one has enough knowledge of religious beliefs, the fourth is an expert in lexical and grammatical components, and the fifth member has good knowledge of style. To conclude his division of these roles Nida (ibid) states that every member complement the other. He considers that having the ability in one aspect only is a bad matter; therefore it is preferable to have complementary qualifications among translators then they work as members of a team. (ibid: 300).

3.Language, Culture and Translation

The dimension of the cultural process of translation raises problem concerning the fact that how far should the translated text intrigue in the target culture and how much should it relate to source culture? Aziz and Latiwish (2000: 85) point out that there is no clear cut answer to this question. They indicate three general trends:

- Translation may result in a shift towards the target culture and translated text may or may not merge completely in the culture. This tendency may be termed integration.
- Translation may result in a shift away from both the target culture .This tendency may be called alienation.
- The last trend favors preserving the source culture. This may be called source translation.

Normally, a translator can treat cultural terms more freely than institutional terms. Newmark (1973: 83) thinks that the translator is not called to account for faulty decisions, whether he is translating imaginative literature or general works (e.g .history). He also adds that since little can be explained to the spectator, cultural terms are rather more likely to be translated or given a cultural equivalent in a play than in fiction. Newmark (ibid) conclude that if the term becomes widespread it may be adapted in the TL. This method is the appropriate sign of respect to method culture.

Consequently, one can find that translation as an applied art means that those who want to practice it must meet some basic conditions. The most important ones are the mastery of the two languages. Al-Wasity, et al (1979: 8) refers to the fact that this mastery should cover both languages in their vocabularies, lexical and grammatical constructions and idiomatic expressions. Also, translation stipulates that background and the civilization components of both speakers or writers of languages.

4.Translation and the Theory of Translation

Translation and translating cannot be separated from the concept of translation because the ability of education to absorb translation is an essential criterion for its specialty. Education at this angle can practice creativity by the conclusion of new texts inside it. Torop (2006: 16) shows that the theory of translation starts to evaluate the concept of identity especially in the field of cultural studies. It is important to state here that there is a necessity to understand the

cultural identity for the sake of having a complete understanding of the political, social, economic and technological development. Torop (ibid) states that this process is termed as "cultural change ".

What is important to be pointed in this section is that a translator should bear in his mind that cultures have special systems or languages; therefore understanding a certain culture means understanding its language, and the system of signs working within it (Torop, 2006: 17).

This fact leads to the conclusion that we can consider culture as translation and translation as culture. In fact, we can consider both culture and translation as two unified concepts working with an effective culture which helps us to come closer to its mechanism in a way enabling the translator to analyze translation, translating and culture very deeply.

5.Cross Cultural Translation

Cultural context is the most difficult to describe and the most difficult to deal with in theory and in translation practice because it refers to environment in which we live and forms the framework for our thought. One knows that such phenomena as family relationships or color systems can differ greatly from one culture to another, but these are only a very few of the areas in which culture defines our thought. Here is another example: the definition of what is edible varies greatly across cultures. In most cultures of the world many varieties of insects such as ants and larvae are

considered edible and highly desirable as food, while in other places such things might be poisonous. Horse meat and the flesh of small animals such as dogs, cats, and monkeys are considered edible in many cultures and in some places even human flesh is eaten.

Words only have meaning in terms of the culture in which they are used, and although languages do not determine culture, they certainly tend to reflect a society's beliefs and practice. Words are thus related to ways of thinking and behaving within a particular language community , and words which may be cultural (e.g., kuffiah , an Arabic head – dress) or universal (e.g., 'tea') detonating a specific material cultural object (Aziz , 1981 : 193) .

The cultural problems resulting from the difference in culture, then, may be more complicated than the linguistic ones .Because it deals with the essential and passionate meanings. These problems are usually submerged, and only professional translators can reveal them. So, the translator should be familiar not only with the linguistic aspects of the texts but also with the cultural ones. In other words, must be accustomed to other cultures so that he can subdue the texts, which he renders, to be suitable and comprehended without being affected by the culture he belongs to. He does so to avoid misconception or any other passive creations that may be caused as a result of this kind of translation.

Translation is a kind of activity which involves at least two languages and two cultural traditions. I t is not an easy process.

To pave the way for a smooth translation make sure one fully understands what actually goes into translation. Understanding translation will improve one's knowledge of how to communicate with others. The most frequent difficulties are those that result from failure to recognize the meanings of words or phrases peculiar to a particular context in the mind of the listener or reader (Toury, 1978: 200).

Aziz (2000: 90) states that cross cultural translation raises a number of problems. The greater the gap between the source and the target cultures the more serious the difficulty would be. Problems of culture may be divided into: geographical, religious, social, material, and linguistic.

Two cultures involved in translation may have different backgrounds related to such things as climate, plants and animals. The Arabic speaking person is usually inhabited in countries generally characterized by a hot, dry climate. The culture of Britain and Western Europe, on the other hand, is cold and wet. Within these two cultural frameworks, the various geographical terms will acquire different shades of meaning for the people using them. For example , " owl " and " bum " have the same denotation, they point to the same class of birds . " owl " occurs in English literature as a symbol of wisdom ; in Arabic literature it symbolizes ill-omen . Associating "a summer's day" with lovely weather "is an English notion. In Arabic countries, where a summer day is hot, it would be unusual for a person to compare his beloved to any

time in summer. The season of "lovely weather "is spring .In all these changes the translator's aim is to find a term familiar to the reader.

Religion has deep roots in various cultures and is revealed in how people speak and behave. However, some societies are more religion conscious than others. Generally speaking, the influence of religion is stronger in the East than it is in the West. In Arabic speaking countries, the word "God" is used in variety of communicative functions ranging from promising to threatening well – wishing and greeting.

Social ideologies raise a number of problems .These include the attitudes of various communities towards love marriage, etc. For example, the English expression "to bed" is suggestive for the Arabic reader. The translator renders it by using an abstract expression "our married life". The word "kissing" is replaced by (shaking your hands) which is more decent.

The term "material culture" has a broad sense and includes such things as food, means of transport and other objects that people use in their daily life .These may differ from one speaking community to another. Highly developed industrial countries would deal with various material things which may not be found in less developed. Thus one hears of "e-mail" or WWW. All these material aspects of life have no counterpart in other speaking countries and would not be easily comprehend there. It is not only industrial products that may cause difficulty. Some aspects of material culture which concern

daily life, like food, furniture and means of transport are sometimes problematic. For example, does the word "sweetmeat" to an English man mean the same as to Arabic? The answer is negative.

How people view the external and what differences they draw between the various parts are to be reflected in their language. At the level of the verb phrase, English has a complex verb system (e.g. go, went, is going, have been going, may have been going), whereas Arabic has simple verb system consisting of the imperfect and the perfect. In adjectives, English has three degrees of comparison: big, bigger, biggest, Arabic has two.

English has two terms in number system: the singular (one) and the plural (more than one), whereas Arabic has three terms; singular (one), dual (two), and plural (more than two) . The basis of these differences and other ones like gender, pronouns is linguistic.

The cultural problems resulting from the difference in culture, then, may be more complicated than the linguistic ones .Because it deals with the essential and passionate meanings. These problems are usually submerged, and only professional translators can reveal them. So, the translator should be familiar not only with the linguistic aspects of the texts but also with the cultural ones. In other words, must be accustomed to other cultures so that he can subdue the texts, which he renders, to be suitable and comprehended without being affected by the culture he belongs to. He does so to avoid misconception or any other passive creations that may be caused as a result of this kind of translation.

6. Conclusion

In the respect of this treatment one can find that translation as an applied art means that those who want to practice it should have certain education (including the mastery of the two languages, and a good understanding of their culture).We can notice that education to the translator is a must; therefore it is introduced as a very important factor in the process of translation. It is noteworthy to see that a translator must meet the requirements of education since they will make him a creative one.

On the other hand, the cultural problems resulting from the difference in culture may be more complicated than the linguistic ones .Because it deals with the essential and passionate meanings. These problems are usually submerged, and only professional translators can reveal them. Consequently, the translator should be familiar not only with the linguistic aspects of the texts but also with the cultural ones. Hence, the translator must be accustomed to other cultures so that he can subdue the texts, which he renders, to be suitable and comprehended without being affected by the culture he belongs to. He does so to avoid misconception or any other passive creations that may be caused as a result of this kind of translation.

For the translators, then, it is important to consider not only the lexical impact on the TL reader, but also the manner in which cultural aspects may be perceived. This entails that education

shapes the way a translator perceives and interprets the text .That is why the translator s' education is regarded as a cornerstone of success in translation

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How Should Translators Go About Their Roles in the Modern World?

Abstract

When asking yourself what the roles of translators are, it is possible you would come up with an answer as simple as this. Translators' roles are to convert text from the source language into the target language. You would be surprised to discover that there is much more to it. Lately, the meaning and the means of communication have changed dramatically, and translators have found themselves moving in a new direction, adapting their goals and professional vision to reflect the coming of age of a new global community. Because today's technology makes everyday communication between cultures common place. Thus, translators no longer think of themselves as just isolated ones, but as global ambassadors offering their services to ever increasing communication. This study is based on the assumption that translation calls for highly qualified translators who may act as a mediator, editor, reader, writer, and localization expert among others to offer their services to today's communication. The findings showed an increase in importance of the multiple nature of the role of translators in order for the reader/listener cannot sense the difference between the original and the translation, but to read/hear it as if it were the original.

Key Words: Translators' roles, Today's Technology, communication

1. Introduction

The industrial applications of translation tools are based on the idea that translation is a word- replacement activity. On the other hand translation theories since 1980s have tended to see translators as communicators whose duties go beyond the replacement of source-text words; translators are employed to provide meaningful communication. Translation tools make this difficult. Indeed, they move translators back to the linguistic equivalence paradigms of the 1960s.Through the years translators work went through different stages, the reason for that goes to technology advances and globalization. The relationship between translators and their clients plus the process of translators work have changed. This goes to the increasing in the amount of translated information and the development of translation tools. Studies say translation tools may increase and help translation to concentrate on what matters the most, but there are problems which accompany such advantages, these problems will be included in the solution *(Bedard,*2000: www*)*.

Technology extends human capacities. More general technologies are collections of tools. Some of them affect our communications, and thus translation. The use of print technology from the fifteenth century supported the ideal of the definitive text, hence the definitive translation, and thus notions of equivalence as a relation between stable texts, fixed texts . Here we shall be looking at translation tools that extend translators capacities. These tools fundamentally affect communication (Esselink, 2000:www).

2. Literature Review

Theoretically speaking, translators can work for clients anywhere in the world. Time zones can thus be used creatively, all they have to do is to list their names, language combinations and areas of specialization on one of the many web sites that aim to put translators and clients in touch with each other. Translation is still a service that depends on a high degree of trust between the translator and the client. High-paid work will come from unseen clients; the fees paid in different countries still vary widely, a second consequence of electronic communications is the increased security risk . Translators quite often work on material that is not in the public domain , and this is indeed one of the reasons why relations of trust are so important. Electronic *communications make it relatively easy to distribute very large translation jobs between various* intermediaries. The client may want to market their product in 15 European languages. They hire a marketing company, which hires a language-service provider, which hires a series of brokers for each la who give the work to a series of translation companies, who pass the texts on to translators, often freelancers. This means the text as the translator produces is commonly not the same text as the one actually used, and there can thus be little question of copyright over the translators work. Translators in projects like software localization quite often see no more than lists of phrases, along with glossaries that are to be respected. The resulting work can be quite isolating and dehumanizing. Electronic communications have also been

used to enhance communications between translators, especially through internet forums for professional translator. In these forums translators are very willing to exchange advice, give tips, and generally discuss their work simply by reading the posted message, students and generally discuss their work to learn about translation and see the kind of support that professionals give each other (Lockwood, 2000: 187-202).

Technology is not an option in today s' professional world ; it is a necessity. Virtually all translating is aided by computers . Further, the most revolutionary tools are quite probably the everyday ones that are not specific to translation: Internet search engines, spell checkers , search and replace functions, and revision tools have had a huge impact on all forms of written communication . The advantages presented by technology are so great that they cannot be refused . Translator tools perform the most repetitive tasks so that translators can concentrate on the most creative aspects of translation. The intelligent use of machine translation should mean that our best human efforts are focused where they are most needed . However , technology is not perfect, and translators must be very aware of those imperfections . Each new technology requires new investment, *not just in purchasing tools but also in learning how to use them* . The investment one puts in should be less than the benefits one excepts to gain, that the kind of text corpora that linguists use in order to study. Electronic communications have also been used to enhance communication between translators, especially through Internet forums for professional translator. In

these forums translators are very willing to exchange advice, give tips, and generally discuss their work simply by reading the posted message, students and generally discuss their work learn about translation and see the kind of support that professionals give each other (Megal,2004:www).

We live in an age that seems to be governed by an increasingly growing process of communication, in which the uninterrupted flow of information appears to be vital. Information and communication are known to be as old as mankind; they have always represented significant elements in the life of all societies but what changed during the centuries are the importance of information and the ways in which it is produced, collected, processed and spread. Thus, without this resource, society, as we know it today, would quickly run into difficulties in business, industry, education, etc. Following different criteria of classification, communication can be conscious or unconscious, intentional or unintentional, interpersonal or mass communication, within monolingual communities or taking place between people belonging to different language communities. Here, it will be concentrated on one kind of intentional, conscious, mass communication – translations. According to Alan Duff "translation, as the process of conveying messages across linguistic and cultural barriers, is an eminently communicative activity". And the fact that the 20th century, the age of communication has also been called the age of translation reinforces the fact that translation stands at the center of this dynamic process. But, even if it belongs to the area of communication, translations exhibit some differences with

regard to the general model of communication which involves five stages: encoding, sending, transmission, reception, decoding. It seems that translation goes hand in hand with transfer, always supposing movement from a source language towards a target language, always having a certain effect on the target language audience. This brought about, "a sociology of reception" which demonstrated that, as an intercultural phenomenon, translations have had an active historical role in the configuration of the characteristics of a certain period. Thus, during the Roman period, translations were discussed within the wider context of the two main functions of the poet: "the universal human duty of acquiring and disseminating wisdom and the special art of making and shaping a poem". Equal focus was therefore given to the acquisition of both new forms and ideas in the field of literature (Rodica, etal: 1841-1401).

Now, as it is established that translations represent an integral part of communication, some questions surely arise. How should texts be translated in order for the communication to be successful? Should the process of translation be a "mechanical" or a "creative" one? Specialists gave several different answers to these questions, but all seemed to agree that truth should represent the primary condition of any successful communication. According to Susan Bassnett , "translation involves the rendering of a source language text into the target language, so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structures of the source language will be preserved as closely as

possible, but not so closely that the target language structures will be seriously distorted". The preservation of certain features from the original text brings us to the concept of equivalence. It is a well known fact that perfect equivalence is an ideal that can never be totally reached because, as Newman showed, "each exercise of translation involves some kind of loss of meaning, the basic loss being a continuum between over translation (increased detail) and under translation (increased generalization)".The loss, of whatever kind, should always be diminished by trying to find the type of equivalence appropriate to the text to be translated. But texts in different languages can be equivalent in different degrees, in respect of different levels of presentation (equivalence in respect of context, of semantics, grammar, lexis, etc.) and at different ranks (word-for-word, phrase-for-phrase, sentence-for-sentence). Different linguists found different classifications of equivalence and of types of translations. Communication is the exchange of information between individuals, cultures, civilizations, using a general system of symbols. It can be achieved through oral and non-verbal means. Two methods of communication are identified. Communication in the automated route is a one-way process to encode (encrypt) the transmission of information from the source (the starting text) and receive the information (the encoded text translated) by the recipient. Communicating in the activity is a joint activity of the participants in the communication (continuous), in which a common (to a certain extent) overview of things and how to deal with them. Language communication is one-language

communication, using several languages (usually two languages). In terms of content, we are talking about re-encoding (encoding) specific information in the language of departure according to other language standards. It is natural in this case that the function of communication of language to the front site, which is still, from the era of Ferdinand de Saussure a central problem in philology. If we want to understand the characteristics of the process of communication between languages, it is very important to acknowledge what Baudouin de Courtene presented and later proved by Ferdinand de Saussure of the perception of language as a system of signals. Inter-language communication is a process of reorganization of information, transmitted by a signal system, in a transitory information through a system of other signals appropriate to the linguistic format of the receiving language

(Rodica, 2006:www).

It is without a doubt admitted that the translation process involves losses: the ideology of translation techniques also aims at "inventorying" the theoretical impossibility of translating – seen as an exact reproduction of the original – by promoting certain strategies of limiting the losses, classified as secondary, collateral and therefore acceptable, if the process of translating is centered on producing an equivalent target text, able to recompose the dominant function of the source-text. Ideally and theoretically, the conformation of a translation is not made according to the original text, but with its target, and the translator must unveil this target in order to select only those translation strategies that come from the

way of classifying the text to be translated. "The fidelity/treachery rate, which along the years was the subject of many writings and brought many translators on the edge of desperation, sometimes pushing them up to craziness, is now de-dramatized by an operation of removal (Munday, 2001:www).

This study examines the following question: How should a translator go about his roles in today's communication?

3. Methodology

The data used in this study includes that translator is the pivot in any process of translation, therefore his role will be central. His strong correlation between the skills of writing well and translating well. Secondly, he as a writer has to be as curious of words as of facts. Thirdly, as a reader has to be as skill in skimming as scanning. Fourthly, as a mediator, he has to be from any of the prejudices of the two cultures. Finally, he must be acquainted with the latest technology.

For reasons of convenience, the researcher tackles the role of translator from five angles: as a reader, as a writer, as a mediator, as an editor, and localization expert. The researcher considers that having the ability in one aspect only is a bad matter; therefore it is preferable to have complementary roles among others.

This research is based on this division of these five roles. It states that every role complement the other. Having the ability in one role only is a bad matter; therefore it is preferable to have complementary roles to achieve a highly communicative process.

4. Data Analysis

The translator is the pivot in any process of translation, therefore his role will be central in language communication, and, in addition, it requires the following roles to go about today's communication:

4.1.Translator as a Reader

Understanding the text requires both general and close reading. General reading to get the gist. Close reading is required, in any challenging text, of the words both out of and in context. In principle, everything has to be looked up that does not make good sense in its context. (Victoria,2005:www)

Any time we are confronted with a text we are involved in the act of reading and interpretation. We know that there are various ways of reading and no two people will read a text the exact same way. The task begins by reading the original for two purposes: first, to understand what it is about; second, to analyze it from a translator's point of view, which is not the same as a linguist's or a literary critic's. The translator has to determine its intention and the way it is written for the purpose of selecting a suitable translation method and identifying particular problems. In general, readers are inclined to ask the question: what does a text mean? The response to such a question would reduce the multiplicity of possible interpretations inherent in a text to one single answer. The translator thinks in different terms. The initial question might be changed from "what does a text mean" to "how does a text come to mean?" That change of perspective reorients the techniques

of reading. First of all, the semantic parameters are in a constant state of flux. It is extremely difficult to define the exact meaning of a word, and furthermore no two words will have the exact same meaning. As soon as a word is placed next to another word, some of the original contours of each word begin to be modified (Mullamaa,etal,2006:www).

The major contribution that translation thinking brings to the act of reading is the translator's practice of seeing words not as isolated pillars but rather as linkages to other words. To comprehend the overall atmosphere and an author's direction of thinking in a given work, the translator enacts a horizontal walking through a text (Newmark,1988:www).

Applying the translator's eye to the reading of a text changes our attitude toward the reading process by dissolving the fixity of print on a page into a potential multiplicity of semantic connections. The words on the page represent only a weak reflection of the situations that the author intended to express. The translator/reader considers the word a means to an end, the final destination of which can never be put into the limitations of static formulations. Reading from a translator's point of view represents a continuous process of opening up new possibilities of interactions and semantic associations. In the translation process there are no definitive answers, only attempts at solutions in response to states of uncertainly generated by the interaction of the words' semantic fields and sounds. The reconstruction of these associations differ

with each reader and translator, which is ultimately responsible for the varied interpretations that are generated by different readers of the same text. Newmark, 2005:www)

4.2. Translator as Writer

The last stage in the act of translation is writing the target text. It is reproducing the source text message in target language. At this point, the translator's writing skills are directly involved; the translator acts as a writer and writes a text in target language. At this stage, the translator's writing ability is the key to success. The translator here should have a real talent for writing in his/ her own language as any clumsiness in the language of translation may affect the translation as whole.The general term "writing" in this context may refer to two distinct areas: writing knowledge and writing skill. Writing knowledge is what translators need at the second stage, i.e. in moving from the source text toward the target text. At this point, having knowledge about the target language writing conventions as well as different genres in the target language is needed. Writing skill, on the other hand, is the ability to write a well-formed text in the target language. At the final stage of translation, the translator needs to be able to write a fully-fledged text in target language.The translator as writer bridges the divide between those who study translation and those who produce translations, through essays written by well-known translators talking about their own work as distinctive creative literary practice. Translators are effectively writers, or rewriters

who produce works that can be read and enjoyed by an entirely new audience. In principle, literary texts, that is, poetry, short stories, novels and plays, which are centered in the mind and the imagination, are allegorical, metaphorical and connotative; non-literary texts, which are centered in reality and reporting, are literal, objective and denotative. Having thorough knowledge of target language writing system and its different genres can aid translator in picking up the best means to reproduce the source text message in target language (Schulte,1985:www).

4.3.Translator as a Localization Expert

Some translation scholars have broadly considered the relationship between changes in technology and culture. Referring to the way computers have changed the way we write, read and think, and that have led to conceptual changes that challenge their definition of translation. Technology involves deep conceptual changes and therefore affects tasks. Localization is one of these tasks that has been affected by technology and makes use of it. It is the result to cope with new media, using new tools and learning new skills. Scholars introduced the idea of the translator going beyond just transferring the language elements to paper. They saw the translator as actually reaching out and adopting the technology required to take a step further into previously uncharted territory into the realms of multimedia, software, video and websites. They did however draw the line at programming. They claimed their view was increasingly consistent with that documentation engineers or managers.They

concluded that localization is the result of technological changes but it is also firmly in the domain of technology. Other scholars, adopting a narrower concept of localization as adopting a text (or a product) to a local audience, did not consider there to be any deep conceptual changes but did strongly advocate the idea that the translator must a new skill set. Translators should be able to bridge the gap between technical people who lack the necessary cultural awareness and translators who do not possess sufficient technical know- how. The scholars also asked what the relationship is between translation memories, localization and traditional translation. They saw localization as a branch of translation that requires a fundamental awareness of translation theory but represents an activity that is far more complex in its use of it. They felt that the underlying concept of adaptation to the local target audience remains constant, but what changes is the extent of technical know-how involved. Their definition of localization centers on new technology and internationalization. They stated the concept of internationalization should be central. This would involve the idea of the source text as a draft which is then converted as efficiently as possible into localized and final version. They said that localization is the translation of the new age. It has not brought conceptual changes to translation but has instead broadened the concept. The way technology has developed has forced a change in the industry whereby traditional translation skills must now be combined with technical ability. Consequently, the translator needs to be acquainted with the latest technology. (Schulte,1985:ibid.)

4.4.Translator as a Mediator

We know that translation is not the translation of words, even though the final product of our translations appears in the form of words and sentences. Words in themselves are very fragile entities. Each one of us develops different connotations in our encounter with every word. Thus, we have to acquire a sense for the magnetic field of words, their semantic fields both in the present as well as in the past. We often need to go back to the origin of a word, the moment that a word entered the world because at that time words were still very closely related to the visual image they project. Some of the visual energy inherent in words gets lost over a longer period of time. We fail to experience the original power and intention of a word. For a text to be transported from a foreign language into English or vice versa, an interpretation and an understanding of the text under consideration must be initiated first. A great number of mistakes in translation occur because translators do not fully understand the text that they are supposed to transplant. Naturally, the misunderstanding or misinterpretation of the text has very little to do with the fact that the translator might not know a word, on the contrary, the words are known as words but they are not known as constructing elements of a particular situational context. Differently said, the words have a clearly defined boundary of meaning. As translators, carry across language borders is always packaged in words: pronouns, verbs, nouns etc. However, the problem with words is their imprecision- -hardly any word can be forced into clearly defined conceptual

contours that would suggest the exact same thing to every person who comes in contact with the word. We know that words create different conceptual and emotional resonances in each one of us. Because of the fragile nature of words, we can hardly ever take them at their face value. Therefore, we must consider the words on the page as signposts toward a situation--the situation behind the words--that we must reconstruct. We constantly say that we are transferring cultural situations from one language into another. It almost appears as if we take this statement for granted without seriously reflecting on the implication of such an assumption. We know that there is no such thing as two words--within the same language--that project the exact same meaning. Similarly, correspondences between two words from different languages never find an exact equivalent. There can only be analogous correspondences. If we extend this thinking to the nature of cultural situations, it becomes quite clear that the exact nature of a situation, whether emotional, social or psychological, cannot be transferred to a new language. Something always has to be left behind. In a sense, we actually create a new foreignness in the new language that, however, corresponds in its atmosphere to the magnetic field of the situation in the original language. Translation thinking and research can train us to feel comfortable with complex situations. The translator is always connected to the inside movement of a word in relation to a similar, yet different movement in the other language. The constant moving back and forth cultivates an associative way of thinking that establishes connections and

recognizes the impossibility of creating exact correspondences. Complex situations are never static, they continuously create movement in themselves and movement in the minds of those who are exposed to the intricacies of complex interactions. Translators, more than any other specialists, are equipped with the necessary tools to establish the interaction between cultures and, at the same time, they are keenly aware of the limitations of translation. By its very nature, translators are always in between two places: the reality of the source-language and the possibilities of the receptor language. Through the act of translation the translator opens the door for "dialogue". That must be the translator's greatest mission in today's world in which nations and countries fall back into building walls among themselves rather than opening themselves to the foreignness of other cultures (Tonkin and Frank, 2009:www).

4.5.Translator as Editor

The process of edition concentrates less on the form and more on the terminology. Editing involves checking to make sure that correct terminology was used. This is achieved by researching each term that raises a doubt, or even terms that are unknown to the translator/ editor, just to make sure that the right terms were used. This typically involves research - whether online or in specialized dictionaries - accompanied by recommended corrections. Usually, when working in Word, the track changes feature is used, and sometimes only comments are added through the commenting tool of Word. In either case, the translator/editor recommends changes. This is because, when there are errors, it is usually required

correction . CAT tools are frequently used for this work, as wrong terms are often used throughout the text and they also need to be replaced (Tonkin and Frank, 2009:ibid.).

For a real professional, then, translation is an art firstly. It is not an easy one, because it demands many skills and the translator has the responsibility of performing many roles to convey the original message into the target language so that the reader/listener cannot sense the difference between the original and the translation, but to read/hear it as if it were the original.

5. Conclusion

It can be concluded that the permanent flow of information tends to accelerate nowadays, due the great development of communication and technology. This will certainly bring about an increase in importance of the multiple nature of the role of translators in order for the translation to have the same emotional and persuasive charge as the original and to be able to convey the cultural flavor of the source language.

So, to go About their roles in today's communication, translators firstly should be trained on how to develop their strong correlation between the skills of writing well and translating well. Secondly, they as writers have to be as curious of words as of facts. Thirdly, as readers have to be as skill in skimming as scanning. Fourthly, as mediators, they have to be away from any of the prejudices of the two cultures. Fifthly, they must be acquainted with the latest technology.

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Text as a Basic Unit of Translation with Special Reference to the Interpreter's Training

Abstract

There is a confusing tendency for translation theorists to regard the whole text, whether it is spoken or written, as the unit of translation. Free translation has always favored the sentence; literal translation the word. Nowadays, free translation has moved from the sentence to the whole text. In the recent years, the argument has been revived by those who maintain that the only true unit of translation is the whole text. It falls into four sections. *Section one* is an introduction which refers to some related definitions of the basic terms. *Section two* sheds the light on text analysis studies. *Section three* discusses the concept and the significance of text as the basic of translation. *Section four* is a concluding section of this study that may be helpful in solving the students' problems in the perspective of seeing the text as a whole unit.

Key Words: Free Translation, Training, Text Analysis

1. Introduction

It has been made clear that linguistic investigation can no longer treat the sentence as the basic unit since language does not occur in words or sentences, but in connective text. A text may reveal meaning and significance which is not apparent in the isolated sentence. Therefore, linguistics has moved towards the

study of aspects of language beyond the sentence because linguists have realized that language cannot be studied in isolation from the communicative intentions of language users and the context within which they use language. Text analysis, then, is demanded as a new approach to linguistic study (Stern, 1983:133).

As an interdisciplinary discipline, translation has been influenced by this recent development in text analysis. It has changed from a concern with isolated words to text in situation with emphasis on cultural background. Work in text analysis, then, may be directly relevant to translation studies and language learning and the recent interest in this area is representative of the shift in emphasis in language learning from the view of language as a set of structures to the view of language as communication. In such a shift, meaning and the use of language play a major part (Trosborg, 2000:217).

Hence, the present study explores the connections that might usefully be made between text and translation, and how text analysis can help the translator/ interpreter.

2.Text and Text Analysis

2.1.Text

It is difficult to give a single definition of text analysis as a research method. It can be characterized as a way of approaching and thinking about a problem. It enables to reveal the hidden motivations behind a text to interpret it. (Johnstone, 2008:1).

Carter (1982:184) defines text as the organization of connected language units beyond the level of the sentence. It is a unit of linguistic performance which stands complete in itself. It is viewed as all aspects of language organization (whether structural or not) that operate above the level of grammar.

The text also represents "the meaningful combinations of language units which serve various purposes and perform various acts in various contexts" (Steel, 2002:1). Text, then, is studied to investigate how people produce and understand connected language.

2.2. Cohesion

As Halliday and Hasan (1976:4) have defined it as a semantic concept which belongs to the relations of meaning that exist within a text. It occurs when the interpretation of an element in the text is dependent on that of another element. It covers "those features in a text which link its component parts" (Hartman and Stork, 1972:40), i.e. the features that bind sentences to each other grammatically and lexically. Halliday and Hasan (ibid) have identified five types of cohesive ties; they are: reference, substitution, ellipsis, conjunction, repetition, and collocation.

2.3.Coherence

Coherence is a characteristic of a connected text. It refers to the logical integration of sentences within a paragraph (McCrimmon,

1957:567). Text coherence is determined by two factors. First, it depends on consistency in tense. Second, it results from arranging one's text according to perceivable order (Corbett, 1977:70).

Coherence is described as a quality assigned to text by a reader or listener, and is a measure of the extent to which the reader or listener finds that the text holds together and makes sense as a unity. Therefore, it has to do with an impression of wholeness. "If a text is coherent, it makes sense and is not just a list of disconnected words and sentences" (Christmas, 2001:1).

2.4. Text Analysis

2.4.1. Text Analysis: Beyond the Sentence

The origins of text analysis lie in classical rhetorical theory (Aristotle, Cicero, Longinvs) and its successors (Lemke, 2002:5). According to this theory, text "ought to be constructed like a living creature, with its own body, it must not lack either head or feet; it must have a middle and extremities so composed as to suit each other and the whole work" (Stewart, 1987:6).

Allerton (1979:5) sees this field of enquiry as having been remarked since 1945 when "a new generation of Prague Linguists (F. Danes and J. Firbas) has made notable contributions to aspects of grammatical theory concerned with relations between sentences in a text.

Text analysis presents a way to consider the perspective of

seeing the text as a whole within its communicative situation and cultural orientation, from which communicative translation may arise.

The study of text is known as text analysis. It consists of attempts to study the organization of language above the sentence or above the clause, and therefore to study larger linguistic units, such as conversational exchanges or written texts. It follows that it is also concerned with language in use in social contexts, and in particular with interaction or dialogue between speakers (Bahrami, 1999:60).

In view of the previous definitions of text, it is noted that the main aspects of text are act of communication, context, social interaction, and functions and purposes which underlie the linguistic units above the sentence level. Hence, text analysis is looked upon as involving both language form and language function and including that part of communication that is unfolded in spoken or written texts by means of various linguistic devices.

2.4.2. Text Analysis: The Development

Major contributions to the development of text analysis were made by works of scholars, which have originated in a variety of disciplines. Text analysis seems to be a meeting point among five disciplines: linguistics, sociolinguistics, sociology, and social psychology. Dell Hymes (1972), the American Anthropologist, has broken such a basis of studying speech in its social setting to cover the forms of address. The work of British linguistic philosophers,

J. L. Austin (1962) and Searle (1969), was influential in the study of language as a social activity. M.A.K. Halliday (1970) and his systemic - functional linguistics emphasized the social functions of language and the thematic and informational aspects of speech and writing above the utterance/ sentence level. Text analysis may be recognized as covering aspects of text structure falling within the textual component of the linguistic system such as cohesion, thematic development, etc.(Butler,1989:9). Also Sinclair and Coulthard (1975) and their model of description of interaction in school classroom is grounded on a revelation of a structural hierarchy…with such levels as move, act, exchange, etc (Robinson,1980:55).

The field of 'conversational analysis' is in line with this development where the emphasis is not on structure but on the behavior of participants in talks and on patterns recurring within a wide range of natural data as basic units to be studied within the field. W. Labov's (1970and 1972) studies are major contributions. Van Dijk (1972, 1981) sets out an analytic approach to text which has its origins in attempts to produce a 'text grammar'. He makes a distinction between 'macrostructures' and 'superstructures' and argues that "the semantic presentation of discourse is its macrostructures" (Van dijk,1981:4).

2.4.3. Approaches to Text Analysis

There are several different approaches to the linguistic analysis of text: speech act theory, international sociolinguistics, ethnography

of communication, pragmatics, conversational analysis and variation analysis.

However, Text linguistics, Critical Discourse Analysis, Argumentation Theory, Genre Studies, Discursive Psychology, Holistic Discourse Analysis, and so forth, may all be included within the category of approaches mentioned above. Each approach emphasizes different aspects of language use, and they all view language as social interaction (Yalden, 1987:44).

2.4.4. The Text Analysis Materials

The material with which text analysts work consists of actual language units (Johnstone, 2008: 20). It is viewed as any connected passage of language units, whether it is spoken or written". It is "a series of sentences linked up to form a continuous and cohesive sequence" (Fowler, 1977: 45).

Nord (1991) refers to it as "communicative action which can be realized by a combination of verbal and non-verbal means" (quoted in Robinson, 1997:209). Text, then, serves the basis for linguistic analysis and represents the product of communicative language units.

The form and function of any text is partly the result of what other texts are like and what their functions are. One commonly used term for the relationships between texts and prior texts is "intertextuality" which refers to the ways in which all language units draws on familiar formats and texts (Johnstone, 2008:191).

3.Text Analysis and Translation

Speaking about translation with reference to text analysis has a very strong tradition both in the discipline of translation studies itself and translator training. Interpretation is not supposed to take place from the micro level of the word (bottom-up processing) but from the macro structure of the text to the micro unit of the word (top-down processing).Orientation towards the function of the target text prevails prescriptions concerning the target text by relating it to the source text, and translations are regarded as concrete assignments serving specific functions. Translation quality assessment is no longer based exclusively on the criterion of equivalence. For one thing, equivalence may not be possible because of diverging linguistic systems in source and target language. For another, equivalence may not even be a desirable criterion.

The drawbacks of a "bottom-up" approach are many when it comes to translating: Students may be tempted to as closely as possible to source text structures, which is likely to lead to linguistic interferences and mistakes even when translating into the native language; they also run the risk of losing sight of the text as a whole, just as differences in cultural orientation may easily be neglected (Trosborg, 2000:217).

4.Semantic Translation and Communicative Translation

Newmark (1982:7) vouches that translation "a craft consisting in an attempt to replace a written message and/or statement in

one language by the same message and/or statement in another language". He suggests two main types of translation, i.e. semantic translation and communicative translation.

Semantic translation aims at conveying the semantic and syntactic structure of the source language text. In other words, it concentrates on the content of the message rather than the effect of the message. In semantic translation, the translator is very loyal to the author of the original text more than anything else. Then, semantic translation seems to be more complex, more concentrated and inclusive of more details. Anyway, semantic translation may result in loss of meaning and may sometimes lead to poorly written texts.

On the other hand, communicative translation aims at producing the same effect on the target language reader as that of the original source language text on the source language reader. It emphasizes the force of the message rather than its content. In communicative translation, the translator gives himself the right to remove obscurities, to eliminate repetition or to add certain lexical items in his rendering in order to make thought and cultural content of the original text more accessible to the reader. Consequently, communicative translation, which is adopted in this study, seems to be smoother, simpler, clearer and more direct.

5. Characteristics of Spoken Language

Leech, et al (1982:133) state that text includes the use of written, spoken, and sign language and also other forms of communication.

The unit of text can be larger than the sentence, or a single utterance, or a set of newspaper articles, or a conversation, or even silence. The analysis of a unit tends to investigate how linguistic forms relate to functions. A text analysis of written text might include a study of topic development and cohesion across the sentence, while an analysis of spoken language might focus on these aspects in addition to turn taking practices, opening and closing sequences of social encounters, carrying out certain conversational activities such as requesting and giving information, as well as how speakers express different aspects of their identity as they do talking. However, it is assumed that each of discourse units performs different functions in society, uses different forms, and exhibits different linguistic characteristics.

Brown and Yule (1983:1) concluded that of paramount importance is the defining characteristic of interaction which is usually ascribed to spoken discourse, and they maintain that language can be seen as having two functions: transferring information (transactional function) and establishing social relationships (interactional function).Whereas interactional language is listener-oriented, transactional language is message-oriented).

6. Interpreter's Training

An interpreter listens to a speech (spoken text) and then reproduces it in a different language. This means that he must resort to short-term memory. For this reason, improving the memory techniques are of utmost importance in interpreter's training.

One possibility is that of internally visualizing the content of a speech, creating images in one's mind, and concentrating on ideas, not on single words. Another option is that of connecting the main ideas and on the links among them, trying to reproduce the structure of the speech as a kind skeleton. The objective is to create a telegraphic version of the text, and to link its different parts through its semantic-logical connections.

In the context of speech analysis, we have to underline another basic point, which is the importance of the beginning and the end of the text to be interpreted. The beginning is just like the starting point of a journey, and it often includes significant elements which are useful to understand the overall meaning of a speech.

The end is usually the most important part of a message, since it contains its conclusions, or a summary of what has just been said, or a comment of vital significance, and therefore interpreters, sensing the end coming near, have to redouble their concentration in order to provide a precise, well-structured and clear oral translation of the final part of a speech.

Since the present study draws the line at the interpretation (spoken translation) in terms of cohesion and the links between different parts of a text, it is turned out to mention the basic principles of interpreting in terms of an interpreter's training.

The essential part of an interpreter's training is done in three activities: the understanding of the speaker's original message, the immediate analysis of its content, and the re-expression of the same content in another language, with the help of some notes the interpreter writes down upon hearing the original message (www, 2006:1).

6.1.Understanding

The understanding we refer to here is not of words but of ideas, since an interpreter has to convey concepts. But what happens if an interpreter does not know a word or an expression that he hears in a speech? First of all we can underline that an interpreter can understand a speaker's meaning without actually understanding every single words and expression used.

The interpretation is possible without all the words and without changing the meaning. There other occasions, however, where a word is too important to be left out. Moreover, in order to understand meaning without knowing all the lexical items, and to be able to deduce from the context, interpreters must in any case have a thorough knowledge of their working languages, and that is one of the reasons why it takes three or four years on average to form

a professional with sufficient knowledge to allow him undertake the this career. Another key element in interpreting is the kind of attention required, that is to say an active attention, which must lead the interpreter to ask himself: what does the speaker mean?

There are also ideas that have to be transmitted, not through a word by word analysis, but after analyzing the whole paragraph. The kind of attention needed here is not a natural gift: it is something which can be internalized through a specific training, and requires a great concentration power, a clear mind as well as a sound psychophysical condition.

6.2. Analysis

In the analysis of a message, the interpreter has to identify the main ideas and give them their proper relevance in the interpretation. Moreover, owing to the intrinsic difficulty of a speech or to the speaker's speed, he might be forced to omit one or more elements of the original. It is clear that if the interpreter does not translate some details, the interpretation will not be perfect but still adequate, whereas, if he misses significant points of the discourse, the result will be a seriously flawed performance.

Indeed, interpreters should be capable of providing a summary of a speech, since delegates often do not want a detailed interpretation but only an exhaustive and precise summary of what has been said. Generally, one can say that delegates need answers to these three basic questions: who does what, and when, and who says or thinks what.

This simplification represents the main ideas according to the subject-verb-object model, but we have to keep in mind that there are always secondary details, expressed by adverbs, adjectives, lists of examples, exclamations which also have a role to play in the speech, and that if left out, do not necessarily impinge on substance of the message.

To sum up, the interpreter has to stress the most important ideas of a speech, pay great attention to verb forms, identify the relative value of the secondary elements of the discourse and leave out anything which is irrelevant to the understanding of the original message.

6.3. Re-expression

After understanding and analyzing, interpreters have to re-express the speech they have just heard. It must be clear that they are not required to give an academically perfect translation. Their role is to make sure the speaker is understood by the audience. First, interpreters must recognize that they are public speakers and therefore they have to establish contact with the audience, speaking clearly and articulating precisely. They are supposed to establish eye-contact with the audience, since there is always the risk of looking at their notes all the time, thereby losing contact and communicative interaction with the recipients of the message.

A good interpreter will look at his notes only from time to time, and express the interpretation in an effective way, without

wavering or repeating ideas, through a steady but not monotonous rhythm. When dealing with figures, for instance, he will reduce the pace so that the delegates can jot down notes. The general gist of the speech will be conveyed also by means of a correct use of pauses and changes in tone, in order to enliven the performance.

Interpreting is a profession that is all about communication. In order to communicate well, interpreters have to "make their own speech" out of the speeches they interpret, and their speech must be faithful to the original and as accurate as possible.

Interpreters understand the ideas of a text and have to re-express the same ideas: therefore they can invent the order of two sentences, merge two sentences in one, or divide long sentences up into a number of shorter ones. In order to do that, they must have clearly understood and completely analyzed the original speech before starting with the re-expression.

Here, there's another point to be kept in mind: real interpreters have to continue to work on their working languages, including their mother tongue, with the aim of keeping them rich, lively, effective and up-to-date (www,2005:1-6).

7.Conclusions

To this end, it is possible to conclude that the only true unit of translation is the whole text. This means that translation/ interpretation cannot proceed without the recognition of the units above the sentence. Hence, an translation/ interpretation should not

become a code-switching operation with emphasis on lexical and syntactical equivalences, i.e. with the focus of attention directed towards smaller units of language. Instead, the perspective of seeing the text as a whole within its communicative situation and cultural orientation has been emphasized.

Moreover, the translator/ interpreter should make use of all the possible resources available in their working languages in order to reach an effective level of performance. Also, he should be informed about the latest national/international events with the purpose of learning new terminology and also of grabbing the spirit of the era we're living in.

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The Implications of Polysemous Words for Arabic/English Translators with Specific Reference to Badr Shakir As-Sayyab's Rain Song

Abstract

Lexical semantics, which is a branch of linguistic semantics, studies the meanings and relations of words. In this regard, dealing with the meanings of lexical items or words requires paying close attention to the cases where multiple meanings of a certain word are existent. Within the field of lexical semantics, polysemy is of main concern. It is defined as the association of two or more related senses with a single linguistic form.

This means that polysemy refers to a lexical relation where a single linguistic form has different senses that are related to each other by means of regular shifts or extensions from the basic meaning. Polysemy is derived from the Greek poly- , 'many', and sem- 'sense' or 'meaning'. Therefore, polysemy is mainly the case of a single lexical item having multiple meanings. For instance, the word 'fix' has many meanings such as arrange, attach, get ready (food or drinks), set right (the hair), punish, and repair.

This paper, in its theoretical and practical parts, will shed the light on the ambiguous nature of the Arabic and English polysemous words, which create lexical and syntactic ambiguity in both languages, while translating. It will also focus on and the problem

polysemous words impose on English/Arabic translators with specific reference to their translation in As-Sayyab's Rain Song. In order to investigate this problem, the researcher hypothesizes that if the translators make use of the context in which polysemous words are used and eliminate their ambiguity , they will succeed in translating them.

Key Words: Translators, Polysemous Words, Ambiguity

1.The Notion of Polysemy in English

1.1.Polysemy in English

Kalakattawi (1) states that polysemy means having many meanings. He maintains that it could be defined morphologically as the phenomenon of a word acquiring new usages which, over time, are likely to become more like new meanings. And the translators should deal semantically with this phenomenon in which the verb *run*, for example, could have more than one meaning as in (1) *run a race* which means on foot, is clearly different from the one in (2) *run for office*, which means to manage this office, for that matter, in (4) *the motor is running*, which means that this motor is working now, (5) *the water is running down the roof*, which means that the water is dripping down, and (6) *run a computer program*, which means to start working this program.

Siblot (1995:24) states that Aristotle was highly critical of polysemy. Words of ambiguous meanings are chiefly useful to enable the sophist to mislead his learners. Lyons (1981: 146) defines it more precisely as '' a property of single lexemes; where

a single lexeme has several distinguishable meanings and these meanings should be synchronically related".

However, to Panman (1982: 108), it is the phenomenon that two or more identical forms have different, but related meanings. Hutford and Heasley (1983: 123) say that it is where a word has several very closely related senses. Mojela (1991: 31) follows the same track saying that it is a case where one word may have a set of more than one different but related meaning.

According to Taylor (1989: 99), it is the establishment of two or more related senses with a single linguistic form. For example, he says: The word *bird* can refer to many different kinds of creature, such as robins, penguins, ostriches, etc. As a result, these different kinds of creature should be recognized by translators as members of the category in virtue of similarity to a single prototype representation.

Palmer (1986: 100-101) states that it is so hard to clearly distinguish whether two meanings are the same or different and, therefore, determine exactly how many meanings a word has. This is because of that meaning is not easily so distinguished from other meanings. For instance, the verb *eat*, the dictionary will distinguish the *literal sense* of taking food and the *derived meanings* of *use up* and *corrode*. The translators should, perhaps, treat these three interpretations as three different meanings. But at the same time they must also distinguish between eating meat and eating soup, where the former is with a knife and fork and the latter is with a

spoon. Moreover, translators can talk about drinking soup as well.

Ghazala (1995: 63) defines polysemy as a phenomenon when a word is having other meanings more than its common meaning which is the more popular one. This meaning is called *the core meaning*. In such a way this word is called *a polysemous word*. To explain this definition, Ghazala (1995: 63) gives the word *sound* as an example. The translators in turn must recognize that the word has the core meaning of the noise coming from the mouth through the vocal cords. However, the other meanings are less popular than the core meaning and they are: (firm, solid, wise, valid, channel… etc.).

Kearns (2000:15) states that polysemy is when a word that has two or more distinct but related meanings. Lobner (2002: 43) defines it as the case when one lexeme is having several interrelated meanings. He (2002: 45) argues that it plays a major role in the historical development of word meanings because the lexical items change their meanings continually and develop new meaning variants.

Cobley (2005: 238) on the other hand states that it is the capacity of signs or texts to have different related meanings. He gives the word *crack* as an example, this word should be considered by the translators both as a verb, as in *the fireworks began to crack*, and as a noun as in *there is a big crack in the wall*. It is also a verb to do with breakage, as in I *decided to crack it open*, and a noun like *the money fell into the crack*.

Davies and Elder (2004:50) define it as the case where a word has two or more related but distinguishable meanings, like the word *chip* in a *chip* of wood, a potato *chip*, and a computer *chip*, where all should be recognized by the translators to have the idea of a small piece as part of their meaning.

According to Cruse (2006:133), a word having more than one distinct but related meaning is said to be polysemous word or to show multiplicity. Many cases of polysemous words are regarded to be systematic in the sense that the same relation between multiple senses can be observed over a range of words. As a result, the existence of it can be partly predicted by the translators on the basis of meaning, i.e. by depending on meaning.

Cruse (2006:133) gives the word *good* as an example, this word must be recognized by the translator as it has three distinct but related meanings as in (1) *he is a good man*, where *good* here means that this man is perfect, (2) *the wine is good*, where *good* here means that this wine is delicious, and (3) as in *this is a good movie*, where *good* means here that this movie is amazing. Translators, as a result, should treat these three interpretations as three different meanings. They must also distinguish between good whether it means perfect, delicious or amazing.

Evans (2007: 163) gives a definition to polysemy as "the phenomenon where a single linguistic item implies multiple distinct but related meanings". Traditionally, this term is restricted to the area of word meaning (lexical semantics), where it is used to

describe words like *body* which should be known by the translators as a range of distinct meanings that are nevertheless related as in, the human body, a corpse, the trunk of the human body, and the main or central part of something.

Hutford (2007: 130-132) defines polysemy as "the word having several very closely related senses". A native speaker of the language has clear intuitions that the different senses of a word are related to each other in some way. For example the word *Mouth* as in (1) *the mouth of the river*, and as in (2) *the mouth of the animal*, is a case of polysemy. The translators then should recognize that the first *mouth* means the beginning of the river, which is the *primary meaning* of the word, while the second is the *primary meaning* of the word which means the mouth of that animal.

Talking about the primary meaning and secondary meaning, Larson (1998:109) states that:"The primary meaning is the one that is suggested by the word when it is used alone". It is the first meaning or usage which a word will suggest to most people when the word is said in isolation. It is the meaning that the translators should learn early in life and is likely to have reference to a physical situation. For instance, the translators should know that the word *run* in isolation will mean something like *move rapidly by moving the legs rapidly*. But the same word may have a different meaning when it is used in a context with other words. This is the secondary sense which depends on the context in which a word is used. For instance, if the same word *run* is used in the context of *river* as in *the river runs*, we will find that *run* has nothing to do with legs or

rapidity and it has another meaning; however the idea of motion is still there. Thus *run* in the context of *river* means to *flow*.

Larson (1998: 110) maintains that the *primary meaning* of a lexical item is easier to translate than a *secondary meaning*. This is because the receptor language will often have a lexical equivalent for the *primary meaning* which very nearly matches the meaning of the lexical item in the source language.

Crystal (2008: 373) maintains that polysemy is a term used in semantic analysis to refer to a lexical item which has a range of different meanings". For instance, the translators must know that the meaning of the word *plain* means (1) *clear* as in *this is a plain question*, (2) *unadorned* as in this *house is plain* , and (3) *obvious* as in *this is a plain matter*.

According to Crystal (2008: 373) it is also called polysemy. Mey (2009: 620) says that "it can be defined as the phenomenon in which a single word form has many related senses", like the word *cut* in (1) *cut paper*, (2) *cut the budget*, and (3) *cut corners*. The translators should recognize then that the meanings of all those verbs are close to each others.

Yule (2010: 120) states that " polysemy is one form, whether written or spoken having multiple meanings that are all related to each other". For instance, the word *head*, which is used to refer to (1) the object on top of your body, like, *my head starts killing me* (2) froth on top of a glass of beer, like, *the head of your beer glass looks delicious*, (3) person at the top of a company or department,

like, *the head of the company refused hiring me*. Translators, as a result, should treat these three interpretations as three different meanings.

Falkum (2011: 9) states that traditional studies aim to consider polysemy as a case of different senses that are listed under a single lexical entry, with the comprehension of a multiple word involving the selection of the contextually appropriate sense from among the list of senses. Another traditional study considers it as being represented in terms of a single meaning from which the contextually appropriate senses are derived.

It seems that there may be more than one meaning expressed by one and the same word-form, or a similar meaning may be shared by several different word-forms. The problem with the polysemous words view is that very often the relation between form and meaning is not one- to- one. Semantic relationships of this kind are not always handled consistently.

1.2.Polysemy in Dictionary

English dictionaries distinguish multiple meanings, focusing on a particular class of words identifications in dictionary classification. Bejoint (2000: 228) states that '' the comparison of how a certain number of dictionaries distinguish multiple meanings is potentially interesting''.

Parent (2009:9-10) states that "it is no great revelation that dictionaries ascribe different numbers of senses to various words". This is not a fault, since after all, different dictionaries have

different purposes. *The Oxford English Dictionary* (*OED*) and the *Shorter Oxford English Dictionary* (*SOED*) trace the etymology of a word and include scenes that have fallen out of use in English. The *COBUILD*, on the other hand, not only ignores these senses, but also omits senses that do have some currency in the language but fall below a certain threshold level of frequency.

Jorgenson (1990:187) makes a test on some people by asking them to distinguish senses of highly polysemous words , like, *head,* for which they found *twenty one* dictionary senses, *life,* for which they found *eighteen* dictionary senses*, world*, for which they found *fourteen* dictionary senses, *way,* for which they found *twelve* dictionary senses, *side,* for which they found *twelve* dictionary senses*,* and *hand,* for which they found *eleven* dictionary senses. This means that the meaning is not in words but in the context in which they occur, and translators should deal with these different interpretations of words appropriately to get an accurate translation.

Jorgensen (1990: 168) states that ''dictionary entries for some words do inflate the number of sense categories beyond those normally distinguished by speakers''. One difficulty people will have in using the dictionary is in distinguishing major and minor senses, since most dictionaries treat all senses as equally important, which is clearly misleading.

Therefore Croft and Cruse (2004: 111) state that polysemous words are listed under single main heading and are treated as different meanings of the same word.

It is clear that every word of the language leads beyond it, refers to something staying behind the language. The existence stands behind the language. However, the essence of language remains undisclosed.

1.3. Polysemy and Monosemy

Cruse (2000:114) states that in most accounts of contextual variation in the meaning of a word, a sharp distinction is drawn between "one meaning" and "many meanings". Akmajian and et. al (2010: 235) state that "the opposite of polysemy is monosemy : a word is monosemous if it contains only a single meaning".

According to Riemer (2010: 161), a word is monosemous if it has only a single meaning. Many technical terms are considered as monosemous, for instance, the word *orrery* has no other recorded more meaning in English than *a clockwork model of the solar system*, and *appendectomy* means only *excision of the appendix*.

Riemer (2010: 261) maintains that monosemous words may often be *general* over a variety of distinct readings. For instance, the English noun *cousin*, is general over the readings *son of father's sister*, *daughter of mother's brother*, *son of father's brother*, etc., but it should be considered by translators as having only the single meaning which is *the offspring of parent's sibling*.

According to Cruse (2006:354) "polysemy contrasts simultaneously with *monosemy*, which is the situation when a word has a single meaning. A word having only one meaning is called *monosemantic*, for example, *hydrogen, and molecule.* Such

words are few in number, while polysemy is the case when two related words happen to share the same written form. In spite of the clearness of the differences between these two concepts, there are many examples where it is not clear whether a word should be analyzed as polysemous or monosemous, and no absolute criteria have ever been proposed which will successfully differentiate between them.

The analysis of a word as monosemous or polysemous may well need to be relativized to a specific level of lexical abstraction, for each such level there are only two logical possibilities: either the word's meaning can be adequately represented by a single gloss, in which case it must be considered monosemous, or it cannot, in which case it is polysemous. (Cruse, 2006:354)

The divergence between monosemous and polysemous is therefore not a false one, since they name the only two logical possibilities for the structure of a lexical category on a given level of lexical abstraction.

1.4. Types of Polysemy

Cruse (1995:111) states that there are many types of polysemy, some of which view polysemy as having primary meaning and secondary meaning, i.e. the meaning which a word refers to in the external world and what it refers to in the second understanding of the word. While others deal with polysemous words lexically, i.e. these types view the literal meaning and the figurative meaning of the polysemous word. Accordingly, we have *referential polysemy*,

and *lexical polysemy* which is subdivided into *linear polysemy* and *subsuming polysemy*. *Referential polysemy* means that the objects can be viewed from a number of points of view, for instance, the word *piano* can be viewed as a music instrument or as a piece of furniture. This type is called referential polysemy. *Lexical polysemy* is the type of that find when the lexical item refers to objects that we think of as being somehow related. Lexical polysemy is of two types.

Linear polysemy occurs when the lexical item has either literal or derived or figurative meaning. For instance, *mouse* has a literal meaning as in *mouse-rodent*, where the literal meaning of *mouse* is the rodent. And it has derived or figurative meaning as in *computer-mouse.* For example, the literal meaning of *mouse* is the rodent; a derived meaning is the computer mouse. Another example is the word *bed* can be used literally as *a piece of furniture* that you lie on, it is also something flat at the bottom of something else, like *arriver bed*, or a place where something can be found in abundance, like *a shellfish bed, or a bed of roses* in a figurative way. According to this point of view, words do possess a literal meaning; all other meanings are merely derived and figurative. But literal meanings are not always easy to know, for example, the word *position* can be used physically as in *a crouched position*, or psychologically as in *the Soviet position on German unity*, that is to say, point of view or stand, and can be used as a social position, a job, as in *his position was as a manager*. So, which one of those is the literal meaning? We may tend to think it is the physical one is the literal, but we are not sure as the case with *mouse* or *bed*. (ibid:112)

Subsuming polysemy means that words are having a core meaning, and they have also specific meaning which is traced either by the context or by generative rules. So the real question is that why do we think there is a resemblance between *the Soviet position* and *a crouched position* and not between *river bank* and *Bank of England*? This question can by answered by making semiotic and cultural analysis. We live in a changing world of physical-cultural objects that are loosely connected to an unlimited set of signs, some of these signs refer to many aspects of an object (referential multiple meanings), some refer to a number of resembling objects (lexical multiple meanings), and others refer to unconnected objects. Mankind has kept trying to organize and comprehend the real world, essentially by matching it with language. (Ibid:113).

2. The Notion of Polysemy in Arabic

According to Marzari (2006: 15)," Arabic language is very rich of many concepts that make it remarkable and unique". Polysemy is one of these concepts in Arabic language which is based on the principle of metaphor where words can be used in new conceptual meanings. For Matuq (2012: 88), most well-known book in Arabic language is *al-Munjid fi ma ittafqa Lafḍah wa Akhtalaf Ma`nah*, which is written by Ali Ibn al-Hassan al-Hanay. This book includes about 900 polysemous words.

Al-Munjid (1999: 15) argues that polysemy is a common linguistic phenomenon in all natural languages. He considers polysemy as multiplicity of meaning in which one word has

different meanings. Shahin (1980: 27) defines polysemy in Arabic language as Al-Mushtarak *Al-Lafthy*. For instance, the word *ra`s / head* has more than one meaning, like, (1) The upper part of the body which contains the brain, eyes, mouth, nose and ears, as in ra`s al-insan / head of the man. (2) Head of the firm, as in *ra`s al-sharikah / head of the company*. Translators, as a result, should treat these interpretations as different meanings.

Accordingly, Bishr (1962: 402) presents the following examples of the polysemous word (ra`s / head) with its various related meanings as in (1) ra`s al-insan / head of the man. (2) ra`s al-jabal / head of the mountain. (3) ra`s al-qabīlah / head of the tribe. (4) ra`s al-ḥikmah / the peak of wisdom. (5) ra`s al-nakhlah / top of the palm tree.

Translators then should treat these five interpretations as five different meanings. But at the same time they must also distinguish between head of the man, head of the mountain, head of the tribe, the peak of wisdom, and top of the palm tree.

It is quite apparent that (ra`s / head) in (1), (2) and (5) expresses the primary meaning of the word. While in (3) it expresses a cultural dimension, because culturally the leader of the tribe is called *ra`s al-qabīlah / head of the tribe*. (4) expresses metaphorical meaning of the word, i.e. *ra`s* here is used metaphorically which means the result for having a wisdom.

Sibawayhi (1983: 180) defines polysemy earnings in Arabic as *ittifaq al-lafthayn wa-khtilaf al-manayayn* / the correspondence of

two words and the divergence of the two meanings. For instance, the word *wajada* has two distinct meanings in its different linguistic contexts as in (1) wajadtu alayhi / I felt sad for him, and (2) wajadtu ḍallati / I found what I was looking for.

Al-Khuly (2000:142) gives another example and argues that the polysemous word (fasl) has five distinct meanings in five different linguistic contexts. It means (1) *chapter*, as in qaratu al-fasl al-khamis min al-kitab/ I have read the fifth *chapter* of the book, (2) season, as in al-rab`a ajmal fusol al-sana / spring is the best *season* in the year, (3) *term, as in* nahn alan fi al-fasl al-dirasi al-awal min al-sana / we are now in the first *term* of the year, (4) *act, as in* shahadna al-fasl al-thani min al-masrahya / we watched the second *act* of the play, and (5) *dismissal* statement, as in lam yastalim qararat al-fasl min al-amal / He has not yet received his *dismissal* statement. As a result, translators should treat these interpretations as having different meanings and being distinguished by translators to select the right senses of words.

The verb (Fataha / Open - Conquered) is considered as polysemous verb, for it has two different meanings, (1) Open, as in *fataha Muhammed al-bab / Muhammed opened the door*. (2) Conquered, as in *fataha al-muslimon bilad al-andalus / Muslims conquered Al-Andalus*. The verb (Fatah) in Arabic has more than one interpretation according to the context of the text, so that it cannot be translated into English using the core meaning. The same verb has two translations or interpretations depending on the

object in each sentence. If translators recognize that the object in sentence (1) is a name of an old city, they translate it as above *conquer*; otherwise, they have to translate it as in sentence (2). Another multiple verb meanings is (Ya`mal / Do – apply – try), this verb has three different meanings, (1) Do, as in ya`mal khairan / he does goodness. (2) Apply, as in ya`mal bilqanon / he applies the law. (3) Try, as in ya`mal ala qol al-haqiqa / he tries to say the truth. One word in Arabic can be translated into different words in English; this is because of the different contexts of the text in which this word is used. (Ibid:142)

Hence, Words tend to reflect a society's beliefs and practice They are related to ways of thinking and behaving within a particular language community. Due to this, translators should treat these interpretations as they are different in meaning and use contextual cues to choose suitable senses of words. And the meaning of a given word is best understood as the contribution that word can make to the meaning of the whole linguistic utterance where that word occurs. It is governed not only by the external object or idea that it is supposed to refer to, but also by its use of a particular context.

3.The Translation of Polysemous Words in the First Three Stanzas of As-Sayyab's "Rain Song" Poem

There are many approaches that can be undergone in translation. These approaches have different purposes. The first approach, literal translation, tries to preserve the same linguistic, semantic, and stylistic levels of the source text in target text. The second approach, interpretive approach, tries to go to the depths of the original text to uncover the inner meaning of the text. The third approach, creative translation, focuses on the linguistic and stylistic features of the structure used. This approach sometimes ignores the semantic level of the original text by creating a totally different meaning for the translated text, since the main focus of this approach is the accessibility of the translated text for the target readership. This means that translation thinking has opened the door to the concept of multiplicity of word and text interpretations as the case with the polysemous words in As-Sayyab's "Rain Song" bellow:

English Polysemous Word	Arabic Polysemous Words	«Rain Song» Poem	«Rain Song» Translating
forest-Wood-jungle-woodland	غابة-غيضة-خميلة- أجمة	عيناك غابتا نخيل ساعة السحر	Your eyes are two palm tree forests in early light,
recede-draw back-withdraw	ينأى- يبتعد-نزح عن-فارق-ترك	أو شرفتان راح ينأى عنهما القمر	Or two balconies from which the moonlight recedes
smile-beam-simper-sneer	تبسمان-تضحكان- تفتران	عيناك حين تبسمان تورق الكروم	When they smile, your eyes,the vines put forth their eaves,

light-shining-sunlight-candle-flash-fire-lamp river-flood-stream-flow	الأضواء-الأنوار نهر-غدير-جدول-كوثر	وترقص الأضواء..كالأقمار في نهر	And lights dance.. like moons in a river
ripple-wrinkle-ruffle	يرجه-يحرك-يهز-يقلق وهنا-ضعفا-فتورا	يرجه المجداف وهنا ساعة السحر	Rippled by the blade of an oar at break of day;
throb-pulse-shake-pulsate-drum-beat depth-bottom-deepness-floor-foot-profoundness	تنبض-تتحرك-تهتز-ترتعد الغور-القاع-القرار-الأسفل-القعر-العمق	كأنما تنبض في غوريهما النجوم	As if stars were throbbing in the depth of them
star-shine-stary-brilliant	النجوم-الكواكب-الشهب-الدراري		
drown-sink-deluge-dispose of-shake off mist-fog-haze-mirk sorrow-sadness-pain-regret-depression-anger translucent-slim-skinny-slender-thin-bony	تغرقان-تغوصان-تغوران-ترسبان ضباب-غيم-ظلمة اسى-حزن-غم-شجن-ترح-كمد-كابة-كربة شفيف-ضعيف-نحيل-هزيل	وتغرقان في ضباب من اسى شفيف	And they drown in a mist of sorrow translucent
stroked-get out-release-loose-open-liberate	سرح-أخرج-أطلق-حرر	كالبحر سرح اليدين فوقه المساء	Like the sea stroked by the hand of nightfall

warmth-hot-chill-heat shake-tremble-twitter-vibration	دفئ- حرارة- سخونة-قيظ- حماوة ارتعاشة- قشعريرة- ارتجاف-تشنج	دفئ الشتاء فيه وارتعاشة الخريف	The warmth of winter is in it, and the shudder of autumn,
death-killing-murder-dying darkness-black-dim-blind-hidden	الموت-الفناء- الوفاة-الردى- الهلاك ظلام-عتمة- غموض-سرية- خفاء-داكن-قاتم	والموت والميلاد والظلام والضياء	And death and birth, darkness and light;
Soul-core-spirit	الروح-الجوهر	فتستفيق ملء روحي رعشة البكاء	A sobbing flares up to tremble in my soul
elation-ecstasy-happiness-delight-joy embrace-include-hug-adopt-contain	نشوة-ابتهاج-فرح- سرور-بهجة- اغتباط تعانق-تضم- تجمع-تحضن	ونشوة وحشية تعانق السماء	And a savage elation embracing the sky
child-kid-baby	الطفل-الوليد- المولود-الغلام- الرضيع-الفطيم- الابن-النجل	كنشوة الطفل إذا خاف من القمر	Frenzy of a child frightened by the moon
fog-mist-shadow	الغيوم-السحاب- المزن	كأن أقواس السحاب تشرب الغيوم	It is as if archways of mist drank the clouds
dissolved-thaw-melt-render-levigate-liquid	تذوب-تموع- تنحل-تسيل	وقطرة فقطرة تذوب في المطر	And drop by drop dissolved in the rain

powers-arbor-arbour-shrub-tree	عرائش-مساند-دعائم-أعمدة-أركان	وكركر الأطفال في عرائش الكروم	As if children snickered in the vineyard bowers
silence-calmness-quietness	صمت-سكوت-هدوء	ودغدغة صمت العصافير على الشجر	The song of a rain rippled the silence of birds in the trees
birds-finches-sparrows-chick ripple-wave-ruffle-	عصافير-طيور-كتاكيت دغدغ-تموج-ترقرق-هدير-خرير		
Song-poem-poetry-vocalization	انشودة-غناء-قصيدة-شعر-تغريد	أنشودة المطر	Rain song
Rain-wet-rainstorm-flood-stream	مطر-وابل-غيث-قطر-هطل	مطر-مطر-مطر	Drop, Drop, Drop

Consequently, translating approaches should not limit the meanings of a word or a text to one explicit meaning. On the contrary, they should attempt to translate its implicit meanings by reading the hidden features used contextually in it. This is why we have different translations for one word or text as it is shown above and the examples given throughout the paper. The semantic level of "Rain Song" poem has different interpretations, allowing the translators of the poem to approach it in different readings. "Rain Song" poem has been translated nine times. Hence, we can see a misinterpretation of the lexical level, which in turn, leads to a misinterpretation of the semantic level.

The Implications of Teaching Translation as a Linguistic Skill in the Light of News Headlines

Abstract

The quality of translation is a subject to negotiation between translation scholars and trainers. Translator training is based on the belief that untrained translators will usually provide lower quality translation than trained translators. With respect to professional skill which consists of not only linguistic sub- skill but also a compilation of sub- skills that seek to reflect the multidisciplinary nature of translation process, this study attempts to evaluate the implications arising from the only use of linguistic method of teaching for translation students and how it will provide for a low-quality translation in the modern world in light of gimmicks used in news headlines text to draw readers' attention and make it more outstanding. If an attempt was to be made to define what a professional skill is and where it comes from, a neutral and reasonable definition may be repeated that it is clearly seen as demanding expertise in various areas, not only linguistic one. In spite of that, the departments of translation in Iraq today make a big and frequent mistake, as they focus their full attention on the linguistic skill in the translation process while neglecting the interest in the professional skill which is the second and main pillar in it.

This study is based on Van doorslear's assumption (2010) that translators should give attention to both linguistic and professional skills while translating. It aims to evaluate the skills of translation

and see if they are still valid to meet the social and translation markets changes and demands or not. The response then to these changes and demands requires considerable rethinking of these skills of translation. The findings show that the social and translation markets are changing faster than these skills. Communication methods and technologies have evolved, but the skills of translation have not changed very much.

Key Words: Translation Skills, Linguistic Skill, Professional Skill, Translation Quality

1. Introduction

Translation researchers such as Van Doorslear 2010, Komissarov 2002, Archer, 2002, Scarpa 2010, Guider 2008, Pym 2011, Popescu 2011, Tania Osburg's (2006) , PACTE group 2007, 2011), among others, state that translators should pay attention to the experience level in other fields , in addition to the linguistic level during translation. Those researchers address the issue of linguistic level versus the professional level (the experiences in other fields) as a pedagogical approach. (Van Doorslaer: 2010, pp. 3-22)

Translation is a very complex activity that requires highly qualified translators to perform their tasks. The work of translators combines linguistic, communicative and mediation activities. Hence, translators learn not only the skill of rendering a text from one language into another successfully, but also, simultaneously, acquire the professional skill (the experiences in other fields) that it is just as important as translating the language. A view on market

demands and professional qualifications shows that translator competence changes over time because of technology or social demands. (Komissarov: 2002, pp. 7-20)

Translator competence is defined as a hidden system of knowledge required to translate. It is the main goal of translation teaching/ training. So, the translator training is associated with skills needed to achieve translator competence that includes not only the linguistic skill that consists of lexical, syntactic, semantic and pragmatic, but also the professional skill (the experience in a number of fields), such as comparative literature, computer sciences, history, linguistics, philology, philosophy, semiotics, and terminology. (Archer: 2002)

It is obvious that research in the field of translation theory today indicates a significant change in the functions of the profession of translator in the modern world. Today, a professional translator is considered not as a technical intermediary between two languages, but as a creator of texts, meanings, and images who has been affected not only by the recent development of linguistics, but also by the recent development of other fields to achieve a high-quality translation and to cope with the increasing use of new technologies. Understanding the translation process thus can only help in the production, since the product is not only the result of a complex system of decoding and encoding on linguistic level, but also of professional level (experience in other fields), it should be evaluated according to updated interpretation of what constitutes translation quality. (Guider: 2008, pp. 3-20)

Analysis of the skills required for each experience of field is particularly important for interdisciplinary fields such as translation. Aside from language proficiency, translators have a responsibility to know and become familiar with the experience level of other fields. Thus, translators no longer see themselves as just linguistic experts, but as experts in other fields who offer services to the ever-growing translation market. (Pym: 2011, pp. 3-20)

2.Background

Translation is a very complex activity that requires highly qualified translators to perform their tasks. Translators learn not only the skill of rendering a text from one language into another successfully, but also, simultaneously, acquire other sub-competences. A view on market demands and professional qualifications shows that translator competence changes over time because of technology or social demands. Translator training is associated with skills needed to achieve translator competence that includes not only linguistic skill (lexical, syntactic, semantic and pragmatic), but also professional one. It is obvious that translation is like a person who is walking on two legs, and without one foot s/he cannot complete the path, the first foot is the linguistic skill with both sides the source and the target, and the other foot is the professional skill. Hence, these two skills of translation are not separated from each other, because their separation will lead to producing translations that may be a good material for ridicule. (Kiraly, 2000)

Translators use several skills (linguistic and professional skills) as they convert words from one language to another. Here are some skills that translators use which are just as important as translating the language. Tirkkonen-Condit: 2005, 53-74)

Language proficiency is an important translating skill because it allows translators to understand the source text and produce an accurate translation. Translators must be able to understand the source text in its original language in order to produce an accurate translation in the target language. They must be able to produce the target text in a way that is consistent with the style and tone of the source text.

Cultural skills have a strong connection with linguistic skills for translator, who have to translate between people with different background. Idioms, references and slang, for example, can have different meanings depending on how they are used. These skills can help a translator communicate better. It is the ability to understand and appreciate the values, beliefs and customs of a particular culture. So, it is important for translators to have a good understanding of the cultures they are working with in order to accurately translate documents.

Moreover, cultural skills allow translators to better understand the documents they are working with and to ensure that the translations are accurate. It is also important for translators to be aware of their own cultural biases so that they can avoid them when translating. For example, if a translator is working on a document for a company in Japan, they would need to have a

good understanding of Japanese culture in order to translate the document correctly.

A translator ultimately communicates ideas from one language to another, so communication skills are important for translators to possess. Translation allows a communicative act to take place, which otherwise could not have occurred due to existing linguistic and cultural barriers.

Writing skills are important for translators because they need to be able to write clear and accurate translations. A translator who can write well is more likely to be hired by companies and organizations. Good writing skills can also help translators to get their work published and to build a reputation as an expert in their field.

The last stage in the act of translation is writing the target text. It is reproducing the source text message in the target language. At this point, the translator's writing skills are directly involved; the translator acts as a writer and writes a text in the target language. At this stage, the translator's writing ability is the key to success.

Research skills are important for translators because they need to be able to find accurate and up-to-date information on a variety of topics. Translators need to be able to find information in different languages and formats, and they need to be able to evaluate the quality of the information they find. Translators also need to be able to organize and structure the information they find in a way that is useful to their clients.

Translators need to be able to manage their time efficiently in order to meet deadlines and deliver quality work. Time management skills include setting goals, making schedules, using time-tracking tools and techniques, and avoiding procrastination.

Cross-cultural communication is the process of communicating with people from different cultures. It involves understanding the different ways people from different cultures communicate, and adapting your communication style to fit the needs of the person you're communicating with. Cross-cultural communication is important for translators and interpreters because they need to be able to understand the needs of the person they're communicating with, and adapt their communication style to fit the needs of the person they're communicating with. Cross-cultural communication is also important for translators and interpreters because they need to be able to understand the different ways people from different cultures communicate, and adapt their communication style to fit the needs of the person they're communicating with.

Editing and proofreading are important translating skills because they help ensure that the final product is accurate and free of errors. An editor will review the translation and make suggestions for changes, while a proofreader will check the final product for errors. Both of these roles are important for producing a high-quality translation.

Project management is the process of planning, executing and monitoring a project from start to finish. It's a critical skill for translators because many projects involve multiple steps and

deadlines. Project management requires good time management, communication and problem-solving skills. Project managers need to be able to break down a project into smaller, more manageable tasks. They also need to be able to schedule and prioritize those tasks. Additionally, project managers need to be able to track progress and stay on top of deadlines.

Attention to detail is important in translation because it ensures that the translation is accurate. When translating, it is important to pay attention to the details of the source text in order to capture the meaning of the text and to ensure that the translation is accurate. Attention to detail also helps translators to avoid mistakes and to produce high-quality translations.

There are several CAT programs that translators use to help them refine their translations. Here are a few types of CAT software that a translator might use:
  - Language search engine software
  - Terminology management software
  - Translation memory software
  - Interactive machine translation software
  - Text alignment software

Active listening is focusing on and fully understanding what another person is saying while they're speaking. Translators who translate verbal conversations between people who speak different languages can exercise active listening skills to help them translate correctly.

Organization skills can help translators manage their time and balance multiple projects in different languages. Strong organization skills can also lead to greater efficiency and productivity for translators.

Strong reading comprehension skills in multiple languages can naturally bolster written and verbal communication skills for translators. It's important to note that simply reading text and comprehending it are different skills. Translators can build their comprehension skills with time, but it's important that they have a deep understanding of the text they're translating to communicate the meaning.

Translators commonly use several computer programs to help them translate verbal and written communication and stay organized. Here are some programs translators use at work:

- Microsoft Word: This program offers a built-in translation tool, but it also is essential for presenting written communications, making it important for translators.
- Microsoft Excel: Excel offers translators a way to stay organized and built-in translation tools.
- Adobe In Design: Translators can also use desktop publishing software to translate words in illustrations and present written translations.

Like many careers, translation is a job that requires constant evolution and improvement. Translators who are open to criticism and flexible with clients can be more successful in their jobs. For example, if a client adds extra context that changes the meaning

of a project, a translator can work flexibly to change the project to meet the client's specifications.

While you can find a job as a translator for a company, many translators also work on a freelance basis to build their experience and make more money. Marketing skills can help you find clients as a freelance translator.

Linguistic differences in idioms, slang and even dialects can be a challenge for translators. Creativity can help translators avoid literal translations that don't convey the correct meaning. For example, if a German speaker uses an idiomatic saying in a business document for a Mandarin speaker, the translator can use their creativity to either find a Mandarin saying that means the same thing or translate the meaning of the idiom.

Sometimes, translators may have to convey ideas that don't align with their own views. Neutrality can help you remain professional while translating in these situations.

Specializing in translating a particular type of communication can help translators succeed on the job. Specialization can help translators learn words' meanings in specific contexts. Most translators with specializations have degrees in their area of expertise. Here are some common specializations for translators:

- Business and finance: Many translators find successful careers translating between businesses whose executives speak different languages.
- Medicine: Medical translators can work for doctors or hospitals to communicate about symptoms and treatments

between doctors and patients.

- Law: Legal translators might translate legal documents or communicate between lawyers who speak different languages.

- Science and engineering: Translators who specialize in technical topics like engineering have a deep knowledge of engineering processes that can help them translate documentation to another language.

As far as news headlines translation is concerned, if the reader is already familiar with the field, he or she will probably be able to interpret the types of gimmicks used in news headlines without too much difficulty. When these types become harder, they can make readers labor. This is particularly true when the reader is not already familiar with the subject domain. (Risku: 2013, pp. 211-228)

4. Analysis

Translation studies are currently focusing on not only on linguistic level in the translation of the news media text but also on extending beyond this to more strenuously explore experience level. As it is stated before, researchers proposed that translators should pay attention to other fields of study in addition to the linguistic aspect during translation. They address the issue of linguistic skills versus translation skills as a pedagogical approach. Analysis of the skills required for each field of study is particularly important for interdisciplinary fields such as translation.

The language of news headlines presents unique features on the lexical, grammatical, rhetorical and cultural levels. The difficulty of news headline translating is interpreting the main point of the entire article in just a few words that fit the limited space of the page. Then the media translator has to make the reader wonder about the information to reveal in the target language if possible.

The explanation below show selected 11 news headlines from several newspapers. All of these news headlines contained gimmicks with their English and Arabic meanings, their denotative and connotative translations. A word's denotation is the collection of things it refers to; its connotation is what it implies about the things it is used to refer to. It seems that behind the direct denotations of the words, an implied force. If the reader has no experience in other fields of study, he or she will not probably be able to interpret the types of gimmicks easily and as follows:

1."Bangladesh Arrests 900 Crackdown On Islamic Militants"

If this news headline converted into a proper sentence, then the sentence would read:

Bangladesh police say they have arrested 900 people as part of a crackdown on militants following a series of deadly attacks.

This newspaper uses an ellipses feature as a type of gimmicks to draw reader's attention and make it more outstanding.

2. "Police Found Drunk in Street "

This headline plays with the word "drunk".

It can have two different meanings:

One is that,

The Police were found drunk in the street.

The other is that,

The police found a drunk man in the street.

This newspaper uses a play on word feature as a type of gimmicks to draw reader's attention and make it more outstanding.

3. "Mom Watches As Cruise Sail Away With Kids On Board"

When reading it, one would have the impression that:

The ship takes the children away on purpose.

But when the reader reads the rest of the article, he will know that:

It was the mother's fault because she didn't get on board before the deadline the cruise ship has made clear for every passenger on board.

This newspaper uses a play on words feature as a type of gimmicks to draw reader's attention and make it more outstanding.

4. "U.S. Energy Consumption"

A noun string is a term for a series of nouns or other words, all of which modify the final noun. For example, in the noun string "U.S. energy consumption" the nouns «U.S.» and «energy» modify the final noun «consumption.»

This newspaper uses a noun strings feature as a type of gimmicks to draw reader's attention and make it more outstanding.

5. "Country Leader Question Time"

Another common headline form is a string of three, four or

more nouns together (i.e. *Country Leader Question Time*). These can be difficult because the words don't appear related by verbs or adjectives.

In the case of noun strings, it's helpful to try to connect the ideas by reading backward.

This newspaper uses a noun strings feature as a type of gimmicks to draw reader's attention and make it more outstanding.

6. "Mustang Referral Customer Complaint"

By reading backward, one can guess that: There is a complaint made by a customer about a referral program for Mustang cars. Of course, you need to use your imagination for this!

This newspaper uses a noun strings feature as a type of gimmicks to draw reader's attention and make it more outstanding.

7. "… in Hot Water"

Using phrases such as being *in hot water* adds more color and depth to the literal meaning of being in trouble.

This newspaper uses an idiom feature as a type of gimmicks to draw reader's attention and make it more outstanding.

8. "Ex- Minister Slams Govt. Priorities"

Another common news headline form causes vagueness/ lexical ambiguity (i.e. Ex- minister *slams* govt. priorities). In this headline, *slams* has two closely related meanings: One means *to criticize* and the second means *to shut something forcefully*. In this case, the first meaning implies that the government priorities were criticized by the ex- minister.

This newspaper uses a polysemous feature as a type of gimmicks

to draw reader's attention and make it more outstanding.

9. "Genius Rev Butchered At Church"

In the headline, "Genius rev *butchered* at church", *butchered* means *to slaughter and cut up an animal*. When it is applied to a human being, it carries both the meaning of cruel violence and also implies that the killer must have seen the victim as having the same status as an animal.

This newspaper uses a loaded words feature as a type of gimmicks to draw reader's attention and make it more outstanding.

١٠. مواقف ورموز متشابهه   ...بالصور.. بغداد وطهران في يوم القدس

Any reader would wonder what those المواقف**.are**

When we read the article, it refers to:

الرموز التي رفعت أو احترقت أو أهينت من قبل المحتفلين

This newspaper uses a loaded words feature as a type of gimmicks to draw reader's attention and make it more outstanding.

١١. "الرمادي.. مدينه مفخخة بالموت وتحذيرات من عودة النازحين».

In this headline, the original headline appears to be a very strong warning sign giving the impression that (AL Ramadi is a death trap for anyone who wants to enter it).

This newspaper uses a loaded words feature as a type of gimmicks to draw reader's attention and make it more outstanding.

It appears from the above explanation that the wrong gimmick in the wrong context will distort the meaning of the term in the headlines. Therefore, media translators should be careful in using these gimmicks to make the reader wonder about the information to reveal in the target language if possible.

5.Conclusions

This study concluded that :

- Translation has been changed from a concern with linguistic skills (lexical, syntactic, semantic and pragmatic) only to professional skills (the experience in a number of fields) to achieve highly qualified translation, i.e. linguistic skills alone cannot achieve a good translation. Hence, specialization within one discipline no longer seems to meet the demands of our present translation market. Having the ability in one aspect only is a bad matter; therefore the translators must bear the responsibility of knowing and being familiar with various skills to cope with the notions imported from other fields of study that may contribute to enrich translators' understanding of the translation process. Accordingly, students of translation should have a comprehensive linguistic knowledge and an interdisciplinary knowledge, i.e. every knowledge complement the other, having the knowledge in one aspect only is a bad matter; therefore it is preferable to have knowledge in a number of areas.

-The problems resulting from the difference of the translator's interdisciplinary knowledge, then, are more complicated than the linguistic one. Because it deals with the essential and passionate meanings. These problems are usually submerged, and only professional translators can reveal them. So, the translator should be familiar not only with the linguistic aspect of the texts but also with the interdisciplinary one. He must be accustomed to

the knowledge of other fields of study so that he can subdue the texts, which he renders, to be suitable and comprehended without being affected by the culture he belongs to. He does so to avoid misconception or any other passive creations that may be caused as a result of this kind of translation.

Consequently, the translator should not only receive and transmit information, but he also processes it and operates on it. He interprets texts, creates texts, and acts as a mediator in the communication process. Such mediation is complicated by the fact that participants in communication speak different languages and belong to different cultures. The modern translator is a cultural mediator who carries out an intermediary mission in cultural contacts and ensures mutual understanding of carriers of different cultures and languages. The work of translators combines linguistic, communicative and mediation activities.

6. Recommendations

The study has come up with the following recommendations:
- Paying attention to detail as translators, they can use grammar checking and spell checking software to make sure their translations are free of mistakes.
- Watching TV, reading books or listening to podcasts when learning a language. This can help you gain cultural knowledge and reading comprehension skills in a non-native language.
- Taking online courses that can help them build their skills

with CAT software, specialization, management, cultural knowledge of languages which can help build their efficiency as translators.

-The attention to an interdisciplinary knowledge is necessary for the students of translation. One of the most important qualities of a successful translator is to have a lot of knowledge of the various disciplines, especially those that are far from his specialty, so that his awareness expands, and his horizons open to know new things. So, we recommend the student to set himself an hour in his agenda for daily reading so that he develops his information wealth, as we are in the era of huge information wealth, in which many new words and terms appear every day. If he had read a book written a hundred years ago in chemistry for example, he would have found a clear difference in the structure of the vocabulary used in this book and other modern books.

-It is true that there is an interdisciplinary knowledge weakness that strikes the roots of society in our current age, due to the proliferation of luxury and entertainment and the waste of time and distraction of people from useful and beneficial things, due to the poor use of new technology and the internet, but a successful translator can use all of these modern means to expand its horizons and increase his knowledge and information wealth through reading, viewing, watching documents and seeking according to an organized scientific method to obtain more science and knowledge.

Accordingly, the departments of translation studies should consider in their curricula and the training of their students how the formation of various skills will play greater role to reveal translation problems and develop translation quality.

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The Meaning Differences of Translating FANBOYS in Four Type Translations for Oscar Wild's Short Story "The Happy Prince": A Contrastive Study

Abstract

Two translators may be translating from the same source text and into the same receptor language and yet the results may be very different. There is no one correct translation of a given text. A translation may be undertaken for a variety of purposes, but the ultimate aim of a translator, is to achieve a measure of equivalence at lexical-grammatical level.

Halliday and Ruqaiya Hasan identify five general categories of cohesive devices that create coherence in texts: *reference*, *ellipsis*, *substitution*, *lexical cohesion* and *conjunction.* Cohesion is the grammatical and lexical linking within a text or a sentence that holds a text together and gives it meaning. It is related to the broader concept of coherence. There are two main types of cohesion: grammatical cohesion which is based on structural content, and lexical cohesion which is based on lexical content and background knowledge.

In this paper we shall only check to what extent the translation of the FANBOYS (for, and, nor, but, or, yet, so) vary and differ and find the meaning differences in four translated texts by four translators, namely Amel Al-Rifai, Ahmed Al-Sadiq, Badriya Bin Saif Al-Ruwahi and Abdul alsalam Al-Ogaili for Oscar Wild's short story "The Happy Prince".

It includes three sections:

Section one indicates the categories of cohesive ties and how they can create cohesion.

Section two involves the meaning differences of FANBOYS in four type translation of "The Happy Prince".

Section three includes the analysis of meaning differences of FANBOYS in "The Happy Prince".

Key Words: Translating, Cohesive Ties, Meaning Differences

1.Categories of Cohesive ties:

1.1.Referencing

Halliday and Hassan (1976) state that here are two referential devices that can create cohesion: <u>Anaphoric</u> reference occurs when the writer refers back to someone or something that has been previously identified, to avoid repetition. Some examples: replacing "the taxi driver" with the pronoun "he" or "two girls" with "they". Another example can be found in formulaic sequences such as "as stated previously" or "the aforementioned".

<u>Cataphoric</u> reference is the opposite of anaphora: a reference forward as opposed to backward in the discourse. Something is introduced in the abstract before it is identified. For example: "Here he comes, our award-winning host... it's John Doe!" Cataphoric references can also be found in written text.

There is one more referential device which cannot create cohesion: <u>Exophoric</u> reference is used to describe generics or abstracts without ever identifying them (in contrast to anaphora and cataphora, which do identify the entity and thus are forms of <u>endophora</u>): e.g. rather than introduce a concept, the writer refers to it by a generic word such as "everything". The prefix "exo" means "outside", and the persons or events referred to in this manner will never be identified by the writer. Halliday and Hasan considered exophoric reference as not cohesive, since it does not tie two elements together into in the text.

1.2. Ellipsis

Ellipsis is another cohesive device. It happens when, after a more specific mention, words are omitted when the phrase needs to be repeated. A simple conversational example :(A) *Where are you going? (B)To dance*. The full form of B's reply would be: "I am going to dance". A simple written example: *The younger child was very outgoing, the older much more reserved.* The omitted words from the second clause are "child" and "was". (ibid)

1.3. Substitution

A word is not omitted, as in ellipsis, but is substituted for another, more general word. For example, *"Which ice-cream would you like?" – "I would like the pink one",* where "one" is used instead of repeating "ice-cream." This works in a similar way to pronouns, which replace the noun. For example, "ice-cream" is a noun, and its pronoun could be "it", as in, "I dropped the ice-cream because it was dirty."(ibid)

1.4. Lexical Cohesion

Lexical cohesive ties are semantics: connected in meaning. The two main groups of lexical cohesive ties are collocation and reiteration. Collocation can be defined as a pair or group of words that are often used together. To learn the vocabulary of a language, one must learn these combinations. Collocations can be classified into fixed- very strong-or open. To be fixed means that it is used with one exact word- for instance "make an effort" rather that "do an effort". To be open means that the words' combinations can be used with several words even if it sounds strange to a native

speaker- for instance one can say "did few mistakes". However, a native speaker will say "made few mistakes" (McCarthy & O'Dell 2000).

Reiteration is used to create more emphasis by repeating something again and again. This repetition will increase the degree of belief in an assertion (Halliday & Hassan 1976).

1.5.Conjunction

In grammar, a conjunction is a part of speech that connects words, sentences, phrases or clauses. A discourse connective is a conjunction joining sentences. In general, a conjunction is an invariable grammatical particle, and it may or may not stand between the items it contains. There are three types of conjunctions:
 Correlative conjunctions work in pairs to join words and groups of words of equal weight in a sentence. There are six different pairs of correlative conjunctions: "either…or", "not only…but (also), "neither…nor", "both…and", "whether…or", "just…as…so".
Subordinating conjunctions, also called subordinators, are conjunctions that join an independent clause and a dependant clause. The most common subordinating conjunctions in English language include "after", "although", "as", "as far as", "as if", "as long as", "as", "as though", "because", "before", etc.
Coordinating conjunctions, also called coordinators, are conjunctions that join, or coordinate, two or more items (such as words, main clauses, or sentences) of equal syntactic importance. In English, the mnemonic acronym FANBOYS can be used to remember the coordinators "for", "and", "nor", "but", "or",

"yet", and "so". These are not only coordinating conjunctions, various others are used. Here are some examples of coordinating conjunctions in English and what they do:

- as/because/for = Present an explanation
- and = Presents non-contrasting item(s) or idea(s)
- nor = Presents a non-contrasting negative idea
- but = Presents a contrast or exception
- or = Presents an alternative item or idea
- yet = Presents a contrast or exception
- so = Presents a consequence

2.The Meaning Differences of FANBOYS In "The Happy Prince":

The following is the four translation types of the short story "The happy Prince" by four translators:

<u>and</u> a large red ruby glowed on his sword-hilt

ترجمة أمل الرفاعي: وتتوهج على مِقبض سيفه ياقوتةٌ حمراء كبيرة

ترجمــة احمـد الصـادق: وقـد اسـتقرت ياقوتـة ضخمـة حمـراء تتوهـج علـى مقبض سيفه

ترجمــة بدريـه بـن سيـف : وقـد زيّنـتْ مقبـض سـيفه ياقوتـة حمـراء لهـا بريـق يـكاد يخطـف الأبصـار .

ترجمــة عبـد السـلام العكيلـي: وعلـى مقبـض سـيفه عـدد مـن الياقـوت الاحمـر الـذي يجعلـه براقـا اكثر

<u>and</u> had been <u>so</u> attracted by her slender waist

ترجمة أمل الرفاعي: كان السنونو الصغير قد انجذب إلى خصرها النحيل

ترجمة احمد الصادق: وكان معجباً ومفتوناً بخصرها الرفيع

ترجمة بدرية بن سيف: كان يجذبه فيها خصرها الرشيق

ترجمة عبد السلام العكيلي: وكان قد انجذب لخصرها النحيل

<u>and</u> the Reed made him a low bow

ترجمة أمل الرفاعي: أجابته القصبة بانحناءة قبول قصيرة

ترجمة احمد الصادق: فانحنت له القصبة في انخفاض

ترجمة بدرية بن سيف: جعلته يقوم بانحناءة واطئة

ترجمة عبد السلام العكيلي: وانحنت له القصبة معلنة قبولها

he flew round <u>and</u> round her

ترجمة أمل الرفاعي: حينئذ حلّق السنونو حولها مرات ومرات

ترجمة احمد الصادق: فطار حولها

ترجمة بدرية بن سيف: طار حولها

ترجمة عبد السلام العكيلي: لذلك هو طار حولها مرات متعددة

<u>and</u> it lasted all through the summer

ترجمة أمل الرفاعي: واستمر ذلك طوال فصل الصيف

ترجمة احمد الصادق: وظل هكذا طيلة فصل الصيف

ترجمة بدرية بن سيف: وكان يستمر طوال الصيف

ترجمة عبد السلام العكيلي: واستمر ذلك طوال فصل الصيف

<u>and</u> far too many relations

ترجمة أمل الرفاعي: كما أن لديها الكثير من العلاقات

ترجمة احمد الصادق: ومتعددة العلاقات إلى حد بعيد

ترجمة بدرية بن سيف: والصلة بينكم بعيدة جداً

ترجمة عبد السلام العكيلي: ولديها علاقات كثيرة

<u>and</u> indeed the river was quite full of Reeds

ترجمة أمل الرفاعي: في الواقع , النهر مليء بالقصبات

ترجمة احمد الصادق: وبالفعل ، كان النهر ممتلئ عن آخره بالقصب

ترجمة بدرية بن سيف: والنهر كان مليئاً بالقصب حقاً

ترجمة عبد السلام العكيلي: والكل يعلم ان النهر ممتلئ بالقصب

<u>and</u> began to tire of his lady-love

ترجمة أمل الرفاعي: كما بدأ يشعر بالضجر من «السيدة حبيبته

ترجمة احمد الصادق: وبدأ يضجر من محبوبته

ترجمة بدرية بن سيف: وبدأ يحاول مع سيدة حبه

ترجمة عبد السلام العكيلي: وبدأ يشعر بالملل من السيدة حبيبته

<u>and</u> I am afraid that she is a coquette

ترجمة أمل الرفاعي: وأخشى بأن تكون كثيرة الدلال

ترجمة احمد الصادق: وإني لأخشى أن تكون قصبة مغناج

ترجمة بدرية بن سيف: أخشى بأنها بدأت بالدلال والغنج

ترجمة عبد السلام العكيلي: واخشى ان اجدها كثيرة الدلال

<u>And</u> certainly

ترجمة أمل الرفاعي: من المؤكد

ترجمة احمد الصادق: وبالطبع

ترجمة بدرية بن سيف: وبالتأكيد

ترجمة عبد السلام العكيلي: وبالتأكيد

<u>and</u> my wife

ترجمة أمل الرفاعي: زوجتي

ترجمة احمد الصادق: زوجتي

ترجمة بدرية بن سيف: زوجتي

ترجمة عبد السلام العكيلي: وزوجتي

<u>and</u> he flew away

ترجمة أمل الرفاعي: ثم طار بعيداً

ترجمة احمد الصادق: وطار بعيداً

ترجمة بدرية بن سيف: ثم طار بعيداً .

ترجمة عبد السلام العكيلي: وطار

and at night-time he arrived at the city

ترجمة أمل الرفاعي: وكان قد وصل إلى المدينة عندما **حل الليل**

ترجمة احمد الصادق: وفي الليل وصل إلى المدينة

ترجمة بدرية بن سيف: وفي الليل كان قد وصل إلى المدينة .

ترجمة عبد السلام العكيلي: وفي وقت الليل وصل الى المدينة

and he prepared to go to sleep

ترجمة أمل الرفاعي: ويستعد للنوم

ترجمة احمد الصادق: واستعد للخضوع للنوم

ترجمة بدرية بن سيف: وتهيّأ للنوم

ترجمة عبد السلام العكيلي: وتحضر للنوم

the stars are quite clear and bright

ترجمة أمل الرفاعي: كما أن النجوم صافية ولامعة تماماً

ترجمة احمد الصادق: والنجوم واضحة جداً ولامعة

ترجمة بدرية بن سيف: إن النجوم صافية ومشعة

ترجمة عبد السلام العكيلي: النجوم واضحة وبراقة

and yet it is raining

ترجمة أمل الرفاعي: ومع ذلك يسقط المطر

ترجمة احمد الصادق: وحاليا تمطر

ترجمة بدرية بن سيف: ولكنها تمطر

ترجمة عبد السلام العكيلي: ومع ذلك يسقط المطر

and he determined to fly away

ترجمة أمل الرفاعي: وقرّر الطيران بعيداً.

ترجمة احمد الصادق: وعزم أن يطير بعيداً .

ترجمة بدرية بن سيف: وصمم على الطيران

ترجمة عبد السلام العكيلي: ثم قرر ان يطير

and he looked up, and saw

ترجمة أمل الرفاعي: نظر إلى الأعلى, وشاهد

ترجمة احمد الصادق: فنظر أعلاه ، ورأى

ترجمة بدرية بن سيف: ونظر ورأى

ترجمة عبد السلام العكيلي: فنظر الى فوق وهو متعجبا فرأى

and tears were running down his golden cheeks

ترجمة أمل الرفاعي: كانت الدموع تسيل من عيني الأمير السعيد على خديه الذهبيّين

ترجمة احمد الصادق: والدموع كانت تنهمر أسفل وجنتيه الذهبيتين

ترجمة بدرية بن سيف: والدموع كانت تتحدّر من على خديه الذهبيتين

ترجمة عبد السلام العكيلي: التي كانت تجري على خديه الذهبيتين

When I was alive and had a human heart

ترجمة أمل الرفاعي: عندما كنت على قيد الحياة وكان لي قلب إنسان

ترجمة احمد الصادق: عندما كنت حياً وأملك قلب إنسان

ترجمة بدرية بن سيف: حينما كنت على قيد الحياة وكان لدي قلباً بشرياً

ترجمة عبد السلام العكيلي: عندما كنت على قيد الحياة وكان لي قلب انسان

and happy indeed I was

ترجمة أمل الرفاعي: كنت سعيداً بالفعل

ترجمة احمد الصادق: وحقاً قد كنت سعيداً

ترجمة بدرية بن سيف: وكنت سعيداً حقاً

ترجمة عبد السلام العكيلي: وكنت سعيدا جدا

<u>And</u> now that I am dead

ترجمة امل الرفاعي: والآن وأنا ميّت

ترجمة احمد الصادق: والآن وقد مت

ترجمة بدرية بن سيف: وبعد أن واريت لحدي

ترجمة عبد السلام العكيلي: واليوم انا ميت

that I can see all the ugliness <u>and</u> all the misery of my city

ترجمة أمل الرفاعي: لكي يكون بإمكاني أن أشاهد كل ما في مدينتي من قبح وشقاء

ترجمة احمد الصادق: حيث يمكنني رؤية كل الفظائع البشعة وكل البؤس والتعاسة لدي مدينتي

ترجمة بدرية بن سيف: بحيث الآن أستطيع أن أرى كل القبح والتعاسة في مدينتي

ترجمة عبد السلام العكيلي: اتمكن من خلاله رؤية المعاناة التي تشتكي منها مدينتي

<u>and</u> though my heart

ترجمة أمل الرفاعي: وعلى الرغم من أن قلبي

ترجمة احمد الصادق: ومع ذلك قلبي

ترجمة بدرية بن سيف: وبالرغم من كون قلبي

ترجمة عبد السلام العكيلي: لأن قلبي

<u>and</u> through it

ترجمة أمل الرفاعي: من خلال

ترجمة احمد الصادق: ومن خلالها

ترجمة بدرية بن سيف: ومن خلاله

ترجمة عبد السلام العكيلي: ومن خلالها

and she has coarse red hands

ترجمة أمل الرفاعي: يداها خشنتان, حمراوان

ترجمة احمد الصادق: ولديها يدين خشنتين حمراوين

ترجمة بدرية بن سيف: ويداها خشنتان وحمراوتان

ترجمة عبد السلام العكيلي: يداها خشنتان وحمرة

and is asking for oranges

ترجمة امل الرفاعي: هو يطلب من والدته عصير البرتقال

ترجمة احمد الصادق: ويريد برتقالاً

ترجمة بدرية بن سيف: يريد بعض البرتقال

ترجمة عبد السلام العكيلي: يطلب عصير البرتقال

.and I cannot move

ترجمة امل الرفاعي: وليس بأمكاني ان اتحرك

ترجمة احمد الصادق: ولا يمكنني أن أتحرك

ترجمة بدرية بن سيف: ولا أستطيع الحراك

ترجمة عبد السلام العكيلي: فأنا لا استطيع التحرك

and talking to the large lotus flowers

ترجمة امل الرفاعي: ويتحدّثون مع زهرات اللوتس الكبيرة

ترجمة احمد الصادق: ويكلمون أزهار اللوتس الضخمة

ترجمة بدرية بن سيف: وتحدثوا إلى زهور اللوتس الكبيرة

ترجمة عبد السلام العكيلي: ويتهامسون مع ازهار النيل (الجيجلان)

and embalmed with spices

ترجمة امل الرفاعي: مُعطّراً بالطيب

ترجمة احمد الصادق: ومحنط بالتوابل

ترجمة بدرية بن سيف: وقد حفظوه بالتوابل

ترجمة عبد السلام العكيلي: ومبتل

.and his hands are like withered leaves

ترجمة امل الرفاعي: ويداه أشبه بالأوراق الذابلة

ترجمة احمد الصادق: ويداه كأوراق الشجر الذابلة

ترجمة بدرية بن سيف: ويداه بدتا كالأوراق الذابلة

ترجمة عبد السلام العكيلي: ويداه متيبستان كالأغصان

He passed by the palace and heard the sound of dancing

ترجمة امل الرفاعي: ثم مرّ بجانب القصر, وسمع من هناك صوت نغمات الرقص

ترجمة احمد الصادق: ومر بالقصر وسمع صوت الرقص

ترجمة بدرية بن سيف: مرّ بجانب القصر وسمع صوت رقص

ترجمة عبد السلام العكيلي: ومر بقصر الملك فسمع صوت الرقص

!and how wonderful is the power of love

ترجمة امل الرفاعي: وكم هي رائعة قوّة الحب

ترجمة احمد الصادق: ما أعجب قوة الحب

ترجمة مزاحم الشمري: وكم هو رائع قوة حبنا

ترجمة عبد السلام العكيلي: وكم هي رائعة رابطة الحب

and saw the lanterns hanging to the masts of the ships

ترجمة امل الرفاعي: وشاهد المصابيح التي تتدلى على سواري السفن

ترجمة احمد الصادق: ورأى المنارات وهي تهدي صواري المراكب

ترجمة بدرية بن سيف: ورأى الفوانيس المعلقة بساريات السفن

ترجمة عبد السلام العكيلي: وشاهد فوانيس معلقة على اشرعة السفن

and saw the old Jews bargaining with each other

ترجمة امل الرفاعي: وكيف يُساوم كل منهم الآخر

ترجمة احمد الصادق: ورأى اليهود المسنين يتقايضون مع بعضهم

ترجمة بدرية بن سيف: ورأى اليهود المسنين وهم يعقدون الصفقات فيما بينهم

ترجمة عبد السلام العكيلي: ورأى مساومة اليهود

and weighing out money in copper scales

ترجمة امل الرفاعي: وشاهد كيف يزنّ اليهود العجائز المال في الموازين النحاسية

ترجمة احمد الصادق: ويزنون النقود في كفوف الميزان النحاسية

ترجمة بدرية بن سيف: ويزنون نقودهم بكفتي الميزان النحاسيتين

ترجمة عبد السلام العكيلي: وهم يزنون النقود في الميزانات النحاسية

and looked in

ترجمة امل الرفاعي: نظر بداخله

ترجمة احمد الصادق: ونظر داخله

ترجمة بدرية بن سيف: ونظر داخله

ترجمة عبد السلام العكيلي: ونظر بداخله

and the mother had fallen asleep

ترجمة امل الرفاعي: وكانت أمه قد غفت

ترجمة احمد الصادق: والام قد غلبها النوم

ترجمة بدرية بن سيف: وأمه قد تهاوت جنبه نائمة

ترجمة عبد السلام العكيلي: وكانت امه غارقة في النوم

and laid the great ruby

<div dir="rtl">

ترجمة امل الرفاعي: وكان بعد أن وضع الياقوتة الكبيرة

ترجمة احمد الصادق: و وضع الياقوتة الضخمة

ترجمة بدرية بن سيف: ووضع الياقوتة الكبيرة

ترجمة عبد السلام العكيلي: فوضع الياقوتة الثمينة

</div>

and he sank into a delicious slumber

<div dir="rtl">

ترجمة امل الرفاعي: ثم غرق في إغفاءة لذيذة

ترجمة احمد الصادق: ويغوص في سبات لذيذ

ترجمة بدرية بن سيف: ثم غط في إغفاءة نوم عميقة

ترجمة عبد السلام العكيلي: حتى انتهى به ذلك الى النوم

</div>

and told him what he had done

<div dir="rtl">

ترجمة امل الرفاعي: وبعد أن أعلمه بما فعله

ترجمة احمد الصادق: وأخبره بما فعله

ترجمة بدرية بن سيف: وأخبره بما قد أنجز

ترجمة عبد السلام العكيلي: وروى له مارأى

</div>

And the little Swallow began to think, and then he fell asleep

<div dir="rtl">

ترجمة امل الرفاعي: بدأ السنونو الصغير يُفكّر , ثم خلُد إلى النوم

ترجمة احمد الصادق: فبدأ السنونو في التفكير ، ثم راح في النوم

ترجمة بدرية بن سيف: وبدأ السنونو الصغير يفكر ثم تهاوى نائما

ترجمة عبد السلام العكيلي: بقي طير السنونو يفكر بكلام الامير حتى انتهى به ذلك الى النوم

</div>

and had a bath

<div dir="rtl">

ترجمة امل الرفاعي: واغتسل

ترجمة احمد الصادق: واستحم

ترجمة بدرية بن سيف: واستحم

ترجمة عبد السلام العكيلي: ليأخذ حماما

</div>

And he wrote a long letter about it

<div dir="rtl">

ترجمة امل الرفاعي: ثم سارع إلى كتابة مقالةٍ طويلة

ترجمة احمد الصادق: وكتب رسالة طويلة عن ذلك

ترجمة بدرية بن سيف: وكتب رسالة طويلة حول السنونو

ترجمة عبد السلام العكيلي: فكتب موضوعا طويلا حول ذلك الموضوع

</div>

and he was in high spirits

<div dir="rtl">

ترجمة امل الرفاعي: وشعر بالابتهاج

ترجمة احمد الصادق: مبتهجاً

ترجمة بدرية بن سيف: الذي كان بروح عالية

ترجمة عبد السلام العكيلي: بكل ثقة وامل

</div>

and sat

<div dir="rtl">

ترجمة امل الرفاعي: وجلس

ترجمة احمد الصادق: وجلس

ترجمة بدرية بن سيف: وجلس

ترجمة عبد السلام العكيلي: وجلس

</div>

and said to each other

<div dir="rtl">

ترجمة امل الرفاعي: وتقول لبعضها البعض

ترجمة احمد الصادق: وتقول لبعضها

</div>

ترجمة بدرية بن سيف: ويقول كل للآخر

ترجمة عبد السلام العكيلي: تقول لبعضها البعض

and on a great granite thrones

ترجمة امل الرفاعي: على عرش كبير من حجر الصوّان

ترجمة احمد الصادق: وعلى عرش جيرانيتي عظيم

ترجمة بدرية بن سيف: وعلى العرش الغرانيتي العظيم

ترجمة عبد السلام العكيلي: وعرش

and when the morning star shines

ترجمة امل الرفاعي: وعندما ستظهر نجمة الصباح

ترجمة احمد الصادق: وعندما يشرق نجم الصباح

ترجمة بدرية بن سيف: وحينما تُضيء نجمة الصباح

ترجمة عبد السلام العكيلي: وعندما تشرق نجمة الصباح

and then he is silent

ترجمة امل الرفاعي: ثم يصمت

ترجمة احمد الصادق: ثم يصمت

ترجمة بدرية بن سيف: ثم يصمت

ترجمة عبد السلام العكيلي: ثم يلتزم الصمت

and their roar

ترجمة امل الرفاعي: ولها زئير

ترجمة احمد الصادق: وزئيرهم

ترجمة بدرية بن سيف: وزئيرها

ترجمة عبد السلام العكيلي: وزئيرها

<u>and</u> in a tumbler

ترجمة امل الرفاعي: وفي مكان بعيد من الجانب

ترجمة احمد الصادق: بعيداً عبر المدينة

ترجمة بدرية بن سيف: عبر المدينة

ترجمة عبد السلام العكيلي: عبر المدينة

His hair is brown <u>and</u> crisp, <u>and</u> his lips are red as a pomegranate, <u>and</u> he has large <u>and</u> dreamy eyes

ترجمة امل الرفاعي: لذلك الشاب شعْرٌ جَعد بُني اللون وشفتان حمراوان بلون الرمان, عيناه واسعتان حالمتان

ترجمة احمد الصادق: شعره بني متموج ، وشفتاه حمراوان مثل الرمان ، ولديه عينان واسعتان حالمتان

ترجمة بدرية بن سيف: شعره بني مجعد وشفتاه حمراوان كالرمان وله عينان واسعتان وحالمتان

ترجمة عبد السلام العكيلي: شعره بنيا ومجعدا وشفاه حمرائ كالرمانة ولديه عينان كبيرتان صالحتان

<u>and</u> hunger has made him faint

ترجمة امل الرفاعي: وقد أغمي عليه لشدّة الجوع

ترجمة احمد الصادق: والجوع قد أضعفه وأصابه بالدوار

ترجمة بدرية بن سيف: والجوع قد جعله مغمياً عليه

ترجمة عبد السلام العكيلي: وقد اغمي عليه من شدة الجوع

and buy food and firewood, and finish his play

ترجمــة امــل الرفاعـي: وســوف يشــتري بثمنهـا حطبـاً لموقـده, وبذلـك ســوف يتمكـن مـن إكمـال مسـرحيته

ترجمة احمد الصادق: ويشتري طعاماً وحطباً للنار ، وينهي مسرحيته

ترجمة بدرية بن سيف: ويشتري حطباً ويكمل مسرحيته

ترجمــة عبـد السـلام العكيـلي: ويتمكـن مـن شـراء حطبـا ليزوده بالـدفء ويمكنـه مـن اكمـال مسـرحيته

and he began to weep

ترجمة امل الرفاعي: وبدأ يبكي

ترجمة احمد الصادق: وبدأ في البكاء

ترجمة بدرية بن سيف: ثم بدأ بالبكاء.

ترجمة عبد السلام العكيلي: وهو يبكي

and flew away to the student's garret

ترجمة امل الرفاعي: وطار بها إلى عليَّة ذلك الطالب

ترجمة احمد الصادق: وطار إلى حجرة الطلاب العلوية

ترجمة بدرية بن سيف: وطار إلى علية الشاب

ترجمة عبد السلام العكيلي: وطار بها الى غرفة الطالب الصغيرة

and came into the room

ترجمة امل الرفاعي: لذا اندفع من داخلها بسرعة إلى الغرفة

ترجمـة احمد الصادق: ودخل في الغرفة

ترجمة بدرية بن سيف: ومن خلالها دخل إلى الغرفة

ترجمة عبد السلام العكيلي: ودخل الى الغرفة

<u>and</u> when he looked up

ترجمة امل الرفاعي: لكنه عندما رفع رأسه

ترجمة احمد الصادق: وعندما رفع رأسه

ترجمة بدرية بن سيف: وحينما نظر

ترجمة عبد السلام العكيلي: وعندما رفع رأسه

<u>and</u> he looked quite happy

ترجمة امل الرفاعي: وكان يبدو في غاية السعادة

ترجمة احمد الصادق: وبدا سعيداً للغاية

ترجمة بدرية بن سيف: ثم بدأ سعيداً تماماً

ترجمة عبد السلام العكيلي: وهو بسعادة غامرة

<u>and</u> watched the sailors

ترجمة امل الرفاعي: وأخذ يرقب الصيادين

ترجمة احمد الصادق: وشاهد البحارة

ترجمة بدرية بن سيف: وراقب البحارة

ترجمة عبد السلام العكيلي: وراقب البحارة

<u>and</u> the chill snow will soon be here

ترجمة امل الرفاعي: وسوف يسقط الثلج البارد عما قريب.

ترجمة احمد الصادق: والجليد البارد في طريقه إلى الوجود

ترجمة بدرية بن سيف: والجليد سيكون هنا قريبا

ترجمة عبد السلام العكيلي: وسيتكون الثلج هنا حالا

the crocodiles lie in the mud <u>and</u> look lazily about them

ترجمة امل الرفاعي: حيث تستلقي التماسيح في الوحل بكسل

ترجمة احمد الصادق: والتماسيح تركد في الطين ويحرسون انفسهم بكسل

ترجمة بدرية بن سيف: والتماسيح تضطجع في الوحل وتنظر بكسل حولها

ترجمة عبد السلام العكيلي: والكواسج مغمورة في الطين

and the pink and white doves are watching them

ترجمة امل الرفاعي: بينما ترقبهم اليمامات البيضاء والقرنفلية اللون

ترجمة احمد الصادق: ويشاهدهم الحمام الوردي والأبيض

ترجمة بدرية بن سيف: والحمام الوردي والأبيض يراقبنهم

ترجمة عبد السلام العكيلي: ينظر اليهم الحمام القرمزي والابيض

and cooing to each other

ترجمة امل الرفاعي: وهي تهدل فيما بينها

ترجمة احمد الصادق: ويسجعون لبعضهم

ترجمة بدرية بن سيف: ويزقزقون كل للآخر

ترجمة عبد السلام العكيلي: وتتهامس مع بعضها

and next spring

ترجمة امل الرفاعي: في الربيع المقبل

ترجمة احمد الصادق: وفي الربيع القادم

ترجمة بدرية بن سيف: وفي الربيع القادم

ترجمة عبد السلام العكيلي: في الربيع القادم

and the sapphire shall be as blue as the great sea

ترجمة امل الرفاعي: وسوف تكون الياقوتة الزرقاءُ زرقاءَ بلون البحر الكبير

ترجمة احمد الصادق: والصفير سيكون أزرق كزرقة البحر العظيم

ترجمة بدرية بن سيف: والياقوتة ستكون أكثر زرقة من البحر العظيم

ترجمة عبد السلام العكيلي: والياقوتة الزرقاء بزرقة البحر العظيم

and she is crying

<div dir="rtl">

ترجمة امل الرفاعي: وهي الآن تبكي

ترجمة احمد الصادق: وها هي تبكي

ترجمة بدرية بن سيف: وهي الآن تبكي

ترجمة عبد السلام العكيلي: وهي تبكي الان

</div>

and her little head is bare

<div dir="rtl">

ترجمة امل الرفاعي: وهي حاسرة الرأس أيضاً

ترجمة احمد الصادق: ورأسها الصغير عارٍ

ترجمة بدرية بن سيف: ورأسها عارٍ لا يغطيه شيء

ترجمة عبد السلام العكيلي: ولا قبعة

</div>

and give it to her, and her father will not beat her

<div dir="rtl">

ترجمة امل الرفاعي: وأعطها لتلك الفتاة، وبذلك لن يضربها والدها

ترجمة احمد الصادق: وأعطها إياها، فلن يضربها أبوها عندئذٍ

ترجمة بدرية بن سيف: واعطها لها وان أباها سوف لن يضربها

ترجمة عبد السلام العكيلي: واعطها اليها لكي لايؤذيها ابوها

</div>

and she ran home, laughing.

<div dir="rtl">

ترجمة امل الرفاعي: ثم أسرعت إلى المنزل, سعيدة ضاحكةً

ترجمة احمد الصادق: وركضت إلى بيتها ضاحكة

ترجمة بدرية بن سيف: وركضت إلى البيت ضاحكة .

ترجمة عبد السلام العكيلي: ثم ذهبت الى البيت وهي فرحة

</div>

and he slept at the Prince's feet

<div dir="rtl">

ترجمة امل الرفاعي: ثم نام على قدمَي الأمير

ترجمة احمد الصادق: ونام بين قدمي الأمير

</div>

ترجمة بدرية بن سيف: ونام عند قدمي الأمير

ترجمة عبد السلام العكيلي: ونام بين اقدام الامير

and told him stories

ترجمة امل الرفاعي: وأخذ يروي له القصص

ترجمة احمد الصادق: وظل يخبره بقصص

ترجمة بدرية بن سيف: وأخبره بالقصص

ترجمة عبد السلام العكيلي: قام بسرد قصصا

and catch

ترجمة امل الرفاعي: لكي تصطاد

ترجمة احمد الصادق: ويلتقطون

ترجمة بدرية بن سيف: ويمسك

ترجمة عبد السلام العكيلي: لتمسك

lives in the desert, and knows everything

ترجمة امل الرفاعي: الذي يعيش في الصحراء ويعرف كل شيء

ترجمة احمد الصادق: والذي يعيش في الصحراء ، ويعرف كل شيء

ترجمة بدرية بن سيف: تعيش في الصحراء , كان يعرف كل شيء

ترجمة عبد السلام العكيلي: الذي يسكن الصحراء والذي يعرف اي شيئ

and carry amber beads in their hands

ترجمة امل الرفاعي: وهم يحملون بين أيديهم حروز الكهرمان

ترجمة احمد الصادق: ويحملون سبح

ترجمة بدرية بن سيف: وهم يحملون خزر العنبر في أيديهم

ترجمة عبد السلام العكيلي: حاملين بأيديهم سبحا وخرزا

<u>and</u> worships a large crystal

ترجمة امل الرفاعي: الذي يعبد كرة كبيرة من الكريستال

ترجمة احمد الصادق: والذي يبجل بلورة

ترجمة بدرية بن سيف: وعن عبادة بلورة الكريستال الكبيرة

ترجمة عبد السلام العكيلي: الذي يسجد لبلورة الكريستال

<u>and</u> has twenty priests to feed it with honey-cakes; <u>and</u> of the pygmies

ترجمـة امـل الرفاعـي: وكيـف يوجـد حولـه عشـرون كاهنـاً يُطعمونـه كعكات العسـل. وحدثـه عـن الأقـزام

ترجمـة احمـد الصـادق: ولديهـا عشـرون كاهنـاً يطعمونهـا بكعـك العسـل . وعـن الأقـزام

ترجمـة بدريـة بـن سـيف: وعـن الكهنـة العشـرين الذيـن يطعمونـه كعـك العسـل وعـن الأقـزام

ترجمـة عبـد السـلام العكيلـي: والتـي يقومـون باطعامهـا بعسـل الكيـك عشـرون راهبـا, واخيـرا سـرد لـه عـن الاقـزام

<u>and</u> are always at war with the butterflies

ترجمة امل الرفاعي: والذين هم في حرب مستمرة مع الفراشات

ترجمة احمد الصادق: ودائماً في حالة عراك مع الفراشات .

ترجمة بدرية بن سيف: وهم في حرب دائمة مع الفراشات .

ترجمة عبد السلام العكيلي: والذين كانوا على حرب دائمة مع الفراشات

<u>and</u> tell me what you see there

ترجمة امل الرفاعي: ولتعلمني بما سوف تراه هناك

ترجمة احمد الصادق: وأخبرني بما ترى

ترجمة بدرية بن سيف: وأخبرني ماذا ترى

ترجمة عبد السلام العكيلي: وتخبرني بما يدور فيها

.and it shall be a statue of myself

ترجمة امل الرفاعي: وسوف يكون ذلك التمثال لي

ترجمة احمد الصادق: وسوف يكون تمثالاً لي

ترجمة بدرية بن سيف: سيكون تمثالاً يجسدني

ترجمة عبد السلام العكيلي: يصنع تمثالا لنفسه

and saw

ترجمة امل الرفاعي: وشاهد

ترجمة احمد الصادق: ورأى

ترجمة بدرية بن سيف: ورأى

ترجمة عبد السلام العكيلي: فراى

and they wandered out into the rain

ترجمة امل الرفاعي: مما جعلهما يهيمان على وجهيهما تحت المطر

ترجمة احمد الصادق: فهاما خارجين تحت المطر

ترجمة بدرية بن سيف: ثم تجولوا في المطر

ترجمة عبد السلام العكيلي: وبقوا خارجا تحت المطر

and told

ترجمة امل الرفاعي: وأعلمه

ترجمة احمد الصادق: وأخبره

ترجمة بدرية بن سيف: واخبر

ترجمة عبد السلام العكيلي: واخبر

and give it to my poor

ترجمة امل الرفاعي: لكي تعطه إلى فقرائي

ترجمة احمد الصادق: ثم أعطهم لفقرائي

ترجمة بدرية بن سيف: وتعطيها لشعبي الفقير

ترجمة عبد السلام العكيلي: وتعطيها الى الفقراء

till the Happy Prince looked quite dull and grey

ترجمة امل الرفاعي: إلى أن أصبح الأمير السعيد باهتاً رماديّ اللون

ترجمة احمد الصادق: حتى بدا الأمير السعيد رمادياً وباهتاً تماماً

ترجمة بدرية بن سيف: حتى بدا الأمير السعيد معتما تماما

ترجمة عبد السلام العكيلي: حتى بدا الامير للعيان رماديا شاحبا

and the children's faces grew rosier, and they laughed and played games in the street

ترجمة امل الرفاعي: وبذلك كانت وجوه الأطفال قد أصبحت أكثرَ تورّداً. لعبوا وضحكوا في الشوارع

ترجمة احمد الصادق: فأصبحت وجوههم أكثر نضرة ، وأخذوا يضحكون ويلعبون الألعاب في الشارع

ترجمة بدرية بن سيف: أما وجوه الأطفال فقد أصبحت أكثر إشراقا وضحكوا ولعبوا الألعاب في الشارع

ترجمة عبد السلام العكيلي: وازدادت وجوه الاطفال زهوا وارتسمت الضحكه على شفاهم ولعبوا الالعاب الرياضيه في الشوارع

and the little boys wore scarlet caps and skated on the ice

ترجمة امل الرفاعي: وارتدى الأولاد الصغار المعاطف القرمزية اللون وتزلجوا على الجليد

ترجمة احمد الصادق: وارتدى الصبية الصغار قلانيس قرمزية منصرفين على الجليد

ترجمـــة بدريـــة بـن سيـف: والأولاد الصغـار لبـسوا القبعـات القرمزيـة وتزحلقـوا علـى الجليـد

ترجمـة عبـد السلام العكيلـي: وبـدأ الاطفـال بالتزلـج علـى الجليـد وهـم مرتديـن قبعاتهـم القرمزيـة

The poor little Swallow grew colder <u>and</u> colder, <u>but</u> he

ترجمة امل الرفاعي: أما السنونو الصغير فكان قد شعر أكثر فأكثر بالبرد , لكنه

ترجمة احمد الصادق: بات السنونو المسكين شاعراً بالبرد أكثر فأكثر ، ولكنه

ترجمة بدرية بن سيف: أصبح السنونو الصغير المسكين باردا ولكنه

ترجمة عبد السلام العكيلي: يزداد برد السنونو اكثر واكثر ولكنه

<u>and</u> tried to keep himself warm by flapping his wings

ترجمة امل الرفاعي: وكان يحاول أن يجلب لنفسه الدفء برفرفة جناحيه

ترجمة احمد الصادق: وحاول جعل نفسه دافئاً برفرفة جناحيه

ترجمة بدرية بن سيف: وحاول أن يجعل نفسه دافئاً برفرفة جناحيه

ترجمة عبد السلام العكيلي: وهو الان يهدل جناحيه ليدفأ

<u>And</u> he kissed the Happy Prince on the lips, <u>and</u> fell down dead at his feet

ترجمـــة امـل الرفاعي: ثـم طبـع قبلـة علـى شـفتي الأميـر السـعيد, وسـقط ميتـاً علـى قدميـه

ترجمـة احمـد الصـادق: ثـم قبـل الأميـر السـعيد مـن شـفتيه ، وسـقط ميتـاً عنـد قدميـه

ترجمـة بدريـة بـن سـيف: ثـم قبّـلَ الأميـر السـعيد فـي شـفته وسـقط ميتـاً عنـد قدمـي الأميـر

ترجمــة عبـد السـلام العكيلـي: فقبـل الاميـر السـعيد مـن شـفتيه وخـر ميتـا عنـد اقدامـه

<u>and</u> they went up to look at it

ترجمة امل الرفاعي: ثم صعد الجميع لكي يُلقوا نظرة على التمثال

ترجمة احمد الصادق: ثم اشرأبوا ناظرين إلى التمثال

ترجمة بدرية بن سيف: وذهبوا للنظر إليه

ترجمة عبد السلام العكيلي: ثم تقربوا ليروه جيدا

<u>and</u> he is golden no longer

ترجمة امل الرفاعي: ولم يعد ذهبي اللون

ترجمة احمد الصادق: ولم يعد مذهباً بعد الآن

ترجمة بدرية بن سيف: ولم يعد يغطيه الذهب

ترجمة عبد السلام العكيلي: وهو ليس مذهبا الان

<u>and</u> there is actually a dead bird at his feet

ترجمة امل الرفاعي: كما أن هناك عصفور ميت عند قدميه

ترجمة احمد الصادق: وفي الواقع هناك طائر ميت عند قدمه

ترجمة بدرية بن سيف: وهنا طائر ميت عند قدميه

ترجمة عبد السلام العكيلي: وجد طيرا ميتا

<u>and</u> the Town Clerk made a note of the suggestion

ترجمـة امل الرفاعي: قام كاتب المدينة بتدوين ذلك الاقتراح

ترجمة احمد الصادق: وقام كا تب المدينة بتدوين هذا الاقتراح في مذكرة

ترجمة بدرية بن سيف: ودوّنَ كاتب البلدية هذا الاقتراح

ترجمة عبد السلام العكيلي: وسجل المستشارين ملاحظة حول هذا الاقتراح

<u>and</u> the Mayor held a meeting

ترجمة امل الرفاعي: وكان محافظ المدينة قد عقد بعد ذلك اجتماعاً

ترجمة احمد الصادق: وقام المحافظ بتحديد زيارة

ترجمة بدرية بن سيف: وعقد العمدة اجتماعا

ترجمة عبد السلام العكيلي: عقد المحافظ اجتماعا

<u>and</u> they quarrelled

ترجمة امل الرفاعي: ثم تشاجروا

ترجمة احمد الصادق: ثم تنازعوا

ترجمة بدرية بن سيف: ثم بدأوا بالعراك

ترجمة عبد السلام العكيلي: وتشاجروا

<u>and</u> the Angel brought

ترجمة امل الرفاعي: كان الملاك قد احضر

ترجمة احمد الصادق: فأحضر له المَلَكُ

ترجمة بدرية بن سيف: ثم جلب الملاك

ترجمة عبد السلام العكيلي: فجلب

<u>and</u> the dead bird

ترجمة امل الرفاعي: والطائر الميت

ترجمة احمد الصادق: والطائر الميت

ترجمة بدرية بن سيف: والطائر الميت

ترجمة عبد السلام العكيلي: والطير الميت

<u>and</u> in my city of gold the Happy Prince shall praise me

ترجمة امل الرفاعي: وسوف يُمجّدني هذا الأمير السعيد في مدينتي الذهبية إلى الأبد

ترجمة احمد الصادق: وفي مدينتي الذهبية سوف يمجدني الأمير السعيد

ترجمة بدرية بن سيف: ففي حدائق جنتي يمدحني الأمير السعيد

ترجمة عبد السلام العكيلي: وفي مدينتي الذهبية سوف يسبح لي الأمير السعيد

but he had stayed behind

ترجمة أمل الرفاعي: لكنه تخلّف عن الذهاب معهم

ترجمة احمد الصادق: ولكنه تخلف عنهم

ترجمة بدرية بن سيف: ولكنه بقي متخلفاً عنهم

ترجمة عبد السلام العكيلي: لكنه لم يذهب معهم

but I love travelling

ترجمة أمل الرفاعي: أن تحب السفر مثلي

ترجمة احمد الصادق: ولكني أحب الترحال

ترجمة بدرية بن سيف: ولكني أنا أحب السفر

ترجمة عبد السلام العكيلي: لكنني احب السفر

but the Reed shook her head

ترجمة أمل الرفاعي: لكن القصبة هزّت رأسها بالنفي

ترجمة احمد الصادق: ولكن القصبة هزت رأسها

ترجمة بدرية بن سيف: ولكن القصبة هزت رأسها نافية

ترجمة عبد السلام العكيلي: لكن القصبة هزت رأسها

but just as he was putting his head under his wing

ترجمة امل الرفاعي: ولكن, وفي الوقت الذي كان فيه قد وضع رأسه تحت جناحه

ترجمة احمد الصادق: ولكن بينما كان يضع رأسه تحت جناحه

ترجمة بدرية بن سيف: ولكن قبل أن يضع رأسه تحت جناحه

ترجمة عبد السلام العكيلي: لكن قبل ان يضع رأسه تحت جناحه

<u>but</u> that was merely her selfishness

ترجمة أمل الرفاعي: ولكن ذلك من انانيتها فحسب

ترجمة احمد الصادق: ولكن هذا كان مجرد لانانيتها لاغير

ترجمة بدرية بن سيف: ولكن ذلك فقط عائدٌ لأنانيتها

ترجمة عبد السلام العكيلي: لكن كان ذلك لأنانيتها فقط

<u>But</u> before he had opened his wings

ترجمة امل الرفاعي: قبل أن يفتح جناحيه

ترجمة احمد الصادق: ولكن قبل أن يفتح جناحيه ،

ترجمة بدرية بن سيف: ولكن قبل أن يفتح جناحيه

ترجمة عبد السلام العكيلي: وقبل ان يفتح جناحيه ليطير

<u>but</u> I never cared to ask what lay beyond it

ترجمة امل الرفاعي: ولم أكن أهتم على الإطلاق بالسؤال عما يكمن وراءه

ترجمة احمد الصادق: ولكني لم أهتم بمعرفة ماذا يركد وراءه

ترجمة بدرية بن سيف: لكني لم أكن مهتما بأن أسأل ماذا يمكن خلفه

ترجمة عبد السلام العكيلي: لم اكلف نفسي مرة واحدة لأسال ماذا يكون وراءه

<u>but</u> he is too cold

ترجمة امل الرفاعي: لكنّه يشعر بالبرد الشديد

ترجمة احمد الصادق: ولكنه يتجمد برداً

ترجمة بدرية بن سيف: يشعر بالبرد الشديد

ترجمة عبد السلام العكيلي: لان الجو بارد

but nobody minded, and when the moon rose

ترجمة امل الرفاعي: ولكن لم يلتفت إليه أحد . وعندما بزغ القمر

ترجمة احمد الصادق: ولكن لم يعره أحد اهتماماً . وعندما بزغ **القمر**

ترجمة بدرية بن سيف: ولكن لا أحد اهتم به وحينما ارتفع القمر

ترجمة عبد السلام العكيلي: ولكن لم يأبه به احد وبعد ان طلع القمر

but I will never forget you

ترجمة امل الرفاعي: لكنني لن أنساك أبداً

ترجمة احمد الصادق: ولكني لن أنساك أبداً

ترجمة بدرية بن سيف: ولكني سوف لن أنساك أبداً

ترجمة عبد السلام العكيلي: وسوف لن انساك ابدا

but I cannot pluck out your eye

ترجمة امل الرفاعي: لكن ليس بإمكاني أن أقتلع عينك

ترجمة احمد الصادق: ولكن لا يمكنني أن أقتلع عينك

ترجمة بدرية بن سيف: ولكني لا أستطيع أن اقتلع عينك

ترجمة عبد السلام العكيلي: لكنني لا استطيع ان اقتلع عينك الاخرى

but at last he knew that he was going to die

ترجمة امل الرفاعي: إلا أنه شعر أخيراً بأنه سوف يموت

ترجمة احمد الصادق: ولكن أخيراً ، علم أنه في طريقه إلي الموت

ترجمة بدرية بن سيف: ولكن أخيرا عرف بأنه سيموت

ترجمة عبد السلام العكيلي: عرف أخيرا انه سيموت

for eyes he had two bright sapphires

ترجمة أمل الرفاعي: عيناه من جوهرتي ياقوتٍ أزرق ساطع

ترجمة احمد الصادق: وكانت عيناه جوهرتين زرقاوين ملتمعين

ترجمة بدرية بن سيف: وقد كانت عيناه من الزمرد الأزرق المشع

ترجمة عبد السلام العكيلي: كان في العينين حجرتين زرقاوين براقتين من الحجر الثمين

remarked one of the Town Councillors who wished to gain a reputation for having artistic taste

ترجمة أمل الرفاعي: حيث قال أحد أعضاء مجلس المدينة, وهو رجل يرغب بكسب سمعة أصحاب الميول الفنية

ترجمة احمد الصادق: فعلق عليه أحد أعضاء مجلس المدينة سمعة حسنة في التذوقات الفنية

ترجمة بدرية بن سيف: أشار بذلك أحد مستشاري البلدية الذي كان يرغب في أن يكتسب سمعة تؤكد ذوقه الفني

ترجمة عبد السلام العكيلي: انه كواحد من مستشارين المدينه الذي يرغب بأن تلتبس سمعته لأمتلاك اذواق اهل مدينته

asked a sensible mother of her little boy who was crying for the moon

ترجمة أمل الرفاعي: وقالت إحدى الأمهات الحكيمات لولدها الصغير الذي كان يبكي مطالباً بشيء يصعب تحقيقه

ترجمة احمد الصادق: وقالت أم ، حساسة الشعور ، لابنها الصغير الذي كان يبكي طالباً شيئاً مستحيلاً

ترجمة بدرية بن سيف: سألت الأم الواعية ابنها الصغير الذي كان يبكي من أجل القمر

ترجمة عبد السلام العكيلي: سألت امرأة عاقلة ابنها الصغير ـ الذي يبكي ويريد ان يكون القمر بيده

the Happy Prince never dreams of crying <u>for</u> anything.

ترجمة أمل الرفاعي: لم يكن الأمير السعيد يبكي لأي سبب

ترجمة احمد الصادق: إن الأمير السعيد لم يبكِ أبداً طلباً لأي شيء

ترجمة بدرية بن سيف: لم يكن الأمير السعيد ليبكي لأي شيء .

ترجمة عبد السلام العكيلي: انه لايبكي ابدا لأي شيء كان

<u>for</u> he did not approve of children dreaming.

ترجمة أمل الرفاعي: ذلك لأنه كان يستهجن أن يحلم الأطفال

ترجمة احمد الصادق: حيث أنه لم يتقبل فكرة أحلام الأطفال

ترجمة بدرية بن سيف: لأنه لم يستحسن أحلام الأطفال

ترجمة عبد السلام العكيلي: لانه لم يتفق مع احلام الاطفال

<u>for</u> he was in love with the most beautiful Reed

ترجمة امل الرفاعي: لأنه أغرم بأجمل قصبة مزمار

ترجمة احمد الصادق: لوقوعه في حب مع أجمل قصبة

ترجمة بدرية بن سيف: لأنه كان مغرماً بالقصبة الجميلة

ترجمة عبد السلام العكيلي: لأنه كان قد اغرم بأجمل قصبة

<u>for</u> she is always flirting with the wind

ترجمة أمل الرفاعي: كما أنها تُغازل الريح على الدوام

ترجمة احمد الصادق: فإنها تتراقص دائماً في غزل مع الرياح

ترجمة بدرية بن سيف: وهي دائما تقيم علاقة غير جيدة مع الريح

ترجمة عبد السلام العكيلي: لأنها تغازل الريح دائما

<u>for</u> I lived in the Palace

ترجمة امل الرفاعي: كنت اعيش في قصر

ترجمة احمد الصادق: فقد عشت في قصر

ترجمة بدرية بن سيف: حيث عشت في قصر

ترجمة عبد السلام العكيلي: كنت اسكن في قصر

for she is a seamstress

ترجمة امل الرفاعي: هي خيّاطة

ترجمة احمد الصادق: فهي حائكة

ترجمة بدرية بن سيف: لكونها خياطة

ترجمة عبد السلام العكيلي: لأنها تعمل خياطة

for the loveliest of the Queen's maids

ترجمة امل الرفاعي: أجمل وصيفات الشرف للملكة

ترجمة احمد الصادق: سيذهب إلى أحب وصيفة من وصائف الملكة

ترجمة بدرية بن سيف: لوصيفة الملكة

ترجمة عبد السلام العكيلي: على ثوب ضيفة شرف الملكة

I am waited for in Egypt

ترجمة امل الرفاعي: ولكن هناك من ينتظرني في مصر

ترجمة احمد الصادق: ولكن هناك من ينتظرني بمصر

ترجمة بدرية بن سيف: أنا أريد أن أذهب إلى مصر

ترجمة عبد السلام العكيلي: اصدقائي ينتظروني في مصر

this little bird shall sing for evermore

ترجمة امل الرفاعي: سوف يغني هذا العصفور الصغير في جنتي إلى الأبد

ترجمة احمد الصادق: سيغني هذا الطائر الصغير إلى الأبد

ترجمة بدرية بن سيف: ويسبح بإسمي إلى الأبد

ترجمة عبد السلام العكيلي: يغني كل شيء

so he alighted just between the feet of the Happy Prince

ترجمة امل الرفاعي: وهكذا كان السنونو الصغير قد حطّ بين قدمي الأمير السعيد

ترجمة احمد الصادق: وهكذا حط بالضبط بين قدمي الأمير السعيد

ترجمة بدرية بن سيف: ثم نزل بين قدمي الأمير السعيد

ترجمة عبد السلام العكيلي: لذلك مكث بين قدمي الامير السعيد

so I lived, and so I died

ترجمة امل الرفاعي: وهكذا عِشت، وهكذا مِت

ترجمة احمد الصادق: هكذا عشت ، وهكذا مت

ترجمة بدرية بن سيف: لذا عشت

ترجمة عبد السلام العكيلي: وكنت سعيدا جدا عندما كنت على قيد الحياة

so he is crying

ترجمة امل الرفاعي: لذا فهو يبكي

ترجمة احمد الصادق: وها هو يبكي

ترجمة بدرية بن سيف: لذا هو دائم البكاء

ترجمة عبد السلام العكيلي: ولهذا السبب كان يبكي

so the Swallow picked out

ترجمة امل الرفاعي: وهكذا كان السنونو قد انتزع

ترجمة احمد الصادق: وهكذا نزع السنونو

ترجمة بدرية بن سيف: لذا فقد التقط السنونو

ترجمة عبد السلام العكيلي: فألتقط السنونو

so he enjoyed himself very much

ترجمة امل الرفاعي: قد أمضى وقتاً ممتعاً جداً

ترجمة احمد الصادق: فنعم بنفسه كثيرا

ترجمة بدرية بن سيف: لذا هو متّع نفسه كثيرا

ترجمة عبد السلام العكيلي: وكان يشعر بالسعادة

<u>so</u> he did not hear the flutter

ترجمة امل الرفاعي: وبذلك لم يكن قد سمع رفرفة

ترجمة احمد الصادق: فلم يسمع رفرفة

ترجمة بدرية بن سيف: لا لم يسمع رفيف

ترجمة عبد السلام العكيلي: فلم يسمع صوت رفرفة

<u>so</u> I will stay with you always

ترجمة أمل الرفاعي: سوف أبقى معك على الدوام

ترجمة احمد الصادق: لذا فسأبقى معك دائماً

ترجمة بدرية بن سيف: لذا سأبقى معك إلى الأبد

ترجمة عبد السلام العكيلي: فسأبقى معك الى الابد

<u>so</u> they pulled down the statue

ترجمة أمل الرفاعي: وبذلك قاموا باقتلاع تمثال الأمير السعيد

ترجمة احمد الصادق: وهكذا سحبوا تمثال الأمير السعيد أرضاً

ترجمة بدرية بن سيف: ثم سحبوا التمثال الأمير السعيد

ترجمة عبد السلام العكيلي: فقاموا بإسقاطه

<u>so</u> they threw it on a dust-heap

ترجمة أمل الرفاعي: وكانوا بذلك قد رموه في كومة الركام

ترجمة احمد الصادق: فالقوا به على كومة من الثرى

ترجمة بدرية بن سيف: ثم رموه في القمامة

ترجمة عبد السلام العكيلي: فرموه على كومة الازبال

3. The Analysis of Meaning Differences of FANBOYS in "THE HAPPY PRINCE"

The following is the summery of the analysis of translating FANBOYS (for, and, but, so) by the four translators within "The Happy Prince":

1- One of the most controversial tools in translating the story is the particle **"for".** The four translators mostly use it as a preposition used to give reason, as in the usage of al "lam" in Arabic. Additionally, they use "for" as a preposition for showing simile as al "kaf" in Arabic. Or it is used within the context, referring to by mentioning al "waw". It seems that it can carry different meanings when it is rendered into Arabic. Let us have a look at this example:

For she is always flirting with the wind.

 "For" here is translated differently by the four translators as:

Amel translated it as:	كما أنها تغازل الريح
Ahmed al_Sadiq translated it as:	فأنها تتراقص دائما
Badriya Bin Sayf translated as:	وهي دائما تقيم علاقة
Abdul Salam translated it as:	لأنها تغازل الريح

But they are all agreed upon translating it into Arabic as "lam" to express reason as in:

For he was in love with the…

2- The particle **"And"** has long been translated in the sense of (Waw) for linking two sentences or two things, as in:

<u>And</u> at night time he arrived at the city.

The whole four translators translated it as:

« في وقت الليل» أو» وفي الليل»

But elsewhere we find that it can be deleted from the sentence, as in:

<u>And</u> happy indeed I was.

Amel Al-Rifai translated it as:

«كنت سعيدا

Whereas others translated it by the determination of (waw) as:

وكنت سعيدا

Firstly, it seems that "**and**" (waw) has the meaning of added particle. Therefore it cannot be dispensed in the linkage. Secondly, it gets out of the meaning of the added particle to be translated to **the appeal**. Hence it can be mentioned or not. Because the meaning is possible without it this will continue in the coming surveyed sentences.

3- **"But**" is famous in Arabic (لكــن).) It is signified as a particle having the meaning of the appeal and addition. We have found that "**but**" is mentioned as it is in translation, but some of them prefer to be overlooked and ignored as follows:

<u>But</u> I feel quiet warm now

Amel, Ahmed and Abdul Salam translated it without mentioning "walakin" except Muzahim who mentioned in his translation as in:

انني اشعر الان...... او انني اشعر بحرارة.....

<u>ولكني</u> اشعر بالدفئ.....

Look at another example:

<u>But</u> I will never forget you

Amel translated it as: لكنني لن انساك ابدا

Ahmed translated it as: ولكنني لن انساك

Muzahim translated it as: ولكنني سوف لن انساك

Except Abdul Salam who ignored it and preferred to use al (waw) instead of it as in   وسوف لن انساك ابدا:

Consequently, it is important to mention that "**But**" (lakin) could be deleted without using another coordinator as it is shown in Amel's translation. Whereas it is possible to add (waw) to it to be (walakin) for the purpose of emphasis as is the case with Muzahim's translation and with the rest of mentioned expressions under the study.

4- The meaning of the particle **"So"** swings at the meaning of either (litha) or (lihatha) and according to the structure. But it is always used to express reasoning. Therefore, others use it to mean the reasoning (faa) as in:

so the swallows picked out

Abdul Salam translates it as: فألتقط السنونو

But Muzahim translates it as: لذا التقط السنونو

Whereas Amel and Ahmad translate it by adding (waw) to refer not to the meaning of reasoning.

It seems that "so" is used to relate sentences away from the meaning of reasoning to be non contrasting particle as in:

so they threw it on a dust-heap

Therefore the four translators consider it as non-contrasting particle   between al (waw), al(faa) and (thuma).

4.Conclusion

The four translators translated from the same source text (The Happy Prince) and into the same receptor language (Arabic) and yet the results are very different. Their translations of FANBOYS (For, and, but, so) varied and differed from one translator to another. Sometimes the cohesive tie is deleted; otherwise it is added with a meaning difference according to the translator who renders it into Arabic (as it is described in section 3 above).

The Happy Prince

From *The Happy Prince and Other Tales* (1888)

High above the city, on a tall column, stood the statue of the Happy Prince. He was gilded all over with thin leaves of fine gold, for eyes he had two bright sapphires, and a large red ruby glowed on his sword-hilt.

He was very much admired indeed. "He is as beautiful as a weathercock," remarked one of the Town Councillors who wished to gain a reputation for having artistic tastes; "only not quite so useful," he added, fearing lest people should think him unpractical, which he really was not.

"Why can't you be like the Happy Prince?" asked a sensible mother of her little boy who was crying for the moon. "The Happy Prince never dreams of crying for anything."

"I am glad there is some one in the world who is quite happy," muttered a disappointed man as he gazed at the wonderful statue.

"He looks just like an angel," said the Charity Children as they came out of the cathedral in their bright scarlet cloaks and their clean white pinafores.

"How do you know?" said the Mathematical Master, "you have never seen one."

"Ah! but we have, in our dreams," answered the children; and the Mathematical Master frowned and looked very severe, for he did not approve of children dreaming.

One night there flew over the city a little Swallow. His friends

had gone away to Egypt six weeks before, but he had stayed behind, for he was in love with the most beautiful Reed. He had met her early in the spring as he was flying down the river after a big yellow moth, and had been so attracted by her slender waist that he had stopped to talk to her.

"Shall I love you?" said the Swallow, who liked to come to the point at once, and the Reed made him a low bow. So he flew round and round her, touching the water with his wings, and making silver ripples. This was his courtship, and it lasted all through the summer.

"It is a ridiculous attachment," twittered the other Swallows; "she has no money, and far too many relations"; and indeed the river was quite full of Reeds. Then, when the autumn came they all flew away.

After they had gone he felt lonely, and began to tire of his lady- love. "She has no conversation," he said, "and I am afraid that she is a coquette, for she is always flirting with the wind." And certainly, whenever the wind blew, the Reed made the most graceful curtseys. "I admit that she is domestic," he continued, "but I love travelling, and my wife, consequently, should love travelling also."

"Will you come away with me?" he said finally to her; but the Reed shook her head, she was so attached to her home.

"You have been trifling with me," he cried. "I am off to the Pyramids. Good-bye!" and he flew away.

All day long he flew, and at night-time he arrived at the city.

"Where shall I put up?" he said; "I hope the town has made preparations."

Then he saw the statue on the tall column.

"I will put up there," he cried; "it is a fine position, with plenty of fresh air." So he alighted just between the feet of the Happy Prince.

"I have a golden bedroom," he said softly to himself as he looked round, and he prepared to go to sleep; but just as he was putting his head under his wing a large drop of water fell on him. "What a curious thing!" he cried; "there is not a single cloud in the sky, the stars are quite clear and bright, and yet it is raining. The climate in the north of Europe is really dreadful. The Reed used to like the rain, but that was merely her selfishness."

Then another drop fell.

"What is the use of a statue if it cannot keep the rain off?" he said; "I must look for a good chimney-pot," and he determined to fly away.

But before he had opened his wings, a third drop fell, and he looked up, and saw - Ah! what did he see?

The eyes of the Happy Prince were filled with tears, and tears were running down his golden cheeks. His face was so beautiful in the moonlight that the little Swallow was filled with pity.

"Who are you?" he said.

"I am the Happy Prince."

"Why are you weeping then?" asked the Swallow; "you have quite drenched me."

"When I was alive and had a human heart," answered the statue, "I did not know what tears were, for I lived in the Palace of Sans-Souci, where sorrow is not allowed to enter. In the daytime I played with my companions in the garden, and in the evening I led the dance in the Great Hall. Round the garden ran a very lofty wall, but I never cared to ask what lay beyond it, everything about me was so beautiful. My courtiers called me the Happy Prince, and happy indeed I was, if pleasure be happiness. So I lived, and so I died. And now that I am dead they have set me up here so high that I can see all the ugliness and all the misery of my city, and though my heart is made of lead yet I cannot chose but weep."

"What! is he not solid gold?" said the Swallow to himself. He was too polite to make any personal remarks out loud.

"Far away," continued the statue in a low musical voice, "far away in a little street there is a poor house. One of the windows is open, and through it I can see a woman seated at a table. Her face is thin and worn, and she has coarse, red hands, all pricked by the needle, for she is a seamstress. She is embroidering passion-flowers on a satin gown for the loveliest of the Queen's maids-of-honour to wear at the next Court-ball. In a bed in the corner of the room her little boy is lying ill. He has a fever, and is asking for oranges. His mother has nothing to give him but river water, so he is crying. Swallow, Swallow, little Swallow, will you not bring her the ruby out of my sword-hilt? My feet are fastened to this pedestal and I cannot move."

"I am waited for in Egypt," said the Swallow. "My friends are

flying up and down the Nile, and talking to the large lotus- flowers. Soon they will go to sleep in the tomb of the great King. The King is there himself in his painted coffin. He is wrapped in yellow linen, and embalmed with spices. Round his neck is a chain of pale green jade, and his hands are like withered leaves."

"Swallow, Swallow, little Swallow," said the Prince, "will you not stay with me for one night, and be my messenger? The boy is so thirsty, and the mother so sad."

"I don't think I like boys," answered the Swallow. "Last summer, when I was staying on the river, there were two rude boys, the miller's sons, who were always throwing stones at me. They never hit me, of course; we swallows fly far too well for that, and besides, I come of a family famous for its agility; but still, it was a mark of disrespect."

But the Happy Prince looked so sad that the little Swallow was sorry. "It is very cold here," he said; "but I will stay with you for one night, and be your messenger."

"Thank you, little Swallow," said the Prince.

So the Swallow picked out the great ruby from the Prince's sword, and flew away with it in his beak over the roofs of the town.

He passed by the cathedral tower, where the white marble angels were sculptured. He passed by the palace and heard the sound of dancing. A beautiful girl came out on the balcony with her lover. "How wonderful the stars are," he said to her, "and how wonderful is the power of love!"

"I hope my dress will be ready in time for the State-ball," she

answered; "I have ordered passion-flowers to be embroidered on it; but the seamstresses are so lazy."

He passed over the river, and saw the lanterns hanging to the masts of the ships. He passed over the Ghetto, and saw the old Jews bargaining with each other, and weighing out money in copper scales. At last he came to the poor house and looked in. The boy was tossing feverishly on his bed, and the mother had fallen asleep, she was so tired. In he hopped, and laid the great ruby on the table beside the woman's thimble. Then he flew gently round the bed, fanning the boy's forehead with his wings. "How cool I feel," said the boy, "I must be getting better"; and he sank into a delicious slumber.

Then the Swallow flew back to the Happy Prince, and told him what he had done. "It is curious," he remarked, "but I feel quite warm now, although it is so cold."

"That is because you have done a good action," said the Prince. And the little Swallow began to think, and then he fell asleep. Thinking always made him sleepy.

When day broke he flew down to the river and had a bath. "What a remarkable phenomenon," said the Professor of Ornithology as he was passing over the bridge. "A swallow in winter!" And he wrote a long letter about it to the local newspaper. Every one quoted it, it was full of so many words that they could not understand.

"To-night I go to Egypt," said the Swallow, and he was in high spirits at the prospect. He visited all the public monuments, and sat a long time on top of the church steeple. Wherever he went the

Sparrows chirruped, and said to each other, "What a distinguished stranger!" so he enjoyed himself very much.

When the moon rose he flew back to the Happy Prince. "Have you any commissions for Egypt?" he cried; "I am just starting."

"Swallow, Swallow, little Swallow," said the Prince, "will you not stay with me one night longer?"

"I am waited for in Egypt," answered the Swallow. "To-morrow my friends will fly up to the Second Cataract. The river-horse couches there among the bulrushes, and on a great granite throne sits the God Memnon. All night long he watches the stars, and when the morning star shines he utters one cry of joy, and then he is silent. At noon the yellow lions come down to the water's edge to drink. They have eyes like green beryls, and their roar is louder than the roar of the cataract.

"Swallow, Swallow, little Swallow," said the Prince, "far away across the city I see a young man in a garret. He is leaning over a desk covered with papers, and in a tumbler by his side there is a bunch of withered violets. His hair is brown and crisp, and his lips are red as a pomegranate, and he has large and dreamy eyes. He is trying to finish a play for the Director of the Theatre, but he is too cold to write any more. There is no fire in the grate, and hunger has made him faint."

"I will wait with you one night longer," said the Swallow, who really had a good heart. "Shall I take him another ruby?"

"Alas! I have no ruby now," said the Prince; "my eyes are all that I have left. They are made of rare sapphires, which were brought

out of India a thousand years ago. Pluck out one of them and take it to him. He will sell it to the jeweller, and buy food and firewood, and finish his play.”

“Dear Prince,” said the Swallow, “I cannot do that”; and he began to weep.

“Swallow, Swallow, little Swallow,” said the Prince, “do as I command you.”

So the Swallow plucked out the Prince’s eye, and flew away to the student’s garret. It was easy enough to get in, as there was a hole in the roof. Through this he darted, and came into the room. The young man had his head buried in his hands, so he did not hear the flutter of the bird’s wings, and when he looked up he found the beautiful sapphire lying on the withered violets.

“I am beginning to be appreciated,” he cried; “this is from some great admirer. Now I can finish my play,” and he looked quite happy.

The next day the Swallow flew down to the harbour. He sat on the mast of a large vessel and watched the sailors hauling big chests out of the hold with ropes. “Heave a-hoy!” they shouted as each chest came up. “I am going to Egypt”! cried the Swallow, but nobody minded, and when the moon rose he flew back to the Happy Prince.

“I am come to bid you good-bye,” he cried.

“Swallow, Swallow, little Swallow,” said the Prince, “will you not stay with me one night longer?”

“It is winter,” answered the Swallow, “and the chill snow will

soon be here. In Egypt the sun is warm on the green palm-trees, and the crocodiles lie in the mud and look lazily about them. My companions are building a nest in the Temple of Baalbec, and the pink and white doves are watching them, and cooing to each other. Dear Prince, I must leave you, but I will never forget you, and next spring I will bring you back two beautiful jewels in place of those you have given away. The ruby shall be redder than a red rose, and the sapphire shall be as blue as the great sea."

"In the square below," said the Happy Prince, "there stands a little match-girl. She has let her matches fall in the gutter, and they are all spoiled. Her father will beat her if she does not bring home some money, and she is crying. She has no shoes or stockings, and her little head is bare. Pluck out my other eye, and give it to her, and her father will not beat her."

"I will stay with you one night longer," said the Swallow, "but I cannot pluck out your eye. You would be quite blind then."

"Swallow, Swallow, little Swallow," said the Prince, "do as I command you."

So he plucked out the Prince's other eye, and darted down with it. He swooped past the match-girl, and slipped the jewel into the palm of her hand. "What a lovely bit of glass," cried the little girl; and she ran home, laughing.

Then the Swallow came back to the Prince. "You are blind now," he said, "so I will stay with you always."

"No, little Swallow," said the poor Prince, "you must go away to Egypt."

"I will stay with you always," said the Swallow, and he slept at the Prince's feet.

All the next day he sat on the Prince's shoulder, and told him stories of what he had seen in strange lands. He told him of the red ibises, who stand in long rows on the banks of the Nile, and catch gold-fish in their beaks; of the Sphinx, who is as old as the world itself, and lives in the desert, and knows everything; of the merchants, who walk slowly by the side of their camels, and carry amber beads in their hands; of the King of the Mountains of the Moon, who is as black as ebony, and worships a large crystal; of the great green snake that sleeps in a palm-tree, and has twenty priests to feed it with honey-cakes; and of the pygmies who sail over a big lake on large flat leaves, and are always at war with the butterflies.

"Dear little Swallow," said the Prince, "you tell me of marvellous things, but more marvellous than anything is the suffering of men and of women. There is no Mystery so great as Misery. Fly over my city, little Swallow, and tell me what you see there."

So the Swallow flew over the great city, and saw the rich making merry in their beautiful houses, while the beggars were sitting at the gates. He flew into dark lanes, and saw the white faces of starving children looking out listlessly at the black streets. Under the archway of a bridge two little boys were lying in one another's arms to try and keep themselves warm. "How hungry we are!" they said. "You must not lie here," shouted the Watchman, and they wandered out into the rain.

Then he flew back and told the Prince what he had seen.

"I am covered with fine gold," said the Prince, "you must take it off, leaf by leaf, and give it to my poor; the living always think that gold can make them happy."

Leaf after leaf of the fine gold the Swallow picked off, till the Happy Prince looked quite dull and grey. Leaf after leaf of the fine gold he brought to the poor, and the children's faces grew rosier, and they laughed and played games in the street. "We have bread now!" they cried.

Then the snow came, and after the snow came the frost. The streets looked as if they were made of silver, they were so bright and glistening; long icicles like crystal daggers hung down from the eaves of the houses, everybody went about in furs, and the little boys wore scarlet caps and skated on the ice.

The poor little Swallow grew colder and colder, but he would not leave the Prince, he loved him too well. He picked up crumbs outside the baker's door when the baker was not looking and tried to keep himself warm by flapping his wings.

But at last he knew that he was going to die. He had just strength to fly up to the Prince's shoulder once more. "Good-bye, dear Prince!" he murmured, "will you let me kiss your hand?"

"I am glad that you are going to Egypt at last, little Swallow," said the Prince, "you have stayed too long here; but you must kiss me on the lips, for I love you."

"It is not to Egypt that I am going," said the Swallow. "I am going to the House of Death. Death is the brother of Sleep, is he

not?"

And he kissed the Happy Prince on the lips, and fell down dead at his feet.

At that moment a curious crack sounded inside the statue, as if something had broken. The fact is that the leaden heart had snapped right in two. It certainly was a dreadfully hard frost.

Early the next morning the Mayor was walking in the square below in company with the Town Councillors. As they passed the column he looked up at the statue: "Dear me! how shabby the Happy Prince looks!" he said.

"How shabby indeed!" cried the Town Councillors, who always agreed with the Mayor; and they went up to look at it.

"The ruby has fallen out of his sword, his eyes are gone, and he is golden no longer," said the Mayor in fact, "he is litttle beter than a beggar!"

"Little better than a beggar," said the Town Councillors.

"And here is actually a dead bird at his feet!" continued the Mayor. "We must really issue a proclamation that birds are not to be allowed to die here." And the Town Clerk made a note of the suggestion.

So they pulled down the statue of the Happy Prince. "As he is no longer beautiful he is no longer useful," said the Art Professor at the University.

Then they melted the statue in a furnace, and the Mayor held a meeting of the Corporation to decide what was to be done with the metal. "We must have another statue, of course," he said, "and it

shall be a statue of myself."

"Of myself," said each of the Town Councillors, and they quarrelled. When I last heard of them they were quarrelling still.

"What a strange thing!" said the overseer of the workmen at the foundry. "This broken lead heart will not melt in the furnace. We must throw it away." So they threw it on a dust-heap where the dead Swallow was also lying.

"Bring me the two most precious things in the city," said God to one of His Angels; and the Angel brought Him the leaden heart and the dead bird.

"You have rightly chosen," said God, "for in my garden of Paradise this little bird shall sing for evermore, and in my city of gold the Happy Prince shall praise me."

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Translation: A Continuous Process of Varied Readings

Abstract

Translation is a process that includes reading and interpretation. A text can be interpreted in various ways especially a literary one. Thus, there will be multiple translations / readings of different translators / readers of the same text, just as with the various translations / readings of As- Sayyab's poem (*Inshudat al-maTar*) (Rain Song), Rilke's poem *The Panther*, and Wild's Short Story *The Happy Prince*. This study is based on Schulte Rainer's assumption (1985) that translation is a constant process of readings and the text is thought to contain a possible range of interpretations. The findings showed that due to this variety of interpretations of the same texts, there will be multiple translations/ of different translators/readers of the same text. It is recommended that on the pedagogical levels students of translation should be trained on how to develop their interpretative capacities via enriching their comprehension abilities in intensive reading courses.

Key Words: Translation, Text, Intensive Reading,

1.Introduction

Reading is a dynamic act which entails uncovering the syntactic, semantic and pragmatic nuances of a given text. A text has got its own social impacts and it should be studied "for the subjective or cultural forms which it realizes and makes available" (Johnson, 1995…, p. 597). In fact, this dynamic process of reading requires the marriage of three components: the reader' knowledge, the information provided by the text itself and the context of the situation of that reading process. The glosses of the lexical item 'read' include " to call, to proclaim, to summon" which semantically refer to given speech acts and not to passive reception (Boyarin, 1993, p. 12). In a similar vein, Victoria (2005: www) states that a general and close reading are required to understand the text. General reading involves getting the essence. In any difficult text, close reading is required, of the words outside and inside their context. In principle, everything that is meaningless in its context must be sought (for detailed information on the process of reading, its theories, and its practices studied through cognitive, sociocultural, critical, transactional, poststructural and motivational theories, see Alvermann, Unrau, and Ruddell, 2013).

It is important to commence reading the original text. In this regard, Mullamaa and Pineiro (2006: www) believe that the task begins with reading the original for two reasons: first, understanding what is going on around it. Second, it is analyzed from the translator's point of view, and it is not the same as that of

the linguist or literary critic. The translator must specify his intent and writing method for the purpose of selecting the appropriate translation method and identifying specific problems. Above all, a translator can assume the role of an active participant, a constructor of meaning who used many forms of information to arrive at comprehension" (Halliday, 1969 cited in Alexander and Fox, 2013, p. 6). Comprehension is an important stage which any translator should arrive at through the process of reading a given text.

From the translator's point of view, Newmark, (1988, p.12) argues that reading is an ongoing process of opening up new possibilities for interactions and semantic connections. In the translation process, there are no conclusive answers, only attempts to find solutions to situations that were uncertainly generated through the interaction of fields and semantic sounds of words. Rebuilding these links varies with each reader and translator, and is ultimately responsible for the various interpretations created by different readers of the same text.

In fact, the process of reading itself is already a translation. In essence, the translation process includes the complete secret of human understanding of the world and social communication. Through the reading process, translators / readers are manipulated in a new situation that does not reflect one clearly defined reality, but rather a variety of different facts. Translators / readers confront various aspects in which they can derive their own interpretations out of the context available. Translation / reading becomes

meaning-making and not a description of the already established meanings. In addition, the process of reading can be seen as a source of suspicion, where reading plays the role of a driving force towards decision-making, and reading as the discovery of new interrelationships that can be tried but not described in terms of critical and content-oriented language (Victoria, 2005: www).

A translator is in a position to read the text first to grasp its meaning and then he / she heads to analyze it. This is to identify its intention and the manner of rewriting it by specifying its purpose. By so doing, the translator can select an appropriate translation method and simultaneously spotting the problems encountered in the process of reading that text. Understanding the text requires a general and a close reading. General reading for the essence. Close reading is required, in any challenging text, of the words both out of and in context (Mullamaa and Pineiro, 2006: www).

The translated text is a creative work and the language here is not only a medium but also a targeting. It is possible to re-write the text and the most important is the effect of the text on the reader when there is no alienation between him and the text. The translation goes beyond the enrichment of the target language and culture, and the boundaries exceed the renewal of the original text, and even exceed the limits of the expression of mutual relations between languages, to become an introduction to an international language. (Newmark,1988:www). To him, translation at its best is the art of understanding, translation is also the art of chance (Newmark, 2005: www).

On a par with what is mentioned above, one can position the dual role of the reader/ translator. That is, a translator plays the role of a reader of the source text and "author" of the target text. Thus, he is entitled to have a different perspective from the general reader's perspective in the literary process. The translator/ reader re-creates the original work, and the process of translating / reading is reflected in a new form. With each successive act of translating / reading, the original work is rewritten, and the translated text is rebuilt again and again as if it was an original work (Schulte,1985: www).

From the translator's point of view, reading is an ongoing process of opening up new possibilities for interactions and semantic connections.   The spread of multiple translations, which many texts are subjected, to especially poems, confirms the existence of various interpretations created by the same text. Reading sets making meanings through questions in which the ability to answer leads to another question: What if? The translator / reader makes reading activity a process in which each word begins to assume possible semantic links that prevent the act of interpretation from becoming constant. The translator / reader sees the word as a means to an end, and its final destination cannot be placed within the boundaries of fixed formulas (Victoria, 2005: www).

Finally, it is important to note that " Readers apprehend a work of art from the perspective of their own time, and those values which are ideologically […] close to them acquire particular intensity. Because translators' conceptions are historically conditioned, the

translation is bound up with their […] national cultural context" (Levý, 2011, p. 28). This testifies to the different interpretations of literary works and thus there appear to be different translations.

This study examines the following question: Is translation a continuous process of varied readings?

2.Methodology

The data used in this study includes As-Sayyab's *Rain Song*, Rilke's *The Panthe*r and Wilde's short story *The Happy Prince*. The translators of these works are successively:

- Ghareeb Iskader, A. Al-Udhari, I. Boullata, B. Frangieh, S. Jayyusi, A. Lulua, D. O'Gradi, A. Salama and M. Shaheen / Rain Song.
- Stephen Mitchell, C. F. Maclntyre, J.B. Leishman and Walter Arndt, Jessie Lamont and Robert Bly / The Panther.
- Amel Al-Riffa'i, Ahmad Sadiq, Badria Bin Saif and Abdulsalam   Al-Ogaili   /

This research is based on Schulte Rainer's assumption(1985) that translation is a constant process of varied readings and the text is thought to contain a possible range of interpretations which can be reached in intensive reading.

3.Data Analysis

We cannot, of course, escape our cultural and social background, which in turn affects our methods of translating /reading literary texts. The translation / reading process must be rethought in some basic way, and translators also need to develop reading skills.

There are many ways you can go through translation. They have different purposes (Iskande, 2013, P.76):

1. *The literal translation* approach attempts to maintain the same linguistic, semantic, and stylistic levels of the source text in the target text.
2. *Interpretive approach*, trying to move to the depths of the original text to reveal the internal meaning of the text.
3. *Creative translation approach*, focusing on linguistic and stylistic features of the structure used.

The creative translation approach sometimes ignores the semantic level of the original text by creating a completely different meaning to the translated texts, because the main focus of this approach is the ability to access the translated texts of the target readers as is the diversity of the translation / readings of As-Sayyab's "The Rain Song" poem, Rilke's "The Panther" poem and Wilde's Short Story "Happy Prince".

To understand the general atmosphere and direction of Rilke's thinking in "The Panther" poem, the translators / readers perform a horizontal walk through the poem. In the poem, they think about the direction of thinking that a certain word appears. Rilke opens his poem (Between Space and Shadow). Both words refer to an expansion movement. With this feature in mind, the translators / readers can follow through the poem to search for names, verbs, or other attributes that indicate a similar movement for expansion. Indeed, the poem is full of words that indicate indefinite features and expansion: *dream, wind, sound, bell, smell, noise,* etc.

English Multiple Meaning Words	Arabic Multiple Meaning Words
Dream	حلـم، منـام، رؤيـا، شـيء رائـع الجمـال، ...
Wind	ريـح، ريـاح، ريـح البطـن، نزعـة، الات النفـخ، اتجـاه، احـدى الجهـات الأربعـة، هـراء، نفـس، التـف، لفـة، نفـخ فـي بـوق، تسـلل الـى، التوسـي، أراح حتـى يسـترد أنفاسـه، غيـر اتجـاه السـفينة، عبـأ السـاعة، أدار بـذراع، مـلأ، اختـرق متمعـا، دار، انعطـف المركـب، أدار، تمهـل، انعطـف، ورط ، عـرض للهـواء، ...
Sound	صـوت، رنيـن، مصبـار، استطلاع الـرأي العـام، المثانه الهوائيـة، مرمـى السـمع، مـادة صوتيـة مسـجلة، مصبـار طبـي، مضيـق، ضجـة، لسـان بحـري داخـل فـي البـر، قـرع، بـدا، سـبر، فحـص، تـردد، أمـر، عبـر عـن ارائـه بحريـة، نـادى علـى، رن، بـوق، سـمع، أعلـن، اسـتطلع الاراء، فحص الصدر بالسـمع،قاس الأعماق، سبر غـور، سـليم، معافـى، عميـق، متيـن، دقيـق، تـام، موثـوق، ...

Bell	جـرس، نـاقـوس، جـؤار، خـوار، كـأس الزهـرة،كل مـا هـو جرسـي، تجـرس، جـأر، ...
Smell	رائحـة، شـم، حاسـة الشـم، رائحـة كريهـة، رائحـة نتنـة، اشـتم، اكتشـف بحاسـة الشـم، قـص الأثـر بحاسـة الشـم، تفـوح منـه رائحـة عفنـة، ...
Noise	ضجيـج، ضجة، جلبة،دوي، شخشخه، تدراخل موجات، أشـاع، ثرثـر بصـوت عالي،حـدث ضجـة، أفشـى، ...

The semantic level of As-Sayyab's "Rain Song" has different translations/ readings, allowing the translators / readers of the poem to approach it on different readings. "Rain Song" has been translated nine times. In fact, the poem is full of words that indicate indefinite features and expansion: forest, recede, smile, depth, ripple, throb, etc.

English Multiple Meaning Words	Arabic Multiple Meaning Words
Forest	غابة ـ غيضةـ خميلةـ أجمة، ...
Recede	ينأى ـ يبتعدـ نزح عنـ فارقـ ترك، ...
Smile	تبسم ـ تضحك – تفتر، ...
Depth	الغور ـ القاع ـ القرار ـ الأسفل ـ القعرـا لعمق، ...
Ripple	يرجه ـ يحركـ يهزـ يقلقلـ وهنا ـ ضعفا ـ فتورا، ...
Throb	تنبضـ تتحرك – تهتز، ...

The four translators have translated the same source text, Wilde's short story "The Happy Prince" into the same receptor language and yet the result are very different. Their translations of the same

text varied and differed from one translator to another. Therefore, there is not one correct translation of a given text. Actually, the short story is full of words (particles) that indicate indefinite features and expansion: *for, and, but, so, or,* etc.

English Multiple Meaning Words	Arabic Multiple Meaning Words
For	بدل، بغية، بدافع، بسبب، حتى، على، عن، كي، لقاء، لأجل، لأن، لكي، ...
And	و، أيضا، ثم، كذلك، ...
But	لكن، إلا، ما عدا، أما، انما، بل، ...
So	هكذا، جدا، كذلك، ...
Or	أو، أم، ولا، ...

Finally, translating approaches should not limit the meanings of a text to one explicit meaning. On the contrary, they should attempt to translate its implicit meanings by reading the hidden features used contextually in it. This is why we have different translations for one text.

4.Conclusion

It can be concluded that the translating / reading of As-Sayyab, Rilke and Wild negates the assumption that "The Rain Song" poem, "The Panther" poem and the short story "The Happy Prince" among others cannot be confined to one final, definitive meaning. This means that the authors have created their work and engaged their readers / translators in an ongoing process of recreating them.

Reading a text, then, by a translator is a very different experience from just reading. He/she needs to understand the text thoroughly, both the words and the cultural connotations of those words. Actually, translation thinking has opened the door to the concept of variety of word / text interpretations, and the translators must be efficient, skilled and ideal readers in order to be able to perform their work professionally in today's world.

Hence, we do not often read in the same way. In case of translation, students must read intensively. For example, reading a literary text which may have varied interpretations / readings, requires them to stop and think about what they are translating / reading to decide the authors' intended   meaning.

5.Recommendations

The study comes up with the following recommendations:

1. As translation teachers, we need to continue to think and recognize the new changes being made and act upon the importance of the multiple nature of text interpretations/ readings, providing students with an intensive reading

experience that will prepare them for their future. We should be adaptable for this change and understand that it is what's best for our students and to realize that it will take time to adjust to a new reading strategy; however it will be a positive change and each student will become in the end intensive readers and thinkers.

2. As translation teachers, we also want educators to think about how intensive reading can fit into our everyday translation classroom instruction and how each one of us can go about effectively and explicitly teaching the intensive read for students to be able to become intensive translators/ readers and thinkers.

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Translation as a Key Need in Global Economy with Specific Reference to Role of English and Translation Department in Basra to Meet the Needs of Investment Markets

Abstract

Professional translators help to connect the cultures of different companies by converting written or verbal language into the target language. If these investment projects members want to achieve the success of their work abroad, it is important to be able to communicate effectively with those that deal with them via professional translators.

Therefore, the need for professional translators is increasing at present to play a vital role in the global economy today, and provide services in many different economic fields. As a result, the English language and translation departments in Basra must accommodate this need and train their students (future translators) professionally to meet the needs of the investment projects in a perfect way.

This research will focus on the role played by the English language and translation departments in the province of Basra to create professional translators in some areas where they can play a key role to achieve Intercultural communication and understanding among students/translators and investment projects owners of various cultures, such as medical translators, localization translators, business translators, conference interpreters.

Due to the globalization of English language and the increase in intercultural interactions between non-native speakers, the understanding of other cultures by the English and translation department students/ translators, is of paramount importance for successful communication among the students/translators and investment projects owners from other cultures.

Key Words: Translation, Global Economy, professional translators

1.Introduction

Intercultural communication is described as a difficult process especially when it results in misunderstandings and a failure to achieve a common understanding among the students/ translators and companies of various cultures.

Due to its difficult nature and extensive applicability nowadays, intercultural encounters have been the subject of much research. The problems in intercultural experiences have motivated many research studies examining the reasons for intercultural misunderstanding and cross-cultural difficulties.

But no studies were carried out on the intercultural competence of English and translation department students in contexts, such as classroom settings, and everyday interactions in ESL (English as a Second Language), EFL (English as a Foreign Language) and TT (Translation Teaching) settings to fulfill the need of the investment projects members in Basra Province . Hence, this study focuses on the cultural comparison between the English and Translation department students/ translators in Basra and the culture of the investment projects owners of various cultures to achieve mutual understanding between both sides.

It is also conducted to address the difficulties of these students in classroom interactions and education settings. Despite the abundance of intercultural communication studies in Basra Province, I underlined the importance of additional studies due to the difficult nature of intercultural interactions. Moreover, no

studies were found that examine the intercultural communication experiences of these students/translators with the investment project owners of other cultures in Basra. Therefore, the present study addresses those gaps by examining the interactions of these students/translators when in contact with the investment project members from diverse cultures. It specifically analyzes the difficulties they encountered, the nature of those difficulties, thus shedding light on the relationship between culture and language.

To achieve effective intercultural communication among both the students/translators and investment project owners, the translators should develop intercultural competence; which refers to the skills required to achieve successful intercultural communication between both sides[1]. It is identified that there are four skills as part of intercultural competence: personality strength, communication skills, psychological adjustment and cultural awareness. There is no doubt that intercultural competence is an imperative nowadays and this study will offer some insight into the English and translation students' needs in and attitudes towards intercultural competence.

2.Translator Training

Translator training has undergone considerable changes since the beginning of the nineties, attempting to bridge the gap between the academic and professional worlds of translating. Professional translators have started to look at real translation situations, investigating what makes certain translations more successful than others.

Scholars on translation teaching seem to agree on two things: firstly that there is a difference between translation in foreign-language teaching and translation teaching for professional purposes and secondly that a functional approach to translation should be adopted.

Translation in foreign-language teaching is a means to an end, e.g. to facilitate the understanding of a text or test certain capabilities(i.e. grammar, vocabularies). In foreign-language teaching, translation is therefore used to achieve L2-relevant, and thus completely different, training objectives.

In contrast, translation for professional purposes is an end itself. It is a skill acquired on the basis of L1 and L2 proficiency. It is considered that a certain level of L1/L2 proficiency a prerequisite for the acquisition of transfer (translation) competence. In translator training, the objective of translation is to acquire translation skills.

Since the above translation methods are used in training to achieve different objectives, translation in foreign- language teaching can never be considered as preparation for translation for professional purposes. It is found that learners were not sufficiently aware of translational problems. They did not reflect on the function of the translation, showed a readiness to translate without properly understanding the ST, tended to translate word for word and thus produced hybrid language variations in the TT, SL words and structures appeared in TL. This so called translationese does not only occur in translations of foreign-language learners but is also typical in the work of inexperienced translators.

The above shortcomings on the uncommunicative nature of translation in foreign-language teaching are blamed. This means that the texts to be translated are not authentic and translation takes place in a vacuum, with the translation having no real communicative function. The problem is put in a nutshell when it is written as the following:

"Students translate a text they do not understand for an addressee they do not know. And the product of their efforts is often marked by a teacher who does not have any practical experience as a translator or any theoretical knowledge in the field of translation studies."

Even though current trends both in language and translator training favour a communicative approach by concentrating on language in communication rather than language as a formal construct, there is a marked difference between the two. In language training the language is the object of study and learners to get as close as possible to native competence, a competence which is then accessed for production. In the case of translation, language is used as a tool and the emphasis is no longer on competence but performance since the translator has to focus on particular instantiations of language use, in specific texts contexts. Unlike in language teaching where the language system in the brain is accessed for production, in translation the language system is accessed via the source text (ST) which is an intrinsic part of translation irrespective of the stance taken as to its importance.

Stressing the communicative aspect of language training, for translation exercises to be useful in language training they must cease to be mere testing devices for certain competencies and approximate translation for professional purposes. This means that authentic texts must be chosen and the communicative situation taken into consideration briefs. As such, translation should become a fifth training objective in foreign –language training, apart from comprehension, speaking, reading and writing, to contribute to competence and intercultural understanding [2].

3.Towards Intercultural Communicative Competence

A new notion of communicative competence is needed, one which recognizes English as a world language. This would encompass local and international contexts as settings of language use, involve native–nonnative and nonnative–nonnative discourse participants, and take as pedagogic models successful bilinguals with intercultural insights and knowledge. As such, it would aim at the realization of intercultural communicative competence in ELT and TT.

Cultural awareness (CA) has emerged over the last few decades as a significant part of conceptualizing the cultural dimension to language teaching. That is, L2 users need to understand L2 communication as a cultural process and to be aware of their own culturally based communicative behaviour and that of others. However, while CA has provided a vital base of knowledge in

relation to the cultural aspects of language use and teaching, it is still rooted in a national conception of culture and language. This is problematic given that English is now used as a global lingua franca. Intercultural awareness (ICA) is presented here as an alternative 'non-essentialist' view of culture and language that better accounts for the fluid and dynamic relationship between them. Key components of ICA are discussed along with their relevance to ELT and TT practices and suggestions as to how they can be translated into classroom pedagogy.

As a result of their sociocultural backgrounds and previous educational experiences, both language learners and teachers bring to the classroom certain norms and expectations concerning appropriate teacher and learner roles and the learning-teaching practices they believe to be conducive to language learning. To prevent frustrations and failure due to mismatches between the teachers' and learners' expectations, teachers need to consider to what extent the underlying principles of their chosen methodology will correspond with the set of assumptions that learners bring to the classroom. To prepare teacher trainees for making more socioculturally informed pedagogical decisions, sociocultural awareness raising and scrutiny need to be incorporated into TESOL teacher education[3].

4.The Role of Professional Translators in Global Business

Professional translators play an important role in global business. They enhance communication by conveying information accurately from one language to another in different countries across the world. These translators provide different services in specific fields in which they play a key role.

4.1.Medical Professional Translators

Medical professional translators help promote communication between hospital management and patients. They also help translate patients' journals and hospital information brochures into patients' languages. They will have strong knowledge of medical and conversational terms in both languages, as well as the cultural aspect relating to how the patient receives the information.

4.2.Localization Professional Translators

Localization involves the complete adaptation of a product for use in a different language and culture. A professional translator possesses a high degree of knowledge regarding the local users of the product. The main goal of them is to adapt the product as if it had been originally manufactured in the country where it will be sold and supported.

4.3.Specialized Business Professional Translators

Specialized business professional translation involves specialist translation in various fields such as, finance, economics, marketing etc. A translator will have sound knowledge of the respective

businesses and markets and current events. An example of this type of service is specialized business professional translation in financial markets. This involves the translation of documents such as financial statements, mutual funds reports, regulatory statements and reports etc. into the target language.

4.4. Conference Professional Interpreters

Conference professional interpreters work in international for a such as WTO, the World Bank etc. where the participants come from around the world. Sometimes, these interpreters are also used as mediators among international businesses that operate in foreign countries. Conference professional interpreters often have the ability to interpret from at least two passive languages to one active language, for example, from Arabic and French into English.

Professional translators and interpreters assist cross-cultural communication among businesses by converting written or verbal language into the target language. Thus, professional interpreters and translators play a vital role in global business[4].

5. Professional Translation Connects the Global Economy

While English has been periodically crowned as "the language of global business," professional translation and interpreting services remain a vital part of doing business around the world. For example, as of November 2015, 880,000 British small businesses

were expected to expand overseas by 2025. It will be interesting to see how Brexit will affect those plans. But it's unlikely that the need for translation services will suffer too much. As it is noted in the one of the posts on how Brexit might affect international packaging regulations, "International growth is still key to increased revenues and profitability and companies will always seek to trade with overseas markets. Products launched beyond home borders will still need to meet the relevant packaging and labeling standards …". And that means they'll still need to be translated.

Hence professional translation is important, and will remain so for both individuals and businesses in the foreseeable future. When translating for business, it's important to get it right the first time. Choosing qualified human translators is to ensure the outreach efforts. The translation services will help one communicate with customers in the languages they prefer to use, and transcreation and localization services will ensure the message stay relatable and effective worldwide[5].

6.The Importance of Intercultural Communication in Basra Province

For the purposes of this study, it is important to define intercultural communication and understand the various implications of the term. There are many definitions for intercultural communication, depending on the way culture and communication are defined[6]. It

is defined as "acts of communication undertaken by individuals identified with groups exhibiting intergroup variation in shared social and cultural patterns. These shared patterns, individually expressed, are the major variables in the purpose, the manner, the mode, and the means by which the communicative process is effected".

Intercultural communication[7], is a "symbolic process in which people from different cultures create shared meanings". It occurs "when large and important cultural differences create dissimilar interpretations and expectations about how to communicate competently"[8]. It is pointed out that intercultural communication is not only between individuals but also between "companies of diverse cultural identifications". In summary, intercultural communication describes the interaction between individuals and companies with different perceptions of communicative behavior and differences in interpretations.

Studies in intercultural communication examine what happens in intercultural contacts and interactions when the communication process involves culturally diverse people[9] . A common problem in intercultural communication arises "when persons who describe themselves as the same nationality or ethnicity do not share ideas about how to enact their identity and disagree about the norms for interaction"[10].

The study also investigates the importance of intercultural communication in English language and translation teaching in Basra. The outcomes of this research will help EFL and TT

teachers in Basra to better understand the current intercultural communication status of these students/translators and their difficulties, and will inform the current curriculum in Basra. The Educational Ministry of People's Republic of Iraq issued "the Basic Requirement of English and Translation Curriculum Teaching", which did not mention that L2 cultural knowledge should be incorporated in ELT and TT. The majority of the curriculum focused on the improvement of macro skills, such as speaking, listening, reading, writing competence and translating ability. No studies pointed out the use of other cultural knowledge in ELT and TT The present study was designed with that hypothesis in mind and aimed to identify whether and what kind of intercultural communication should be part of the ELT and TT curriculum at Basra universities.

7. Reasons for the Intercultural Communication Difficulties

The reasons for the intercultural communication difficulties as experienced by the English and Translation department students/translator are: low language proficiency was the most common reason given for this difficulty. "Culture shock" was the second most common problem. The third problem was the students'/translators' lack of motivation in communicating and lack of knowledge about the topic.

Most students/translators recognized that there were many reasons for their difficulties in interacting with individuals and businesses from different cultural backgrounds. They can be

broadly divided into two types. Some thought the difficulty of communicating with investment companies from other countries was due to poor language proficiency. Although language ability was considered a significant reason, other students/translators thought most difficulties they encountered were the result of cultural differences and lack of experience and knowledge of other cultures. In the following section, we describe in more detail the difficulties that students/translators faced.

7.1. Language Problems

Many examples of unsuccessful intercultural communication experiences were given when the students/translators attributed some failures of interaction to poor pronunciation by certain non-native speakers. The global spread of English generated the development of many varieties of English. A major challenge in the era of globalization of English is the maintenance of culturally determined varieties of world English in the face of pressures to achieve viable international communication[11]. Thus, English language proficiency not only means one can understand the English native speakers' speech, but also the varieties of English used by the majority of non-native speakers.

However, successful intercultural communication cannot be reached only by good listening and speaking abilities. Language and culture are "intertwined and are shaping each other" and cannot be separated. When people communicate with others, they do not only select words and form sentences but also make

cultural choices. As Beamer & Varner suggest, language can reflect the environment, people's lives, customs, and values people hold. So even if people who have a good language proficiency may misinterpret the cultural signals, leading to confusion and misunderstanding without the support of cultural knowledge[12]. It also suggests that language and translation teaching needs to be integrated with raising intercultural awareness. It is important to say at this point that the classification given in this study between language and cultural problems may not be accurate and there may be some overlap; however, the study distinguished between the two categories to provide a clearer understanding of language and culture and because language includes elements such as dialects and pronunciation.

7.2 Cultural Problems

Culture shock was considered a major reason for communication difficulties. Culture shock is "precipitated by the anxiety that results from losing all our familiar signs and symbols of social intercourse"[13]. The culture shock experienced by the students/ translators results from different understanding of the social interactions, different values in the two cultures, differences in personal interactions, and different lifestyles. Culture shock is an inevitable experience people undergo to different degrees. Effective intercultural communication entails the understanding and acceptance of differences. To achieve that, people should accept the difference of viewpoints and cultural values between them. Nonverbal communications constituted a significant reason

for the students'/ translators' difficulties. "Misunderstanding often occurred in the interpretations of nonverbal behaviors because different display rules create very different meanings about the appropriateness and effectiveness of particular interaction sequences"[14]. One student gave an example of the cultural differences in interpretations of gestures. When he gave a thumb up to praise an African student because of his good basketball skills, the African student was very angry because that gesture in his culture is insulting.

Cultural difference in politeness and face also contributed to miscommunication. An interesting example was offered about gift giving. The gift rejection can be associated with impoliteness and contempt towards the giver. However, this example suggests that students would benefit from a greater intercultural awareness and improved intercultural competence thereby deepening their understanding of different cultures.

When asked to describe the feelings experienced in situations of miscommunications, students/translators gave different answers. Such feelings suggest that the lack of intercultural communication knowledge can result in the embarrassment and estrangement for the students/translators.

8.The Researcher's Informal Observations of The Role of English and Translation Departments

This study discusses the intercultural communication competence of English and translation students/translators who were studying at Universities in Basra Province. The study specifically explores the frequency of interactions between Basra translators and investment project members from other countries; the difficulties they encountered and the reasons they attributed to these difficulties. Research results, derived from observations, reveal that the Basra translators encountered many difficulties when interacting with investment project members from other countries which they ascribed to lack of knowledge of intercultural communication, cultural shock and differences in nonverbal communication and politeness strategies. Findings suggest that intercultural communication skills should be an important component of English language teaching (ELT) and translation teaching (TT) at Basra universities particularly with the rapid globalization of English and its use in international business communication.

With the increase in international trade, the global economy and the globalization of English usage, more and more English and Translation students/translators at Basra universities are seeking to gain intercultural understanding, to achieve individual academic goals, or obtain personal independence. One of the most common reasons for those students wanting to gain intercultural

understanding is to improve their English and translation competences and to improve their communicative ability with other individuals and groups (including investment project owners) from other cultures.

One effect of the globalization of the English language is a significant increase in the number of intercultural interactions. More people than ever before are involved in interactions with foreigners and communities are becoming increasingly multilingual and multicultural.

Despite the prominence of these department students at Basra universities, the researcher's informal observations have revealed that these students/trained are not taught and trained well to interact or communicate with investment project owners from other cultural backgrounds.

This phenomenon led the researcher to the present observation which aims to undertake a systematic study of the English and translation students' intercultural behavior and verify the initial observations. In addition, due to the increase in and development of multi-ethnic and multilingual communities world-wide, the study aimed to study the English and Translation department students'/ translators' perceptions and interest in intercultural communication with investment project owners from other countries, their communication preferences and the difficulties they encounter in intercultural communication.

Moreover, another motivation for this study was the current limitations in the ELT and TT syllabus to fulfill the need of investment markets in Basra. Previous studies pointed out the importance of intercultural knowledge in ELT and TT, especially with regard to L1 and L2 cultural knowledge but there was no reference to wider intercultural knowledge. The ELT and TT syllabus and teaching practices in Basra in primary and secondary education place emphasis on teaching competence in macro skills (speaking, listening, reading, and writing), and micro skills (vocabulary and grammar) without much emphasis on the development of intercultural skills. The present study also investigates the English and translation department students'/translators' opinions and satisfaction with their English training in Basra and the need for training in intercultural communication skills. It is hypothesized that with the increase in intercultural interactions, and the spread of English and translation usage all over the world, intercultural communication skills are vital for successful communication and should be an important component in ELT and TT to meet the need of investment project members in Basra Province.

This study presents an observation study of the English and Translation department students'/translators' perceptions of intercultural communication at Basra Universities. It specifically focuses on the intercultural communication competence of English and Translation Department students/translators, their intercultural communication experiences and their perceptions about the

importance of intercultural communication in ELT and TT to meet the need of the investment project owners in Basra Province. The study offers recommendations on how intercultural communication can be improved by English and translation departments for future students/translators.

9.Conclusion and Recommendations

- The study examined the status of intercultural communication between the English and translation department students/ translators in Basra and investment project owners from other countries and the difficulties they encountered and the reasons for failures in communication. Moreover, it also aimed to assess the importance of intercultural communication as part of ELT and TT to meet the investment project owners in Basra Province.

- The findings suggest that most English and Translation Department students/translators at Basra Universities are inactively engaged in intercultural communications.

- In this study, many of English and translation department students/translators admitted they face difficulties when interacting with other investment project owners from other countries. Although language proficiency was regarded as a significant reason to communication difficulties, the majority of these students/translators admitted cultural differences were the major reason to abort the interaction. When they desired

to talk more, most of them found they had limited knowledge of or little interest in the topic, which often resulted in them having little motivation in seeking further interaction. Many communicating difficulties derived from culture shock, differences in politeness or misunderstandings of nonverbal communication. All these communicating difficulties indicated that these students/translators need to improve their intercultural communication knowledge before and when they work with these investment project owners.

- However, many of English and translation department students/ translators in this observation have a desire to improve their intercultural communication abilities. They believe intercultural communication is very important to their study/ work and as well as those living in Basra Province. Teaching English and Translation at Basra universities has long been directed and shaped by examinations, which focus on grammar and reading. Most Basra students could get a high mark in examinations, while in a real-life situation they are often unable to communicate effectively with foreigners. Intercultural communication is not only necessary to suit the life of a sojourner, but a requirement for success in the multicultural world. Intercultural competence can increase the potential of success in international business and trade, enable productive interpersonal contacts and reduce misunderstandings caused by lack of intercultural communication knowledge. Therefore, intercultural communication skills are important and imperative

in ELT and TT to meet the need of the investment project owners in Basra Province.

- The difficulties and experiences the Basra students/translators encountered when they interacted with the investment project members from other countries call for some measures for facilitating efficient intercultural communications, especially at these departments at Basra universities. Firstly, Basra students/translators should be equipped with both language and intercultural communication knowledge before working. They need a better preparation to function adequately and survive harmoniously in the situations encountered in the new cultural environment. Moreover, Basra educational institutions should put more emphasis on intercultural communication in ELT and TT to meet the need of the investment project members. Since a lot of intercultural interactions involve the use of English between non-native speakers, intercultural communication knowledge should be a feature of modern ELT and TT at Basra unversities. This knowledge should incorporate information about other cultural values, customs, face, politeness and non-verbal features of other countries and world varieties of English. Finally, the local educational institution should take measures to improve the cultural diversity awareness of students/translators, and teachers in order to build a harmonious intercultural environment. It should also create more opportunities for intercultural interaction and exchange among both students/translators and investment project owners from other cultures.

- Similar studies could be conducted for students/translators in Basra and in a wider range of contexts, such as high school students, postgraduate and undergraduate students to provide deeper insight into intercultural communication difficulties.
- This research will also be helpful to researchers in social science and those who want to further study the field of intercultural communication and the Basra learners' difficulties in communicating with individuals and groups of various cultures.

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Translator's Professional Competence Formation and Its Role in Revealing Translation Problems and Developing Translation Quality with Special Reference to the Translation of Idioms in News Headlines

Abstract

Professionalism in the work of translator is manifested primarily in the quality of the activity, in the quality of the personality of the translator himself, which ensures adequate mutual understanding among persons in contact in different languages, peoples, and cultures, and includes wide and constantly updated knowledge. This study reports that in the process of building professional competence, the translators are creating a "peculiar linguistic personality" which differs from the usual presence of certain competences. Komissarov (2002) relates to such competences: linguistic, communicative, text-forming, technical competences, as well as special personal characteristics, moral and ethical competence. The findings showed that due to this formation of certain types of competences and skills included in the translator's professional competence, professionalism in their work can be achieved. The translator can form the professional competence only if s/he goes far beyond conversion at a linguistic competence. Translation problems are usually submerged and only revealed by translators who believe that the process of translating and its quality goes far beyond conversion at a linguistic competence.

In order to measure these translation problems, professional translators can reveal in the translation of idioms in news headlines, the researcher selected 25 news headlines from several newspapers. All of these news headlines contain idioms and arranged in a table format with their English and Arabic meanings, their denotative and connotative translations. On the pedagogical levels students of translation should be trained on how the formation of various competences will play greater role to reveal translation problems and develop translation quality.

Key Words: Translator's Professional Competence Formation, Translation Problems, Translation Quality, Idioms in News Headlines

1.   Introduction

The professional competence of the translators necessarily includes some personality characteristics, without which he will not be able to successfully perform his professional functions. Translation is a complex type of mental activity, the implementation of which requires a special mental organization, its great plasticity and flexibility, the ability to quickly switch attention, move from one language to another, from one culture to another, from one communicative situation to another. translators are required to be able to focus, mobilize the resources of their memory and all their intellectual and emotional potentials.

The translators have to deal with a wide variety of topics and translate the texts from various fields of knowledge, often of a very special nature. They require a breadth of interests, comprehensive reading, high erudition. They should be persons of great culture and encyclopedic knowledge. It is even more important that the translators are able to constantly enrich their knowledge, to seek out and perceive new information, to efficiently use various reference books and other sources of information (1,2002, p. 332).

This study investigates the following question: How does the formation of various competences play greater role to reveal translation problems and develop translation quality.

2.   Literature Review

This part is devoted to discussing other studies conducted previously on the same topic at hand. In this part, the aspects of the professional activity in revealing translation problems and developing translation quality in media translation domain, are going to be expressed generally.

2 .1 The Aspects of the Professional Activity

There are several aspects of the professional activity of the translator in which his professional competence manifests:

- The Social Aspect (the social mission and social responsibility, for example, the responsibility for understanding correctly during the intercultural communication and the consequences that may result from incorrect translation, distortion of information in the translation process);

- The Communicative Aspect (includes the knowledge of the translator of communicative technologies and strategies, the use of specific translation strategies, etc.);

- The Reconstructive Aspect (the translator analyzes and summarizes information about the communicative situation, communication components in order to recreate the mental model of the situation and based on this decision on the appropriate   translation);

- Professional competence is a multi-factorial phenomenon that includes a system of theoretical knowledge of a specialist, methods of their application in specific situations, value orientations, as well as integrative indicators of professional culture. Reconstruction of a mental model of the situation and based on this decision of the corresponding translation);

- The Research Aspect (related to the study of new aspects of different cultures, the choice of a translation strategy depending on the situation and the cultural context of communication, etc.);

- The Cultural Aspect (the activities of the translator are intercultural communication, the translator is not only a mediator of cultures, but also represents a certain culture);

- The Ethical and Normative Aspect, the need to follow ethical standards of professional activity (ibid:1,2002, p. 332).

2.2. The Professional Competence Formation

In the process of building professional competence, translators form certain types of competencies:

2.2.1 The Translators' Linguistic Competence

Language competence involves knowledge of the language itself, its device and functioning, language norms, including spelling and punctuation, as well as the ability to use this knowledge to

understand other people's thoughts and express their own in oral and written form. Some researchers (for example, Schukin) also call linguistic competence sociolinguistic. By this they emphasize the ability of the translator to choose the necessary linguistic form and method of expression of thought depending on the conditions of communication (sphere, communication environment, communicative goals and intentions of communicants (2,2004, p.416).

It is important to pay attention to the fact that translators must have a linguistic competence in two languages at once - native and foreign. To understand the original text and create a translation text, translators need knowledge of all aspects of the two languages. In addition, if a regular communicator uses a set of language tools that he owns and If he considers it necessary to use in a certain communication situation, then for the translators the choice of language tools, goals and scope of communication are set by the text of the translation. Therefore, the level of language competence as in native and foreign languages should be high. This explains the requirement for the activities of the translators, according to which they must constantly hone their skills, expand and replenish the vocabulary, knowledge of the language.

Another feature of the translators' linguistic competence is the ability to quickly adapt from one language to another, respond to a change in speech style, such as vocabulary, and switch from speech perception to speech reproduction (ibid:1,2002, p. 330).

2.2.2 The Translators' Communicative Competence

A very important place in the professional competence of the translators is given to communicative competence. Schukin defines it as the ability by means of language "to carry out speech activity in accordance with the goals and situation of communication in the framework of a particular activity" (ibid:2,2004, p. 140).

Socio-cultural competence includes the following components:

- The linguistic and regional studies (the knowledge of lexical units with national-cultural semantics and the ability to apply them in situations of intercultural communication);

- The sociolinguistic (the knowledge of the linguistic features of social strata, representatives of different generations, genders, social groups, dialects);

- The socio-psychological, the possession of socio-culturally determined scenarios, national-specific behaviors using communicative techniques accepted in this culture. (3,2003, p. 31).

- The cultural (knowledge and understanding of the socio-cultural, historical, cultural, ethno-cultural background). The possession of this type of competence is a mandatory requirement to a linguist-translator, since translators must be able to interpret various cultural systems when coming into contact with the representatives of other cultures, to cope with the conflict

situations during intercultural interaction. One of the conditions of professionalism of translators is possession of text-forming competence. According to Komissarov (ibid:1,2002, p. 327–328), this competence implies the ability to create texts of various types in accordance with the communicative task and the communication situation, to ensure the proper structure of the text, to use the language units of the text according to the rules for constructing speech units in the language, to evaluate the place and the ratio of individual parts of the text and to perceive the text as a coherent speech whole .

2.2.3 The Translators' Text-Forming Competence

Komissarov (ibid:1,2002, p. 328) also justifies the need for translators of text-forming competence. Such competence, according to the author, implies a developed ability to choose a translation strategy in the translation process, determine the type of source text and the purpose of the translation act, correctly interpret the meaning of the message, taking into account the intention of the sender, bring the lexical and grammatical structure of the translation text to the original text, evaluate the place and correlation of individual parts of the text, ensure coherence, integrity of the text and to perceive the text as a unit of communication.

2.2.4 The Translators' Technical Competence

The special (professional) knowledge, skills, necessary for the effective implementation of the activities constitute the technical

competence of the translators. The presence of this competence provides that the translators must have an idea of the nature and goals of the translation activity, the main provisions of the theory of translation, the translation strategy and the translation methods. Komissarov (ibid:1,2002, p.333) believes that the translators' strategy covers three groups of general principles for the implementation of the translation process: some initial postulates, the choice of a general course of action that the translator will follow when making specific decisions, and the choice of character and sequence actions in the process of translation.

2.2.5 The Translators' Moral and Ethical Competence

Due to the fact that the translated texts have a variety of subjects, belong to different fields of knowledge, the translators should be erudite, with a broad outlook, have extensive knowledge, strive to constantly replenish them. The moral and ethical component of the professional competence of the translators should be noted. They bears full responsibility for the quality of their work, for moral and material damage that may result from his dishonesty. Translation activity, like no other, is completely based on the confidence of the translation receptors in the results of the work of the translators. Without access to the original, they are on faith to accept the equivalence of translation of the original established by the translators (ibid:1,2002, p. 333).

3. The Professional Competence Skills

Professional competence of translators includes not only certain types of competencies, but also special types of skills:

1. The ability to perform parallel actions in two languages. Switch from one language to another. Often this skill is formed independently with the development of bilingualism, although some specialists have to make efforts to develop it - to study translation techniques, translation correspondences, to perform bilingual actions in the process. transfer. All this helps to bring this skill to a professional level.

2. The ability to understand the text in translation. It means that the translators must perceive the text differently than a simple native speaker. The translators should more fully perceive the text, pay attention to the smallest semantic details. Therefore, they must have significant linguistic and cultural knowledge and be able to find the most accurate matching in both languages.

3. The ability to switch statements in each language from surface structure to the depth and back when performing parallel actions in two languages in the translation process. That is, in the process of work, the translators search for the hidden meaning of the statement, its deep structure, if it is impossible to use a similar surface structure in the language of translation, and then finds the necessary surface structure for deep expression.

4. The ability to leave without leaving. The translator should try to get as close as possible to the original value, even if he needs to move away from the original, if direct correspondence is impossible.

5. The ability to choose and correctly use translation techniques and overcome difficulties associated with lexical, phraseological, grammatical and stylistic features of the source language. The formation of such a skill is facilitated by the study of these techniques and the difficulties of translation in the framework of the corresponding particular theory of translation.

6. Basic translation skills combined into a skill to analyze the text of the original, identify standard and non-standard translation problems, and select the methods for solving them that are most suitable for each particular act of translation. It also includes the ability to edit translations, find and correct stylistic and semantic errors , evaluate and finally criticize the proposed options. (ibid:1,2002, p. 335)

4. The Choice of a Translation Strategy

The general strategy is based on the desire of the translator to understand and convey to the recipient the meaning of the source text as accurately as possible. To find the best translation option, the translator takes into account the purpose of the translation, deadlines, as well as other working conditions, for example, the possibility of using technical means (voice recorder, computer).

The strategic translation approach implies compliance some rules:

- Preceding understanding of the translation;
- Dividing the text into consecutive segments (usually equal to one or two statements);
- Having preliminary acquaintance with the subject of the source text (search for additional information in encyclopedias, dictionaries, articles);
- Reading the entire original text for the purpose of familiarization;
- Compiling a list of unfamiliar words or specific terms;
- Preparation of a draft translation and editing of the final translation options (ibid:1,2002, p. 335).

5. The Importance of Forming the Translators' Professional Competence in Revealing Translation Problems and Developing Translation Quality

Problem-solving and decision-making strategies are the most important issues that translators face in translation process. It is stated that 'choice and decision-making are perhaps so fundamental in translation that almost any theoretical or research-oriented treatment is bound to relate to them in one way or another'. The translators first have to find a translation problem that can evolve over time in the revision process. In other words, a single translation problem can be subdivided into several smaller problems and be tackled individually. The translators may choose to merge several problems into a single problem that requires translators do not

generally tell his reasons for choosing a translation solution. Nevertheless, an appropriateness there should in mind, so that they can judge and compare them. It is proposed that the main tasks of translation should be to help solve certain social problems. This may provide a model of interdisciplinary where the definition of problems precedes and orients the many disciplines that may be used to solve them.

It is suggested that suitable problems may be recognized in terms of three ethical criteria:

1) the possible solutions should concern linguistic mediation.

2) the aim should be to promote cooperation between cultures.

3) the problems should proceed from social disagreements.

The searching of solution means that a problem solve works to reduce the differences between the initial state and the goal state. A basic assumption is that these two steps interact frequently and continuously. In fact, it is a common belief that when an initial state and a goal state are clearly defined, a problem is half-solved. The decision making process then is a process of searching for a dominant choice. It starts with a pre-editing stage, where different attributes and alternatives are evaluated and selected. This screening process lasts until a promising alternative is found. To solve problems is to propose solutions, to someone, in the hope that some kind of improvement might result. There are

patterns in behavior and that our prime task is to represent those patterns in language of some kind. The result is sometimes called understanding (4,1993,p.8).

Problem solving and decision making are important in media translation. It is postulated that decision making should consist problem identification and problem clarification (description). It includes a problem clarification step, where the problem concerned needs to be defined and explained. It will be interesting to find out whether this step exists in translators' problem solving and decision making in end-revision(5,1996,p.188).

In the domain of translating idioms in news headlines, idioms confuse those unfamiliar with them; they are short and usually continued a full meaning to convey short and special way. They are common words or phrases with a culturally understood meaning that differ from what their composite words' denotations would suggest; i.e. the words together have a meaning that is different from the dictionary definitions of the individual words (6,2014,www).

Idioms in news headlines drive the ideas of the author in a better way and with few words. What they convey can be conveyed by other words, but only with lengthy sentences and with more words. To make the sentences short with few words, these idioms are usually used by all those who have a very good command over, i.e. the translator should choose the most suitable meaning (7,2001,www).

It is explicitly stated that communicative competence comprises "not only the ability to construe and interpret linguistic expressions but also the ability to use these expressions in appropriate and effective ways according to the conventions of interaction prevailing in a linguistic community" (8,1997, p.5-6).

A connotation is a commonly understood cultural or emotional association that any given word or phrase carries, in addition to its explicit or literal meaning, which is its denotation. Connotation is often contrasted with denotation, which is more or less synonymous with extension. Alternatively, the connotation of the word may be thought of as the set of all its possible referents as opposed to merely the actual ones (9,2017,www).

6.Methodology

Due to their complexity, idioms in news headlines tend to present a great problem for translators who must learn their idiomatic expressions as vocabulary. An idiom is a common word or phrase with a culturally understood meaning that differs from what its composite words' denotations would suggest; i.e. the words together have a meaning that is different from the dictionary definitions of the individual words.

The data used in this qualitative study include that the translators must be familiar with idioms in news headlines. they have to be aware when translating idioms in news headlines since the idioms include two meanings which are denotative meaning and

connotative meaning. In the practical part, the researcher used news headlines containing idiomatic expression which is used in the news for the purpose of attracting the reader's attention.

With the process of building professional competence, the translators should be familiar not only with the linguistic competence which lie in surface structure such as semantic, lexical, morphology, and grammar, but also with other fields of study which lie in deep structure such as the communicative competence, text-forming competence, technical competence, moral and ethical competence , so that they can subdue the sentences/idioms in the news headlines to be suitable and comprehended without being affected by the culture they belong to.

For this purpose, 25 news headlines were selected randomly from several newspapers. All of them contained idioms and arranged in a table format with their English and Arabic meanings, their denotative and connotative translations.

7. Data Analysis

A word's denotation is the collection of things it refers to; its connotation is what it implies about the things it is used to refer to, and as follows:

H1: Roman Remains to Crumble in Italy's **'Banana Republic'**

We have an idiomatic expression which is 'banana republic' the literal meaning or denotative meaning is «جمهورية الموز» actually

there is no such meaning referring to such meaning in English so the use of this expression is to express a country that is politically unstable and does not have a political plan.

H2: Hunt for PIA Strategic Partner **Put on Hold**

When seeing the expression 'put on hold' for the first, it may mean put something aside, but the connotative meaning is to postpone something or determine another deadline to do it.

H3: Khattak ask PM to **Clear the Area**

In this headline we have 'clear the area', the non-literal meaning is to make the situation more clear**.**

H4: Freedom Can Still Be the Winner in This Egyptian **Soap Opera**

The dictionary meaning of soap in Arabic is «صابون» while the

definition of opera is a dramatic work in one or more acts, set to music for singers and instrumentalists. But when these two words are joined together then the meaning refers to TV shows and drama series.

H5: Smart phones Can Help a **Great Deal** in Empowering Women

Great Deal

We often as translators, translate the 'great deal' as «صفقة رائعة» into Arabic but in this headline, it means very much, too much, a lot.

H6: The USA Wants to Be in **China's Shoes** in Progress Around the World

The translator must take into account the intended meaning of this headline in order not to fall into political and legal problems. its meaning is to be in someone's shoes which is wrong because nobody can be in the shoes of someone else. So the intended meaning is to be in someone's place or to take the position of somebody.

H7: COAS **Green-Lighted NAB** Action in FHA Valley Scam

The idioms green-lighted mean in Arabic «مضـاء باللـون الأخضـر» but what it means in this headline is to approve to do or start something, to permit to go ahead.

H8: Opposition, Deputy Speaker **Bury the Hatchet**

The denotative meaning of 'bury the hatchet' is «دفـن الأحقـاد» which means to make a peace with someone or to stop fighting or arguing to have linty reconciliation.

H9: COAS Vows to **Wipe Out** All Terrorist Hideouts

The above idiom meaning can be discussed as 'to get rid of someone or something.

H10: Cat Owners Lead **a Dog's Life**

This headline is attracting the reader's attention and it arouses the reader's

curiosity because how can the life of cat owners leads to a dog's

life. So the connotative meaning can be explained as those who have cats in their life who suffering from a difficult and unpleasant life.

H11: Arms Dealers **Making a Killing**

Actually, in this headline, one of the features of news Headlines is used to play with words to attract reader attention. The idiomatic expression hers mean to earn an advantage of something in a very short way.

H12: Sports Minister for the **High Jump**

The idiom here is 'high jump' means to be in a position to face swift and harsh punishment.

H13: 500 Supermarket Butchers **Get the Chop**

This headline doesn't mean the supermarket butchers were cut off, the intended meaning is that they lost their jobs.

H14: Winning Baking Competition Was **a Piece of Cake**

A piece of cake, this idiomatic expression is very well-known in English which means something was very simple and easy to do.

H15: NAB '**Falls in Line'** After PM's Criticism

Fall in line can be expressed as doing something according to the decision or opinion of someone else (maybe someone in a higher position)

H16: Local Fishing Club **Opens a Can of Worms**

The literal or denotative meaning of this idioms is to open a

can that contains a lot of worms, so it is the same reference as you make a lot of complex or complicated problems that cannot be solved.

H17: Brown's **Lost His Marbles**

As translators, we may translate 'lost his marbles' literally as «فقـد كرياتـه» but the connotative meaning of this headline can be expressed as John lost his mind or he is unaware of what he does.

H18: Thousand of Police to Lose Jobs as Forces **Feel the Pinch**

To feel the pinch refers to an act of gripping the skin of someone's body between finger and thumb. While in Arabic means «قرصـة» the intended meaning in this idiom is to have a problem with financial issues.

H19: **On a Wing and Prayer Jet** Crashes into New York River

Every one survives by searching about the meanings for each word individually 'wing', 'prayer' we find that the meaning is not completely convergent. Since the dictionary meaning is «جناح»،«صـلاة» but when they joined together that becomes an idiom that means without such preparation to make something happen.

H20: Minister **Shoots** Himself **in the Foot**

Connotatively, 'shoot in the foot' means to damage or destroy one's plans

because of faulty actions.

H21: 7M **Fill Your Boot!**

'Fill your boot' means to have or obtain more as you can from someone or full plenty of something.

H22: Terror Wave **Puts a Question Mark** on NAP Execution

To 'put a question mark doesn't means that you are asking for something or you want to know about something, but what it means in the headline is to give a period to do something.

H23: Nisar **Under Fire** in Senate for 'False Statement' on Maulana

'Under fire' doesn't mean you are literally under fire, the authors use them to express being criticized.

H24: Will **go to any length** to finish terrorists: COAS

'Go to any length' means to do whatever is necessary, to destroy or completely defeat someone or something.

H25: Late Night Meeting Fails **to Break Deadlock**

'Break deadlock' means "«كسـر الجمـود" but the connotative meaning is to score the first goal.

It seems that the wrong idiom in the wrong context will twist the meaning of the idiom which one wants to write. So, translators have to be careful with the usage of these idioms.

The following table shows selected 25 news headlines from several newspapers. All of these news headlines contained idioms with their English and Arabic meanings, their denotative and connotative translations:

No.	Headline	Idiom	Meaning (English)	Meaning (Arabic)	Denno. Trans.	Con-no. Trans.
1	Roman Remains Crumble in Italy's **Banana Republic**	banana republic	politically unstable country	دولة غير مستقرة سياسيا	تدهورت الآثار الرومانيا في ايطاليا جمهورية الموز	تدهورت الآثار الرومانيا في دولة ايطاليا الغير مستقرة سياسيا
2	Hunt for PIA Strategic Partner **Put on Hold**	Put on hold	to post-pone something; to stop the progress of something	لتأجيل شي ما أو لتوقف تقدم شيء ما	تم تعليق البحث عن شريك استراتيجي للخطوط الجوية الدولية الباكستانية	تم تأجيل البحث عن شريك لإستراتيجية الخطوط الجوية الدولية الباكستانية
3	Khattak Ask PM to **Clear the Area**	Clear the area	to explain something that someone disagree d with or did not understand.	شرح شيء لا يتفق معه شخص ما أو لم يفهمه	يطلب ختك من رئيس الوزراء تطهير المنطقة	يطلب ختك من رئيس الوزراء توضيح الأمور

4	Freedom Can Still Be the Winner in This Egyptian **Soap Opera**	Soap opera	Dramas, long TV series	الدراما والمسلسلات التلفزيونية	ضلت الحرية هي السائدة في صابونة الاوبرا المصرية	ضلت الحرية هي السائدة في الدراما والمسلسلات التلفزيونية المصرية
5	Smart Phones Can Help a **Great Deal** in Empower-ing Women	Great deal	very much	كثيرا جدا	الهواتف الذكية صفقة رائعة للمرأة	يمكن للهواتف الذكية أن تساعد في تمكين المرأة
6	USA Want **to be in Chi-na's Shoes** in Progressing Around the World	To be in some-one's shoes	to take someone place	لتحل محل شخص أو مكان ما	أمريكا تريد أن تكون في حذاء الصين في التقدم حول العالم	تريد أمريكا أن تأخذ محل الصين في التقدم حول العالم
7	COAS Green Lighted NAB Action in FHA Valley Scam	Green lighted	Permission to go ahead, Approval	لإعطاء موافقة أو إذن للبدء بشيء ما	أعطى رئيس أركان الجيش الضوء الأخضر للرابطة الوطنية للمذيعين ليتخذوا إجراءاتهم	أعطى رئيس أركان الجيش موافقة للرابطة الوطنية للمذيعين ليتخذوا إجراءاتهم

8	Opposition, Deputy Speaker Bury the Hatchet	Bury the hatchet	To stop fighting or arguing	لوقف القتال أو الجدال	المعارضة، نائب رئيس مجلس النواب دفن الأحقاد	يريد نائب رئيس مجلس النواب توقيف القتل أو الجدال
9	COAS Vows to Wipe Out All Terror-ist Hideouts	Wipe out	To crash or fall over	أن تتحطم أو تسرق	يتعهد رئيس أركان الجيش بإزالة جميع مخابئ الإرهابيين	يتعهد رئيس أركان الجيش بالقضاء على جميع مخابئ الإرهابيين
10	Cat Own-ers lead a Dog's Life	Dog's life	A life that is difficult, unpleasant, or boring	حياة صعبة أو غير سارة أو مملة	الذين يملكون القطط حياتهم أشبه بحياة الكلاب	أن تملك قطة يعني أن تعيش حياة بائسة
11	Arms Deal-ers Making a Killing	Mak-ing a killing	To earn a large profit in a short period of time	لكسب ربح كبير في فترة زمنية قصيرة	يرتكب تجار الأسلحة جريمة القتل	يكسب تجار الأسلحة ربح كبير في فترة قصيرة
12	Sport Min-ister for the High Jump	The high jump	In a position to face swift and harsh punish-ment	عقوبة سريعة وقاسية	وزير الرياضة قفز عاليا	وزير الرياضة في موقف لمواجهة التحديات

13	500 Subermarket Butchers Get the Chop	Get the chop	To lose one's job	إن يفقد المرء وظيفته	٥٠٠ جزار في السوبر ماركت حصلوا على الفرم	خسر ٥٠٠ جزار وظيفتهم في السوبر ماركت
14	Winning Baking Competition Was a Piece of Cake	A piece of cake	Very easy	سهل جدا	الفوز بمسابقة الطبخ كان قطعة من الكيك	كان الفوز بمسابقة الطبخ سهل جدا
15	NAB 'Falls in Line' After PM's Criticism	Fill in line	To submit to rules of higher authority	أن يخضع لقواعد السلطة العليا	الرابطة الوطنية للمذيعين تملئ حيزا بعد انتقاد رئيس الوزراء	الرابطة الوطنية للمذيعين تنجز مطلب رئيس الوزراء
16	Local Fishing Club Opens a Can of Worms	Opens a can of worms	Accidentally, creates complicated problems	يخلق مشاكل متعددة من دون قصد	نادي الصيد المحلي فتح علبة تحتوي على ديدان	افتتح نادي الصيد المحلي مشاكل معقدة من غير قصد
17	Brown's lost his marbles	Lost his marbles	To be or become unsound mind	أن يصبح مختلا عقليا	فقد براون كرياته	فقد براون عقله
18	Thousand of Police to Lose Jobs as Forces Feel the Pinch	Feel the pinch	To be or feel constrained by recent financial hardship	أن تكون أو تشعر بأنك مقيدا بالضائقة المالية	يشعر آلاف من رجال الشرطة بالضيق بسبب وظائفهم	يشعر الآلاف من رجال الشرطة بالإفلاس بعد فقدانهم وظائفهم

19	On a Wing and Prayer Jet Crashes into New York River... Every One Survives	On a wing and prayer	Without much preparation (and thus little hope of success)	بدون الكثير من التحضير وبالتالي أمل ضئيل بالنجاح	تحطمت طائره بنجاح وطائره صلاة بنهر نيويورك نجا كل واحد منهم	بدون سبق و إنذار سقطت طائرة بنهر نيويورك دون حصول أي وفاة
20	Minister Shoots Himself in the Foot	Shoot in the foot	To damage or impede one's own plans, or actions through foolish actions or words.	لإلحاق الضرر أو إعاقة خطط المرء أو تقدمه من خلال أفعاله الحمقاء	الوزير يطلق النار في قدمه	ذهبت أعمال الرئيس دون جدوى بسبب سوء خططه
21	7M Fill Your Boot	Fill your boots	To take or obtain as much of something as one can	للأخذ أو للحصول على اكبر قدر ممكن من شيء ما	أملئ حذاءك بـ٧ مليون	أملئ جيبك بـ٧ مليون
22	Terror Wave Puts Question Mark on NAP Execution	Question mark	Moment or period of time	لحظة أو فترة زمنية	الإرهاب تضع علامة استفهام على تنفيذ خطة العمل الوطنية	الإرهاب يحدد فترة زمنية على تنفيذ خطة العمل الوطنية
23	Nisar Under Fire in Senate for 'False Statement	Under fire	Being criticized	التعرض للنقد	في مجلس الشيوخ نزار تحت النار بسبب تصريح ساخر	تعرض نزار في مجلس الشيوخ لانتقادات بسبب تصريح كاذب

| 24 | Will Go to Any Length to Finish Terrorists: COAS | Go to any length | To do whatever is necessary, to destroy or defeat someone or something | للقيام بكل ما هو ضروري لتدمير أو هزيمة شخص أو شيء ما | رئيس أركان الجيش: سوف تذهب إلى أي مدى للقضاء على الإرهابيين | رئيس أركان الجيش: سوف نفعل ما بوسعنا للقضاء على الإرهابيين |
| 25 | Late Night Meeting Fails to Break Deadlock | Break dead-lock | To score the first goal | ليسجل الهدف الأول | فشل الاجتماع في وقت متأخر من الليل في الخروج من المأزق | فشل الاجتماع الطارئ في تحقيق ما هو مطلوب |

8.Conclusions and Recommendations

It can be concluded that the translators can form the professional competence only if they make decisions on various competences, either linguistic, or communicative, text-forming, technical, as well as special personal characteristics, moral and ethical to reveal translation problems and develop translation quality, i.e. due to this formation, translators' professionalism in their work will be achieved. Thus, with the process of building professional competence , the translators should be familiar not only with the linguistic competence but also with other competences, so that they can subdue the sentences/idioms in the news headlines to be suitable and comprehended without being affected by the culture they belong to. The foreign language proficiency is a necessity but not sufficient component of professional competence. Translation

problems then are revealed and translation quality can be developed only by translators who believe that the process of translation goes far beyond conversion at a linguistic level.

Accordingly, it is recommended that the departments of translation studies in Iraq should consider in their curricula the importance of forming the professional competence for their students to enable them reveal the translation problems and develop translation quality respectively.

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Utilizing Technology in Translation

Abstract

The way technology has developed has forced a change in the industry whereby traditional translation skills must now be combined with technical ability. Some translation scholars have broadly considered the relationship between changes in technology and communication. Referring to the way computers have changed the way we write, read and think, and that has led to conceptual changes that challenge their definition of translation. The technology involves deep conceptual changes and therefore affects tasks. Thus, translators no longer think of themselves as just isolated ones, but as technical adapters/experts offering their performance to ever-increasing communication. This study is based on Rainer Schulte's assumption (1985) that translation calls for highly-qualified translators who need to be acquainted with the latest technology.

The findings showed that the translators required to take a step further into the technical means of *multimedia*, *software*, *video*, and *websites* to develop and improve their translation performance in today's technology and communication. To measure the participants' opinion concerning the impact of these means on enhancing translators' communicative abilities to develop their translation performances, 236 participants of the fourth-year students in the Translation Department, College of Arts, Basra

University were chosen to tick their favourite answers. It is recommended that on the pedagogical levels students of translation should be trained on how to develop and improve their translation performance by enriching their communicative abilities via the latest technical means.

Keywords: Translation Performance, Technology, Communication

1.Introduction

Technology extends human capacities. More general technologies are collections of tools. Some of them affect our communications, and thus translation. The use of print technology from the fifteenth century supported the idea of the definitive translation, and thus notions of equivalence as a relation between fixed texts. Here shall be looked at translation tools that extend translators' capacities. These tools fundamentally affect communication (Esselink,2000:www).

The industrial applications of translation tools are based on the idea that translation is a word-replacement activity. On the other hand translation theories since the 1980s have tended to see translators as communicators whose duties go beyond the replacement of source-text words; translators are employed to provide meaningful communication. Translation tools make this difficult. Indeed, they move translators back to the linguistic equivalence paradigms of the 1960s. Through the years translators' work went through different stages, the reason for that goes to technological advances and communication. The relationship between translators and their clients plus the process of translators work have changed. This goes to the increasing in the amount of translated information and the development of translation tools. Studies say translation tools may increase and help translation to concentrate on what matters the most, but there are problems that accompany such advantages, these problems will be included in the solution (Bedard,2000:www).

Electronic communications have additionally been used to foster communications between translators, particularly via internet forums for professional translator. In these boards translators are very inclined to change advice, give tips, and generally discuss their work simply by reading the posted message, college students and commonly talk about their work to learn about translation and see the kind of help that experts supply each other (Lockwood, 2000: 187-202).

Translation scholars introduced the idea of the translator going beyond just transferring the language elements to paper. They saw the translator as actually reaching out and adopting the technology required to take a step further into previously uncharted territory into the realms of *multimedia, software, video,* and *websites* (Schulte,1985:www).

This study investigates the following question: Do translators take advantage of being acquainted with the latest technical means to enrich their communicative abilities and develop their performance in the new age of technology?

2. Literature Review

This part is devoted to discussing other studies conducted previously on the same topic in hand. In this part, advantages and disadvantages for translators, translation and transfer, equivalence, translation and communication, are going to be expressed generally.

2.1 .Advantages and Disadvantages for Translators

Technology is no longer an option in today s' professional world; it is a necessity. Practically all translating is aided by way of computer systems. Further, the most progressive tools are likely the everyday ones that are not precise to translation: internet search engines, spell checkers , search and replace functions, and revision tools have had a large affect on all varieties of written communication. The advantages introduced by using technology are so remarkable that they cannot be refused. Translator tools operate the most repetitive tasks so that translators can focus on the most creative elements of translation. The smart use of machine translation have to suggest that our fine human efforts are centered where they are most wished . However, technology is not perfect, and translators have to be fully aware of these shortcomings. Each new technology demands new investment, not simply in purchasing tools however also in gaining knowledge of how to use them. The investment one places in must be much less than the advantages one excepts to have, that the form of text corpora that linguists use to study (Megal,2004:www).

2.2. Translation and Transfer

According to Alan Duff "translation, as the process of conveying messages across linguistic and cultural barriers, is an eminently communicative activity". And the truth that the twentieth century, the age of communication has additionally been called the age of

translation support the fact that translation situates at the centre of this dynamic process. But, even if it belongs to the area of communication, translations show some variations with regard to the general model of communication which entails five stages: encoding, sending, transmission, reception, decoding. It appears that translation goes hand in hand with transfer, constantly supposing movement from a source language towards a target language, always having a certain effect on the target language audience. This brought about, "a sociology of reception" which proved that, as an intercultural phenomenon, translations have had a lively historical role in the configuration of the characteristics of a certain period (Rodica,etal.

2011,pp.1401-1841).

2.3. Equivalence

According to Susan Bassnett , "translation involves the rendering of a source language text into the target language, so as to ensure that the surface meaning of the two will be approximately similar and the structures of the source language will be preserved as closely as possible, but not so closely that the target language structures will be seriously distorted". The preservation of sure features from the original text brings us to the concept of equivalence. It is a well acknowledged truth that perfect equivalence is an ideal that can by no means be completely reached because, as Newmark showed, "each exercise of translation involves some kind of loss of meaning, the basic loss being a continuum between over

translation (increased detail) and under translation (increased generalization)". The loss, of whatever kind, have to constantly be diminished by means of making an attempt to discover the type of equivalence suitable to the text to be translated. But texts in diverse languages can be equivalent in various degrees, in respect of diverse levels of presentation (equivalence in respect of context, of semantics, grammar, lexis, etc.) and at various ranks (word-for-word, phrase-for-phrase, sentence-for-sentence). Different linguists determined various classifications of equivalence and of kinds of translations (Rodica, 2006:www).

2.4. Translation and Communication

Language communication is an essential part of translation and, in addition, it reveals the following characteristics: During the normal communication, the sender and receiver have identical keys, the sender symbolizes specific media content in the form of text, and the sender decodes the text with these keys to extract media content. Following the Harris effect, we understand from the media content the semantic value of the linguistic expression, which shows that the specified sequence of signals is capable of causing a specific action to affect the recipient, in line with the sender's desire. Matching the symbol keys in the sender and recipient's possession is a key element of communication within a single language framework. It is understood, however, that the keys to communication partners cannot be fully identical in reality. In other words, the matching of the symbols' keys is a relative

match, because absolute congruence can contradict the nature of language, which constitutes a flexible system, Specific, ability to change. In ordinary languages, there is no connection in one sense, between physical and physiological aspects of the language. The absolute congruence of the symbols' keys, in addition to the above, hinders the variance of personal experience (linguistic and experience in dealing with the surrounding world), diverse from individual to individual, which leads to the emergence of the idiotic language in some representatives of the linguistic community (Mundy,2001:www).

Communication is the exchange of information between individuals, cultures, civilizations, using a general system of symbols. It can be performed through verbal and non-verbal means. Two methods of communication are specified. Communication in the automated route is a one-way process to encode the transmission of information from the source and receive the information by the recipient. Communicating in the activity is a joint activity of the participants in the communication, in which a common overview of things and how to deal with them. If we want to understand the characteristics of the process of communication between languages, it is very important to acknowledge the perception of language as a system of signals. Inter-language communication is a process of reorganization of information, transmitted by a signal system, in a transitory information through a system of other signals appropriate to the linguistic format of the receiving language (Rodica,2006:www).

2.5. Translators as Localization Experts

Technology involves deep conceptual adjustments and consequently impacts tasks. Localization is one of these tasks that has been affected by technology and makes use of it. It is the result to cope with new media, using new tools and learning new skills. Scholars noticed that the translator as simply attaining out and adopting the technology required to take a step in addition into formerly uncharted territory into the realms of *multimedia, software, video*, and *websites*. They did however draw the line at programming. They claimed their view was increasingly consistent with that documentation engineers or managers. They concluded that localization is the result of technological changes but it is also firmly in the domain of technology. Other scholars, adopting a narrower concept of localization as adopting a text (or a product) to a local audience, did not consider there to be any deep conceptual changes but did strongly advocate the idea that the translator must a new skill set. Translators be in a position to bridge the hole between technical human beings who lack the integral cultural awareness and translators who do not possess ample technical know- how. The scholars additionally asked what the relationship is between translation memories, localization and typical translation. They saw localization as a branch of translation that requires a vital awareness of translation theory but represents an activity that is a greater complex in its use of it. They felt that the underlying concept of adaptation to the local goal target audience stays constant, but what modifications is the extent of technical

expertise involved. Their definition of localization centers on new technological know-how and internationalization. They mentioned the concept of globalization ought to be central. This would involve the thought of the supply text as a draft which is then transformed as correctly as possible into localized and last version. They stated that localization is the translation of the new age. It has now not delivered conceptual changes to translation but has rather broadened the concept. Consequently, the translator needs to be acquainted with the latest technology (Schulte,1985:www).

3. Methodology

The data used in this quantitative study includes that the translator must be familiar with the latest technical means of *multimedia*, *software*, *video*, and *websites* to develop and improve their translation performance in today's technology and communication.

For reasons of convenience, the researcher tackles the role of translators as technical adaptors/experts. The researcher considers that having the ability in one aspect only is a bad matter; therefore it is preferable to have complementary technical means to enhance translators' communicative abilities to develop and improve their translation performance.

To measure participants' attitudes toward the use of technical means as a tool to enhance their communicative abilities to develop and improve their translation performances in today's technology, 236 students of the Fourth Year in the Department of Translation, Basra University were selected to be the participants of this study.

The study participants are given a 10 - question questionnaire to tick one out of five boxes that corresponds their attitudes toward technical means in this study subject. Results revealed that the majority of the participants use technical means to enrich their communicative abilities to develop and improve their translation performance in today's technology.

Besides, results stemmed from the questionnaire indicated that the participants trust and believe in the role of the technical means in enhancing translators' communicative abilities to develop and improve their translation performance in today's technology.

Hence, the translator's acquaintance with the latest technology is required to develop and improve their translation performances in today's technology and communication.

4. Data Analysis

To measure the participants' opinion concerning the impact of technical means of *multimedia*, *software*, *video*, and *websites* on enhancing communicative abilities to develop and improve the translation performances, (236) participants of the fourth year students in the Translation Department, College of Arts, Basra University were chosen to tick their favourite answers.

The results were as follows:

Participants answered the statement (1) [looks around the latest technical means on daily basis.], revealing that 31% of them strongly agree with this statement, 45% of them agree with this

statement, 02% of them strongly disagree, 06% of them disagree, and 15% was neutral.

As to the statement (2) [urges the college administration to adopt the latest technical means to develop and improve translation performance in classes.], 58% of them strongly agree with this statement, 30% of them agree with this statement, 04% of them strongly disagree, 02% of them disagree, and 06% was neutral.

(3) [considers the latest technical means more interactive and confident in communicating with others to develop and improve translation performance.] reached that 44% of them strongly agree with this statement, 38% of them agree with this statement, 04% of them strongly disagree, 07% of them disagree, and 07% was neutral.

Moreover, Statement (4) [finds the latest technical means serve the purpose of their creation in developing and improving translation performance.] showed that 31% of them strongly agree with this statement, 40% of them agree with this statement, 08% of them strongly disagree, 07% of them disagree, and 10% was neutral.

Also, statement (5) [considers that he latest technical means offer enough opportunities to promote myself and activities in developing and improving translation performance.] brought that 30% of them strongly agree with this statement, 39% of them agree with this statement, 08% of them strongly disagree, 06% of them disagree, and 15% of them was neutral.

Statement (6) [feels that expressing self on the latest technical means enhances translation performance positively.] expressed that 25% of the participants strongly agree with this statement, 27% of them agree with this statement, 08% of them strongly disagree, 14% disagree, and 25% was neutral.

Moving through the statement (7) [feels motivated and enthusiastic while using the latest technical means.], it had shown that 33% of the participants strongly agree with this statement, 27% of them agree with this statement, 07% of them strongly disagree, 07% of them disagree, and 19% was neutral.

Statement (8) [believes the latest technical means assist translation performance in online education and training settings.] assured that 33% of the participants strongly agree with this statement, 40% of them agree with this statement, 07% of them strongly disagree, 08% of them disagree, and 12% was neutral.

As to statement (9) [thinks the latest technical means enhance the spirit of communication among translators.], it showed that 34% of the participants strongly agree with this statement, 27% of them agree with this statement, 08% of them disagree, and 13% was neutral.

Finally, as to the statement (10) [thinks the latest technical means have positive impact on translation performance.], it revealed that 36% of the participants strongly agree with this statement, 36% of them agree with this statement, 04% of them strongly disagree, 12% of them disagree, and 08% was neutral.

To sum up, the 236 participants responded positively toward the adoption of the latest technical means in the translation performance development and improvement. Majority of the study participants revealed their pleasure to use the latest technical means to develop and improve translation performance. They feel confident and enthusiastic while using these means. Hence, the latest technical means have enhanced their motivation to develop and improve translation performance.

5. Conclusions and Recommendations

The study concluded that specialization within one discipline no longer seems to meet the demand of our present educational needs. Having the ability in one aspect only is a bad matter; therefore traditional translation skills should now be combined with technical expertise. The participants as well have shown confidence in the new era of education. Present translators no longer think of themselves as isolated ones, but as ones surrounded with the latest technical means of *multimedia*, *software*, *video*, and *websites* that can make their translation performance better than before. As these means have the power to bridge the communicative gaps, it is a good chance for the present translators to enhance their translation performance . They have the role to facilitate the present education and training where translators have a big area of freedom to communicate with each other confidently. Translators, through these means, will be able to develop and improve translation performance without hesitance. They look at their instructors

as education and training process facilitators. Thus, disagreeing with today's point of views could reverse the results and would widen a gap between today's generation of translators and present education and training processes.

So, it is recommended that translation training via the latest technical means should be encouraged rapidly in The Translation Department. Because lecturing alone is not fruitful access to translators' performance. The translation department instructors as well must be familiar with the latest technical means of *multimedia*, *software*, *video*, and *websites* and know that present education and training process across the world is shifted, and these tools should be applied in developing and improving translation performance. Therefore, present instructors of this technical world should also change their techniques to cope with the needs of today's translators and abandon outdated ones.

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Students' Questionnaire

Dear students: I invite you to participate in the research study of the issue "Utilizing Technology in Translation". Your answer will help me to achieve the research goal. I appreciate your participation in the research study in advance.

You are offered various answers on a number of statements. Please, read them carefully and put a tick mark on the answer that best describes your point of view.

 Student's name: Age: Date:

No.	I am a person who ...	Strongly agree	agree	Strongly Disagree	Disagree	Neutral
1.	looks around the latest technical means on daily basis.	31%	45%	02%	06%	15%
2.	urges the College administration to adopt the latest technical means to develop and improve translation performance in classes.	58%	30%	04%	02%	06%
3.	considers the latest technical means more interactive and confident in communicating with others to develop and improve translation performance.	44%	38%	04%	07%	07%
4.	finds the latest technical means serve the purpose of their creation in developing and improving translation performance.	31%	40%	08%	07%	10%

5.	considers that the latest technical means offer enough opportunities to promote activities in developing and improving translation performance.	30%	39%	08%	06%	15%
6.	feels that expressing self on the latest technical means enhances translation performance positively.	25%	27%	08%	14%	25%
7.	feels motivated and enthusiastic while using the latest technical means.	33%	27%	07%	07%	19%
8.	believes the latest technical means assist translation performance in online education and training settings.	33%	40%	07%	08%	12%
9.	thinks the latest technical means enhance the spirit of communication among translators	34%	27%	09%	08%	13%
10	thinks the latest technical means have positive impact on translation performance.	36%	36%	04%	12%	08%

Why Should Translators Have an Interdisciplinary Knowledge?

Abstract

Translation is a very complex activity that requires highly qualified translators to perform their tasks. Efficiency of translation includes interdisciplinary knowledge experience in a number of areas. Hence, getting to know various fields of study can help translators make decisions about producing targeted texts, just as it is with the dilemmas of knowing the other specialties that the translators Khaldawiyyah, Hussein Dabbagh, Mohammed Annani, Safa' Khalusi, Abdul Cadir Al-Kud and Mohammad Awad faced with the words *assad*, which is *lion*, *summer*, and *May* successively. This study is based on Tania Osburg's (2006) assumption that other fields of study cannot be separated from translation: they are so integrated that they need appropriate attention. The results showed that the issue of knowing another language is not the only requirement to be a translator. It is recommended that students of translation at educational levels be trained on how to develop their knowledge of different fields of study, i.e. interdisciplinary knowledge before starting to work as a translator.

Key Words: Translation, Interdisciplinary, Qualified Translators,

1.Introduction

Nowadays, the issue of knowing another language is not the only prerequisite for being a translator. In this fast moving world, translators should be primarily interdisciplinary experts. Sometimes the two languages at the hands of the translator belong to totally different areas such as sociology, anthropology, psychology, economics, etc. Thus, the responsibility of the translator in this case increases (1,2014,pp.8-16).

Many translators make a big and frequent mistake, as they focus their full attention on the linguistic side in the translation process, while neglecting the interest in the other fields of study (interdisciplinary knowledge) which is the second and main pillar of the translation process. Translation is like a person who is walking on two legs, and without one foot he cannot complete the path, the first foot is the axis of the language with both sides the source and the target, and the other foot is the interdisciplinary knowledge (the axis of experience in a number of fields). They are not separated from each other, because their separation will lead to produce translations that may be a good material for ridicule (2,2014).

Interdisciplinary studies that include multiple disciplines, which combine two or more academic disciplines, in a single activity, derive knowledge from many other fields. It is related to creating something by thinking across borders. It transcends the traditional boundaries between traditional academic disciplines or schools of

thought as an organizational unit, and with the emergence of new needs and professions, they are related to an interdisciplinary field (3,2018).

To describe studies that use the methods and insights of many established disciplines or traditional areas of study, an interdisciplinary term is applied within a translation training education. Besides their specific perspectives, in the pursuit of a common mission, inter-disciplines include researchers, students, teachers, and translators in the goals of connecting and integrating many academic schools of thought, professions, or technologies. Translation requires an understanding of the various disciplines to solve complex problems. Interdisciplinary can be applied where the subject is felt to have been neglected or even corrupted in the traditional disciplinary structure of research institutions, for example, translation studies. Interdisciplinarity can be applied to complex topics, including translation ones, that can only be understood by combining the views of two or more fields (4,2005).

When researchers from two or more disciplines adjust their curricula to be more relevant to the problem at hand, the multidisciplinary feature is often used in educational circles, including the case of a team-taught course in which students are required to understand a particular subject in terms of multiple traditional disciplines. For example, the topic of translation may appear differently when studied in different disciplines, such as comparative literature, computer science, history, linguistics, philosophy, semiotics, and terminology (5,2013).

This study examines the following question: Does interdisciplinary knowledge affect translators' performance?

2.Literature Review

An interdisciplinary concept has historical precedents, most notably Greek philosophy, although it is often seen as a term from the twentieth century. Klein testifies that "the roots of the concept lie in a number of ideas that resonate through modern discourse – the ideas of unified science, general knowledge, synthesis and the fusion of knowledge" (6,1990:www), while Gunn says that Greek historians and playwright took elements from other worlds of knowledge (such as medicine or philosophy) for further understanding their own subjects (7,1992).

Interdisciplinary programs sometimes come into the same content that traditional disciplines cannot tackle an important problem. Much information is returned to the different disciplines included, when inter-disciplinary collaboration results or the search for new solutions to problems. Therefore, both disciplinarians and interdisciplinarians are seen in an integral relationship with each other.(8,2013,p.153)

Participants should learn to appreciate the difference in perspectives and methods, since most sharers in interdisciplinary fields have been drilled in traditional disciplines. If members of an interdisciplinary program remain stuck in their majors, the program may not succeed. Those who have little experience in

interdisciplinary cooperation may not fully evaluate the intellectual assistance of colleagues from those disciplines (9,1992,pp.239-240).

Interdisciplinary activities practically face complex obstacles, challenges and criticism, although they are the focus of attention of institutions that promote translation, learning and education. The professional, organizational and cultural obstacles are among the most important obstacles and challenges faced by interdisciplinary activities (10,2010,P:52-56).

As an interdisciplinary study, translation has been affected by the recent developments of other fields of study. It has been changed from a concern with linguistic knowledge only to knowledge in a number of fields. It borrows many different areas of study that help it. It includes comparative literature, computer science, history, linguistics, language philosophy, philosophy, semiotics and terminology. Since translation then refers to an activity studied from more than one perspective, translators must have knowledge of various concepts and controversial theories that they collect or intersect with (11,1990).

The knowledge of two or more components of the specialty is called interdisciplinary knowledge. The interdisciplinary study combines constituents of two or more disciplines in research or making new technical knowledge, processes or expressions. It combines the constituents of two or more specializations into one

educational program. It takes interdisciplinary knowledge as the main study goals (12,1986,pp.119-126).

Interdisciplinary knowledge is important because:

1. "Creativity often requires interdisciplinary knowledge.

2. Immigrants often make important contributions to their new field.

3. Disciplinarians often commit errors which can be best detected by people familiar with two or more disciplines.

4. Some worthwhile topics of research fall in the interstices among the traditional disciplines.

5. Many intellectual, social, and practical problems require interdisciplinary   approaches.

6. Interdisciplinary knowledge serves to remind us of the unity-of-knowledge ideal.

7. Interdisciplinarians enjoy greater flexibility in their research.

8. More so than narrow disciplinarians, interdisciplinarians often treat themselves to the intellectual equivalent of traveling in new lands.

9. Interdisciplinarians may help breach communication gaps in the modern academy, thereby helping to mobilize its enormous intellectual resources in the cause of greater social rationality and justice.

10. By bridging fragmented disciplines, interdisciplinarians might play a role in the defense of academic freedom."(13,1995,pp.121-128)

Translation, then, is one of the oldest human works. It is a process that is not limited to the linguistic transmission of sentences, phrases and meanings of words, but extends to interdisciplinary knowledge as well. The translator is a writer who works on crafting ideas with words addressed to the reader. The difference between him and the real writer is that the ideas he formulates are not his thoughts, but the thoughts of others. So the translator must start before translating a particular text. He is not only concerned with the process of abstract linguistic transmission, but also concerned with the interdisciplinary knowledge in which this text was born, the nature of the recipient who will read this text. There will be many things that are praised or normal in a society, and it may be a taboo in another society, thus interdisciplinary knowledge is necessary for the translator (14,2013,p.153).

3. Methodology

The data used in this study includes getting to know various fields of study can help translators make decisions about producing targeted texts, just as the case with the translators Khaldawiyyah, Hussein Dabbagh, Mohammed Annani, Safa' Khalusi, Abdul Cadir Al-Kud and Mohammad Awad faced dilemmas with the translation of the Arabic words *assad*, which is *lion*, *summer* in

Shakespeare's poem *Shall I compare thee to a summer's day* , and *May* in Shakespeare's play *Hamlet* successively.

This research is based on *Tanya Ausburg's assumption (2006)* that the translator must take into account the interdisciplinary knowledge in which this text was born. To address it not only in his language, but also with the interdisciplinary knowledge, which may resemble the translator's, and may differ completely from it. That is why translation scholars believe that the translator should have the interdisciplinary knowledge as well as the source and the target language knowledge.

4.Data Analysis

The data used in this study includes many examples of this interdisciplinary knowledge, and perhaps the most prominent example is what was mentioned by the prominent linguist "Ibn Khaldawiyyah" that in the Arabic language, "assad" has about five hundred names, while he translates in English with one name, which is "lion".(15,2017)

Among the dilemmas of the knowledge of other disciplines that faced the translators who conveyed to us one of Shakespeare's poems, begins with the following line:

Shall I compare thee to a summer's day

The poet here searched in his knowledge of other disciplines stock for a metaphor taken from *the beauty of the weather*, and he

did not find any better than one of the summer days to compare or rather to liken his sweetheart, while we see in our Arab knowledge of other disciplines that summer is connected in our minds with intense heat, sun, and sweat.(16,2019)

  Here, the translators fell into dilemma, and they were divided into two parts: the first one sees that the image should be transferred as it is, because it reflects the knowledge of other disciplines that differs from ours, and the other saw that it is necessary to strive to find a metaphorical image that carries the same connotations and revelations in our Arab knowledge of other disciplines, not the original image terms . Let us read together the following translations, which express the diligence of the translators of this poetic line:

- هل أقول بأن فتونك أشبه بصيف جميل (المترجم: حسين دباغ)

- ألا تشبهين صفاء الصيف (المترجم: د/ محمد عناني)

- من ذا يقارن حسنك المغري بصيف قد تجلى (المترجم: صفاء خلوصي)

  Rather, some translators may strive to replace the word *summer* with *spring*, given that the spring in the Arab knowledge of other discipline is a season of beauty, fun, and springboard, and others may retain the word summer, but enter the word *breath*, so that the beloved becomes more like *the cool summer breeze*.

  The same thing was repeated with the translators who translated the play *Hamlet* into Arabic, and we cite an example:

Hamlet: *With all his crimes blown, as flush as May*.

Hamlet wants to say here that the crimes and sins committed by his father are thriving, as are the flowers in *May* (i.e. in the spring). Let's read the different translations of this image for three of the translators, then compare:

- مثل ربيع يحفل بالأزهار (ترجمة: محمد عناني)

- مزهو كأزهار الربيع (ترجمة: عبد القادر القط)

- كأنها الشجر في شهر آيار (ترجمة محمد عوض محمد)

Here we note that both Dr. Anani and Dr.Abdul Cadir realized the difficulty of the knowledge of other disciplines in this rhetorical picture, and by this   they do not mean to translate the word *May* as it is, because they realize that *May* is the spring summit in England, where Shakespeare was born, lived and died. This was what Hamlet meant. Then they replaced the word *May*, which the reader may not be aware of is the spring.

This is what Dr. Mohamed Awad does not pay attention to, so he translated the month as it is, and even translated it in the counterpart for the month of *May* which is *May*.

It has become clear now that translation process is not limited to the good knowledge of the mother language and the good knowledge of the language from which it is translated into. As it is a science, it is also an art, a talent and a skill as well. If the

translator addressed the text entrusted with his translation as a set of words, sentences, and synonyms assigned to produce another set of sentences and expressions equivalent to them, he would have spent a lot of time searching for those meanings between different dictionaries and glossaries, causing an inconsistent text.

5.Conclusion

It can be concluded that students of translation should have a comprehensive linguistic knowledge and an interdisciplinary knowledge, i.e. every knowledge complement the other, having the knowledge in one aspect only is a bad matter; therefore it is preferable to have knowledge in a number of areas.

The problems resulting from the difference of the translator's interdisciplinary knowledge, then, are more complicated than the linguistic one. Because it deals with the essential and passionate meanings. These problems are usually submerged, and only professional translators can reveal them. So, the translator should be familiar not only with the linguistic aspect of the texts but also with the interdisciplinary one. He must be accustomed to the knowledge of other fields of study so that he can subdue the texts, which he renders, to be suitable and comprehended without being affected by the culture he belongs to. He does so to avoid misconception or any other passive creations that may be caused as a result of this kind of translation.

6.Recommendations

The study has come up with the following recommendations:

1. The attention to an interdisciplinary knowledge is necessary for the students of translation. One of the most important qualities of a successful translator is to have a lot of knowledge of the various disciplines, especially those that are far from his specialty, so that his awareness expands, and his horizons open to know new things. So, we recommend the student to set himself an hour in his agenda for daily reading so that he develops his information wealth, as we are in the era of huge information wealth, in which many new words and terms appear every day. If he had read a book written a hundred years ago in chemistry for example, he would have found a clear difference in the structure of the vocabulary used in this book and other modern books.

2. It is true that there is an interdisciplinary knowledge weakness that strikes the roots of society in our current age, due to the proliferation of luxury and entertainment and the waste of time and distraction of people from useful and beneficial things, due to the poor use of new technology and the internet, but a successful translator can use all of these modern means to expand its horizons and increase his knowledge and information wealth through reading, viewing, watching documents and seeking according to an organized scientific method to obtain more science and knowledge.

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Part Three:

Glossary

of

Translation Research Terms

Glossary of Translation Research Terms

This glossary is intended to assist you in understanding commonly used terms and concepts when reading, interpreting, and evaluating scholarly translation research in the social sciences. It is also included general words and phrases defined within the context of how they apply to translation research in the social sciences.

- **Acculturation** -- refers to the process of adapting to another culture, particularly in reference to blending in with the majority population [e.g., an immigrant adopting American customs]. However, acculturation also implies that both cultures add something to one another, but still remain distinct groups unto themselves.

- **Accuracy** -- a term used in survey research to refer to the match between the target population and the sample.

- **Affective Measures** -- procedures or devices used to obtain quantified descriptions of an individual›s feelings, emotional states, or dispositions.

- **Aggregate** -- a total created from smaller units. For instance, the population of a county is an aggregate of the populations of the cities, rural areas, etc. that comprise the county. As a verb, it refers to total data from smaller units into a large unit.

- **Anonymity** -- a research condition in which no one, including the researcher, knows the identities of research participants.

- **Baseline** -- a control measurement carried out before an experimental   treatment.

- **Behaviorism** -- school of psychological thought concerned with the observable, tangible, objective facts of behavior, rather than with subjective phenomena such as thoughts, emotions, or impulses. Contemporary behaviorism also emphasizes the study of mental states such as feelings and fantasies to the extent that they can be directly observed and measured.

- **Beliefs** -- ideas, doctrines, tenets, etc. that are accepted as true on grounds which are not immediately susceptible to rigorous proof.

- **Benchmarking** -- systematically measuring and comparing the operations and outcomes of organizations, systems, processes, etc., against agreed upon «best-in-class» frames of reference.

- **Bias** -- a loss of balance and accuracy in the use of research methods. It can appear in research via the sampling frame, random sampling, or non-response. It can also occur at other stages in research, such as while interviewing, in the design of questions, or in the way data are analyzed and

presented. Bias means that the research findings will not be representative of, or generalizable to, a wider population.

- **Case Study** -- the collection and presentation of detailed information about a particular participant or small group, frequently including data derived from the subjects themselves.

- **Causal Hypothesis** -- a statement hypothesizing that the independent variable affects the dependent variable in some way.

- **Causal Relationship** -- the relationship established that shows that an independent variable, and nothing else, causes a change in a dependent variable. It also establishes how much of a change is shown in the dependent variable.

- **Causality** -- the relation between cause and effect.

- **Central Tendency** -- any way of describing or characterizing typical, average, or common values in some distribution.

- **Chi-square Analysis** -- a common non-parametric statistical test which compares an expected proportion or ratio to an actual proportion or ratio.

- **Claim** -- a statement, similar to a hypothesis, which is made in response to the research question and that is affirmed with evidence based on research.

- **Classification** -- ordering of related phenomena into categories, groups, or systems according to characteristics or attributes.

- **Cluster Analysis** -- a method of statistical analysis where data that share a common trait are grouped together. The data is collected in a way that allows the data collector to group data according to certain characteristics.

- **Cohort Analysis** -- group by group analytic treatment of individuals having a statistical factor in common to each group. Group members share a particular characteristic [e.g., born in a given year] or a common experience [e.g., entering a college at a given time].

- **Confidentiality** -- a research condition in which no one except the researcher(s) knows the identities of the participants in a study. It refers to the treatment of information that a participant has disclosed to the researcher in a relationship of trust and with the expectation that it will not be revealed to others in ways that violate the original consent agreement, unless permission is granted by the participant.

- **Confirmability Objectivity** -- the findings of the study could be confirmed by another person conducting the same study.

- **Construct** -- refers to any of the following: something that exists theoretically but is not directly observable; a concept developed [constructed] for describing relations among phenomena or for other research purposes; or, a theoretical definition in which concepts are defined in terms of other concepts. For example, intelligence cannot be directly observed or measured; it is a construct.

- **Construct Validity** -- seeks an agreement between a theoretical concept and a specific measuring device, such as observation.

- **Constructivism** -- the idea that reality is socially constructed. It is the view that reality cannot be understood outside of the way humans interact and that the idea that knowledge is constructed, not discovered. Constructivists believe that learning is more active and self-directed than either behaviorism or cognitive theory would postulate.

- **Content Analysis** -- the systematic, objective, and quantitative description of the manifest or latent content of print or nonprint communications.

- **Context Sensitivity** -- awareness by a qualitative researcher of factors such as values and beliefs that influence cultural behaviors.

- **Control Group** -- the group in an experimental design that

receives either no treatment or a different treatment from the experimental group. This group can thus be compared to the experimental group.

- **Controlled Experiment** -- an experimental design with two or more randomly selected groups [an experimental group and control group] in which the researcher controls or introduces the independent variable and measures the dependent variable at least two times [pre- and post-test measurements].

- **Correlation** -- a common statistical analysis, usually abbreviated as r, that measures the degree of relationship between pairs of interval variables in a sample. The range of correlation is from ١,٠٠- to zero to ١,٠٠+. Also, a non-cause and effect relationship between two variables.

- **Covariate** -- a product of the correlation of two related variables times their standard deviations. Used in true experiments to measure the difference of treatment between them.

- **Credibility** -- a researcher›s ability to demonstrate that the object of a study is accurately identified and described based on the way in which the study was conducted.

- **Critical Theory** -- an evaluative approach to social science research, associated with Germany›s neo-Marxist "Frankfurt School," that aims to criticize as well as analyze society,

opposing the political orthodoxy of modern communism. Its goal is to promote human emancipatory forces and to expose ideas and systems that impede them.

• **Data** -- factual information [as measurements or statistics] used as a basis for reasoning, discussion, or calculation.

• **Data Mining** -- the process of analyzing data from different perspectives and summarizing it into useful information, often to discover patterns and/or systematic relationships among variables.

• **Data Quality** -- this is the degree to which the collected data [results of measurement or observation] meet the standards of quality to be considered valid [trustworthy] and reliable [dependable].

• **Deductive** -- a form of reasoning in which conclusions are formulated about particulars from general or universal premises.

• **Dependability** -- being able to account for changes in the design of the study and the changing conditions surrounding what was studied.

• **Dependent Variable** -- a variable that varies due, at least in part, to the impact of the independent variable. In other words, its value "depends" on the value of the independent variable. For example, in the variables "gender" and "academic

major," academic major is the dependent variable, meaning that your major cannot determine whether you are male or female, but your gender might indirectly lead you to favor one major over another.

- **Deviation** -- the distance between the mean and a particular data point in a given distribution.

- **Discourse Community** -- a community of scholars and researchers in a given field who respond to and communicate to each other through published articles in the community›s journals and presentations at conventions. All members of the discourse community adhere to certain conventions for the presentation of their theories and research.

- **Discrete Variable** -- a variable that is measured solely in whole units, such as, gender and number of siblings.

- **Distribution** -- the range of values of a particular variable.

- **Effect Size** -- the amount of change in a dependent variable that can be attributed to manipulations of the independent variable. A large effect size exists when the value of the dependent variable is strongly influenced by the independent variable. It is the mean difference on a variable between experimental and control groups divided by the standard deviation on that variable of the pooled groups or of the control group alone.

- **Emancipatory Research** -- research is conducted on and with people from marginalized groups or communities. It is led by a researcher or research team who is either an indigenous or external insider; is interpreted within intellectual frameworks of that group; and, is conducted largely for the purpose of empowering members of that community and improving services for them. It also engages members of the community as co-constructors or validators of knowledge.

- **Empirical Research** -- the process of developing systematized knowledge gained from observations that are formulated to support insights and generalizations about the phenomena being researched.

- **Epistemology** -- concerns knowledge construction; asks what constitutes knowledge and how knowledge is validated.

- **Ethnography** -- method to study groups and/or cultures over a period of time. The goal of this type of research is to comprehend the particular group/culture through immersion into the culture or group. Research is completed through various methods but, since the researcher is immersed within the group for an extended period of time, more detailed information is usually collected during the research.

- **Expectancy Effect** -- any unconscious or conscious cues that convey to the participant in a study how the researcher wants them to respond. Expecting someone to behave in

a particular way has been shown to promote the expected behavior. Expectancy effects can be minimized by using standardized interactions with subjects, automated data-gathering methods, and double blind protocols.

- **External Validity** -- the extent to which the results of a study are generalizable or transferable.

- **Factor Analysis** -- a statistical test that explores relationships among data. The test explores which variables in a data set are most related to each other. In a carefully constructed survey, for example, factor analysis can yield information on patterns of responses, not simply data on a single response. Larger tendencies may then be interpreted, indicating behavior trends rather than simply responses to specific questions.

- **Field Studies** -- academic or other investigative studies undertaken in a natural setting, rather than in laboratories, classrooms, or other structured environments.

- **Focus Groups** -- small, roundtable discussion groups charged with examining specific topics or problems, including possible options or solutions. Focus groups usually consist of ١٢-٤ participants, guided by moderators to keep the discussion flowing and to collect and report the results.

- **Framework** -- the structure and support that may be used as both the launching point and the on-going guidelines for investigating a research problem.

- **Generalizability** -- the extent to which research findings and conclusions conducted on a specific study to groups or situations can be applied to the population at large.

- **Grounded Theory** -- practice of developing other theories that emerge from observing a group. Theories are grounded in the group›s observable experiences, but researchers add their own insight into why those experiences exist.

- **Group Behavior** -- behaviors of a group as a whole, as well as the behavior of an individual as influenced by his or her membership in a group.

- **Hypothesis** -- a tentative explanation based on theory to predict a causal relationship between variables.

- **Independent Variable** -- the conditions of an experiment that are systematically manipulated by the researcher. A variable that is not impacted by the dependent variable, and that itself impacts the dependent variable. In the earlier example of «gender» and «academic major,» (see Dependent Variable) gender is the independent variable.

- **Individualism** -- a theory or policy having primary regard for the liberty, rights, or independent actions of individuals.

- **Inductive** -- a form of reasoning in which a generalized conclusion is formulated from particular instances.

- **Inductive Analysis** -- a form of analysis based on inductive reasoning; a researcher using inductive analysis starts with answers, but formulates questions throughout the research process.

- **Insiderness** -- a concept in qualitative research that refers to the degree to which a researcher has access to and an understanding of persons, places, or things within a group or community based on being a member of that group or community.

- **Internal Consistency** -- the extent to which all questions or items assess the same characteristic, skill, or quality.

- **Internal Validity** -- the rigor with which the study was conducted [e.g., the study›s design, the care taken to conduct measurements, and decisions concerning what was and was not measured]. It is also the extent to which the designers of a study have taken into account alternative explanations for any causal relationships they explore. In studies that do not explore causal relationships, only the first of these definitions should be considered when assessing internal validity.

- **Life History** -- a record of an event/events in a respondent›s life told [written down, but increasingly audio or video recorded] by the respondent from his/her own perspective in his/her own words. A life history is different from a "research story" in that it covers a longer time span, perhaps a complete life, or a significant period in a life.

- **Margin of Error** -- the permittable or acceptable deviation from the target or a specific value. The allowance for slight error or miscalculation or changing circumstances in a study.

- **Measurement** -- process of obtaining a numerical description of the extent to which persons, organizations, or things possess specified characteristics.

- **Meta-Analysis** -- an analysis combining the results of several studies that address a set of related hypotheses.

- **Methodology** -- a theory or analysis of how research does and should proceed.

- **Methods** -- systematic approaches to the conduct of an operation or process. It includes steps of procedure, application of techniques, systems of reasoning or analysis, and the modes of inquiry employed by a discipline.

- **Mixed-Methods** -- a research approach that uses two or more methods from both the quantitative and qualitative research categories. It is also referred to as blended methods, combined methods, or methodological triangulation.

- **Modeling** -- the creation of a physical or computer analogy to understand a particular phenomenon. Modeling helps in estimating the relative magnitude of various factors involved in a phenomenon. A successful model can be shown to account for unexpected behavior that has been observed, to predict

certain behaviors, which can then be tested experimentally, and to demonstrate that a given theory cannot account for certain phenomenon.

- **Models** -- representations of objects, principles, processes, or ideas often used for imitation or emulation.

- **Naturalistic Observation** -- observation of behaviors and events in natural settings without experimental manipulation or other forms of interference.

- **Norm** -- the norm in statistics is the average or usual performance. For example, students usually complete their high school graduation requirements when they are ١٨ years old. Even though some students graduate when they are younger or older, the norm is that any given student will graduate when he or she is ١٨ years old.

- **Null Hypothesis** -- the proposition, to be tested statistically, that the experimental intervention has «no effect,» meaning that the treatment and control groups will not differ as a result of the intervention. Investigators usually hope that the data will demonstrate some effect from the intervention, thus allowing the investigator to reject the null hypothesis.

- **Ontology** -- a discipline of philosophy that explores the science of what is, the kinds and structures of objects, properties, events, processes, and relations in every area of reality.

- **Panel Study** -- a longitudinal study in which a group of individuals is interviewed at intervals over a period of time.

- **Participant** -- individuals whose physiological and/or behavioral characteristics and responses are the object of study in a research project.

- **Peer-Review** -- the process in which the author of a book, article, or other type of publication submits his or her work to experts in the field for critical evaluation, usually prior to publication. This is standard procedure in publishing scholarly research.

- **Phenomenology** -- a qualitative research approach concerned with understanding certain group behaviors from that group›s point of view.

- **Philosophy** -- critical examination of the grounds for fundamental beliefs and analysis of the basic concepts, doctrines, or practices that express such beliefs.

- **Phonology** -- the study of the ways in which speech sounds form systems and patterns in language.

- **Policy** -- governing principles that serve as guidelines or rules for decision making and action in a given area.

- **Policy Analysis** -- systematic study of the nature, rationale, cost, impact, effectiveness, implications, etc., of existing or alternative policies, using the theories and methodologies of relevant social science disciplines.

- **Population** -- the target group under investigation. The population is the entire set under consideration. Samples are drawn from populations.

- **Position Papers** -- statements of official or organizational viewpoints, often recommending a particular course of action or response to a situation.

- **Positivism** -- a doctrine in the philosophy of science, positivism argues that science can only deal with observable entities known directly to experience. The positivist aims to construct general laws, or theories, which express relationships between phenomena. Observation and experiment is used to show whether the phenomena fit the theory.

- **Predictive Measurement** -- use of tests, inventories, or other measures to determine or estimate future events, conditions, outcomes, or trends.

- **Principal Investigator** -- the scientist or scholar with primary responsibility for the design and conduct of a research project.

- **Probability** -- the chance that a phenomenon will occur randomly. As a statistical measure, it is shown as p [the «p» factor].

- **Questionnaire** -- structured sets of questions on specified subjects that are used to gather information, attitudes, or opinions.

- **Random Sampling** -- a process used in research to draw a sample of a population strictly by chance, yielding no discernible pattern beyond chance. Random sampling can be accomplished by first numbering the population, then selecting the sample according to a table of random numbers or using a random-number computer generator. The sample is said to be random because there is no regular or discernible pattern or order. Random sample selection is used under the assumption that sufficiently large samples assigned randomly will exhibit a distribution comparable to that of the population from which the sample is drawn. The random assignment of participants increases the probability that differences observed between participant groups are the result of the experimental intervention.

- **Reliability** -- the degree to which a measure yields consistent results. If the measuring instrument [e.g., survey] is reliable, then administering it to similar groups would yield similar results. Reliability is a prerequisite for validity. An unreliable indicator cannot produce trustworthy results.

- **Representative Sample** -- sample in which the participants closely match the characteristics of the population, and thus, all segments of the population are represented in the sample. A representative sample allows results to be generalized from the sample to the population.

- **Rigor** -- degree to which research methods are scrupulously and meticulously carried out in order to recognize important influences occurring in an experimental study.

- **Sample** -- the population researched in a particular study. Usually, attempts are made to select a «sample population» that is considered representative of groups of people to whom results will be generalized or transferred. In studies that use inferential statistics to analyze results or which are designed to be generalizable, sample size is critical, generally the larger the number in the sample, the higher the likelihood of a representative distribution of the population.

- **Sampling Error** -- the degree to which the results from the sample deviate from those that would be obtained from the entire population, because of random error in the selection of respondent and the corresponding reduction in reliability.

- **Saturation** -- a situation in which data analysis begins to reveal repetition and redundancy and when new data tend to confirm existing findings rather than expand upon them.

- **Semantics** -- the relationship between symbols and meaning in a linguistic system. Also, the cuing system that connects what is written in the text to what is stored in the reader›s prior knowledge.

- **Social Theories** -- theories about the structure, organization, and functioning of human societies.

- **Sociolinguistics** -- the study of language in society and, more specifically, the study of language varieties, their functions, and their speakers.

- **Standard Deviation** -- a measure of variation that indicates the typical distance between the scores of a distribution and the mean; it is determined by taking the square root of the average of the squared deviations in a given distribution. It can be used to indicate the proportion of data within certain ranges of scale values when the distribution conforms closely to the normal curve.

- **Statistical Analysis** -- application of statistical processes and theory to the compilation, presentation, discussion, and interpretation of numerical data.

- **Statistical Bias** -- characteristics of an experimental or sampling design, or the mathematical treatment of data, that systematically affects the results of a study so as to produce incorrect, unjustified, or inappropriate inferences or conclusions.

- **Statistical Significance** -- the probability that the difference between the outcomes of the control and experimental group are great enough that it is unlikely due solely to chance. The probability that the null hypothesis can be rejected at a predetermined significance level [0.05 or 0.01].

- **Statistical Tests** -- researchers use statistical tests to make quantitative decisions about whether a study›s data indicate a significant effect from the intervention and allow the researcher to reject the null hypothesis. That is, statistical tests show whether the differences between the outcomes of the control and experimental groups are great enough to be statistically significant. If differences are found to be statistically significant, it means that the probability [likelihood] that these differences occurred solely due to chance is relatively low. Most researchers agree that a significance value of .05 or less [i.e., there is a 95% probability that the differences are real] sufficiently determines significance.

- **Subcultures** -- ethnic, regional, economic, or social groups exhibiting characteristic patterns of behavior sufficient to distinguish them from the larger society to which they belong.

- **Testing** -- the act of gathering and processing information about individuals› ability, skill, understanding, or knowledge under controlled conditions.

- **Theory** -- a general explanation about a specific behavior or set of events that is based on known principles and serves to organize related events in a meaningful way. A theory is not as specific as a hypothesis.

- **Treatment** -- the stimulus given to a dependent variable.

- **Trend Samples** -- method of sampling different groups of people at different points in time from the same population.

- **Triangulation** -- a multi-method or pluralistic approach, using different methods in order to focus on the research topic from different viewpoints and to produce a multi-faceted set of data. Also used to check the validity of findings from any one method.

- **Unit of Analysis** -- the basic observable entity or phenomenon being analyzed by a study and for which data are collected in the form of variables.

- **Validity** -- the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure. A method can be reliable, consistently measuring the same thing, but not valid.

- **Variable** -- any characteristic or trait that can vary from one person to another [race, gender, academic major] or for one person over time [age, political beliefs].

- **Weighted Scores** -- scores in which the components are modified by different multipliers to reflect their relative importance.

- **White Paper** -- an authoritative report that often states the position or philosophy about a social, political, or other subject, or a general explanation of an architecture,

framework, or product technology written by a group of researchers. A white paper seeks to contain unbiased information and analysis regarding a business or policy problem that the researchers may be facing.

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About the Author

Dr.Abdulsalam Abdulmajeed Al-Ogaili is an instructor with a doctoral degree at Basra University - College of Arts - Department of Translation. He obtained a bachelor and a master degree in English language from Basra University - College of Education - Department of English Language. He has PhD in translation from the National Educational University in Ukraine. He is a member of the Iraqi Translators Association since 1989, and he has taught in the translation department at the College of Arts at Basra University from 2005 until now.

Dr.Abdulsalam Abdulmajeed Al-Ogaili has activities in research, authorship and scientific partnerships. Including a book written in translation entitled ((The Fundamentals of Intercultural Competence for Future Translators)) in 2012. He has another book entitled ((Translated Nuggets)) in 2017. He has also a book entitled "Translation Thinking" in 2020. He published two textbooks titled "A Handbook of Media Translation" and "A Guide to Consecutive Interpretation" in 2021. He was rewarded "a medal of excellence" and "a creativity shield" in 2021 and 2022 successively. He participated in many scientific conferences inside and outside Iraq. As well as translating many literary stories and articles published in local and international newspapers and scientific magazines.