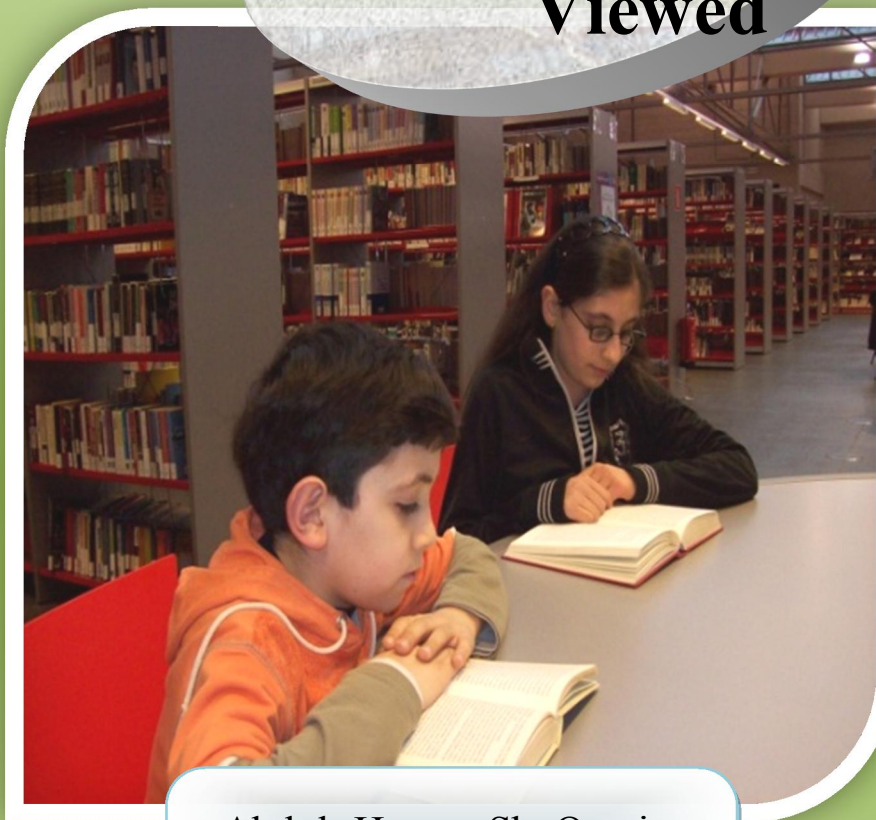




Translation, Grammatically Viewed



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Certification

«11

رقم الإيداع في دار الكتب
والوثائق ببغداد
لسنة

Preface

Translation is a field of knowledge that is wide open and has not been exhausted yet. This book is written with intention to be simplified, easier and more suitable for students to read.

The book views translation as a practical subject in teaching and learning as well as application. It is hoped that students can benefit from the suggested approach of this book and put it to use.

It is also hoped that it can be enriched and developed by interested and experienced teachers, translators and readers.

Part one deals with the translation of grammatical terms. The importance of style in translation is referred to in part two. Part three administers a test to check the predicted problems yielded by the test and the results arrived at might prove useful for pedagogical purposes.

The author

Foreword To The Student

This book is intentionally written in a simple and plain language to help students face no difficulty in comprehending what they read. Each point of grammar is presented with some examples to demonstrate its use in language to be helpful in translation.

The book contains exercises which are meant to be translated from Arabic into English. Students should not write down the answers to these exercises in the book itself, because they will be of very little use later.

Students should go on translating not only these exercises but also many other texts again and again until they have a mastery of the construction, vocabulary or point of grammar which students are practicing.

To get mastery over translation IS should go on translating texts in general at least two paragraphs a day to practice all that they learned about translation.

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0. Introduction

At the early stages of learning translation, some learners wrongly think that translation is a matter of word-for-word process; hence, translation to them is no more than a mechanical way.

It is certain that translation is a human activity, therefore, the text that is translated into the target language should be written in a rhetorical style that is intended to impress or influence readers and must have the same language effect that the source language does. But this cannot be produced without using imagination or skills which characterize human mind. Consequently, it is unreasonable to think that computers can be used as an aid to translation.

Iraqi college students of English face difficulty in translation, particularly at the early stages of learning. Translation is viewed as a number of problems of different kinds that require suitable and possible solutions. English and Arabic belong to two different language families Germanic and Semitic, therefore difficulty will definitely arise.

Some grammatical features of both languages pose problems in translation from Arabic into English or vice versa. Arabic

students should know that English grammar is not identical with Arabic grammar so we cannot translate each other in a straightforward way.

Translation plays an important role in rendering a text from one language into an equivalent version in another language, thus through translation, highly advanced international societies can be created despite their differences or the similarities of their people's culture and the degree of the level of their civilization and superiority.

Translation helps people to exchange ideas and equipments that cannot be dispensed with in our daily life. So we need efficient translators who will translate masterpieces of art in such a manner that the translated text should be a true copy of the original one and have the same effect without any deformity. One of the responsibilities of a translator is to be clever in choosing names for scientific innovation of every sort of science that he/she intends to translate to his/her mother tongue.

Since English is used as a foreign language in Iraq or in any other Arabic country and as there is no linguistic clubs of English where learners can go and see the latest publication of books, journals and references, the case that will not help to familiarize learners with translation which may facilitate the process of

learning translation or any other linguistic or grammatical unit.

0.1. Aims of the study

Translation should not be taken to mean the translation of words from one language into another, that is a word for word or a phrase for phrase, a clause for clause etc. This method of translation may not be acceptable and sometimes it may lead to absolute nonsense, particularly when we translate phrasal verbs, idioms or proverbs in the source language (henceforth SL) to its equivalent into the target language (henceforth TL), consequently, the present study aims to diagnose what mistakes Iraqi students commit and why, and which items form most of the trouble. Theoretically, this study will clarify some areas of difficulty unknown to the Iraqi students (henceforth-IS). As to the practical side the result of this study may be useful for pedagogical aims.

0.2. The scope of the study

Translation needs to be investigated accurately and in detail, and to carry out this requires covering a comprehensive field. However, it would be impractical to deal with all facts, principles and problems with which translation is characterized. Therefore, the present study deals merely with such a limited section of this subject as the "literal translation "as far as grammar is concerned from Arabic into English or the other way round. Other topics of translation will be dealt with whenever they come up in the context to make the discussion more complete.

0.3. What do we translate?

Whenever we want or we are asked to translate any text, we are not going to translate grammar, words, style or sounds. What do we translate then? We always translate one thing, which is meaning and only meaning, but if we translate meaning literally, we will get a weak and boring translation, since it will not convey the exact effect of the language of the original text.

Therefore, learners of translation should be aware of this point and be very careful to use a well-formed structure to write sentences that are grammatically as well as semantically correct to keep a true copy of the translated text ,for example, translate the following sentence into English;

بلا شباب لم يبق في الحياة ما يسرُّ

Without youth there seems to be no meaning in life.

The two sentences above are nearly similar in structure, but each one has its own well formed structure and keep the same meaning.

Part one

from the Arabic version, as in.

4-I am drinking water. إنا اشربُ ماءً

او اشرب ماءً

Verb to be disappears in Arabic translation as there is no equivalent tense in Arabic. Therefore the use of (يكون) in sentence (3) above does not refer to the progressive tense, or the time of action.

The same applies to the translation of “am, is, and” are “when used in the present passive voice; as in:

5-sally is invited to the party.

سالي تكون مدعوه الى الحفلة

To make the translation of sentence (5) normal and acceptable in Arabic we must drop (يكون) from the Arabic version to be as in sentence (6) below;

6- Sally is invited to the party.

سالي مدعوه إلى الحفلة

So keeping (يكون) in a version of Arabic translation is unacceptable and poor in Arabic grammar and it is out of place in the word order of the sentence.

1.2. Translation of was/were into (كان)

Verb to be “was” and “were”, as main verbs as well as auxiliaries referring to the past, are translated literally into (كان).

a) As main verbs:

7- Mary was quite happy.

كانت ماري سعيدة جداً.

b) As auxiliary, the past progressive.

8- Layla was reading.

كانت ليلى تقرأ.

Nevertheless, the literal translation of “was” is unfavorable when was, and “were” are used as auxiliaries to form the past passive voice; as in:

9 -The child was deceived. (كان الطفل خدع)

The Arabic verb (كان) should be dropped in the Arabic version in sentence (9) above as follows;

10- The child was deceived. (خدع الطفل)

So “was” and “were” are retained in a, and b, above but dropped in the passive voice.

It is worth mentioning that the Arabic equivalent of (am, is, are, was and were) is (هل) “hal” as a question word in an interrogative Arabic sentence; as in:

11- Is Tom a teacher? هل ان توم معلم؟

12- Are you going? هل أنت ذاهب؟

13- Was Tom going home?

هل كان توم ذاهباً الى البيت؟

14- Were they happy?

هل كانوا سعداء ؟

1.3. The verb “Do”.

“Do” and “Does” are used with the present simple, whereas “did” is used with the past. In translation, all these forms as auxiliaries have no Arabic equivalent and they cause no difficulty in translation whether they are used in a negative or interrogative sentence; as in:

13- Layla does not like tea. لا تحب ليلي الشاي

14- Do they play football? هل يلعبون كرة القدم

In affirmative sentences “do” is used for emphasis only as in;

Do come in

تفضل ادخل.

Or

He does help you.

هو يساعدك فعلاً.

As a main verb “do” does not pose a problem in translation, as in;

15-He did his work well. قام بعمله بشكل جيد

A worthy point to notice is that in interrogative sentences most forms of verb to “be”, “do”, “have” and all the modals are translated into a question word (هل) in Arabic, as in;

16-Is that your book? هل ذلك كتابك؟

17-Do you go home? هل تذهب للبيت؟

18- Have you a grammar book? هل عندك كتاب نحو؟

19-Can you speak English?

هل تستطيع التحدث باللغة الانكليزية؟

In certain linguistic areas (هل) “hal” can be replaced by (أ)/alhamza/ to ask a question, as in;

Do you go home? أتذهب إلى البيت؟

1.4. “Do” as a substitute verb

Moreover, “do” is used as a substitute for a whole clause, phrase or a verb, especially in an answer to a question, as in:

20-a- Do you agree? Yes, I do. هل توافق؟ نعم اعمل

The underlined “do” can be replaced by the main verb in the answer of the question as follows,

B-Do you agree? Yes, I agree.

هل توافق؟ نعم أوافق

“Do” as an auxiliary verb can be dropped in negative and affirmative sentences when it is translated into Arabic, but it is used as a question word meaning (هل) as it is mentioned before.

- Jack did not go out.

لم يخرج جاك.

“Do” in the sentence above is a helping verb, so it is not

appearing in the Arabic version.

Students face difficulty in translating an Arabic negative sentence into English, because the process of negation in English is different from that in Arabic. For example, to translate an Arabic negative sentence like;

لم يذهب خالد الى الحفلة

/lam yað hab Khalid ilaalhaflati/

into English , the students are supposed to know that the Arabic verb/yaðhab/ meaning (to go) is present, it is used here to refer to the past, so to construct an English negative sentence as a counterpart to the Arabic one, students should use the past tense of the helping verb “do” with the negative particle “not” i.e, “did not”, as in;

21-Khalid did not go to the party.

1.5. The translation of the verb “have”

As an auxiliary verb, “have” is used to perform an important grammatical function in language, as in;

22- We have arrived early today

وصلنا مبكرين هذا اليوم

The underlined verb “have” in sentence (22) above is dropped when the sentence is translated into Arabic because in a context like this and others, “have” has no equivalent in Arabic .the same is true with other forms of”have”, ”has” and “had” if they are used in a context like that in sentence(22) which is the present perfect and past perfect tense, as in;

23- She has arrived early today.

وصلت مبكرة هذا اليوم

24-Before he came to college, he had visited his uncle.

زار عمه قبل أن يأتي إلى الكلية

It is commonly known that students usually translate “have” into its general common meaning, to posses (يملك), which is only one of its several meanings, therefore, students should take care of this at translation. Below are several meanings of “have”,

Have a good journey. أتمنى لك رحلة ممتعة

Jane has a telephone call this afternoon.

تتلقى جين مكالمة هاتفية هذا العصر

Jane has a nice weekend.

تقضي جين عطلة ممتعة في نهاية الأسبوع .

Jane has her dinner at 6 o'clock every evening.

تتناول جين عشاءها عند الساعة السادسة كل مساء

Jane has the tablets on time.

تأخذ جين الحبوب في الوقت المحدد

Jane has to speak at least three languages.

يجب على جين ان تتحدث على الأقل ثلاث لغات

Jane has money.

تملك جين نقوداً.

Jane has already had her examination result.

حصلت جين على نتيجة امتحانها للتو.

However, students can distinguish between all these meanings of “have “through the context in which it is used, particularly the word that comes after “have “for example:

25- We have a nice holiday. نتمتع بعطلة ممتعة

It is nonsense to translate the sentence above literally into .

نمتلك عطلة جميله.

Which means in English.

26-We possess a nice holiday

A causative construction.

There is also a special use of “have” in English which is called a “causative have”. Iraqi students face difficulty in using it in a situation when one person causes another person to do something which one may not do it oneself, like the following:-

اريد ان احلق شعري

/ ureedo an ahliqa sha’ri /

I want to have my hair cut

The difficulty of translating this sentence is shown in the test (tables 4&5).

Another example;

طلبت السيده ألين من القصاب تقطيع اللحم الى شرائح رقيقه.

Mrs Allen has the butcher slice her meat thin.

1.6. The translation of modals

In English, modal verbs, as crystal (1984:195) believes, are primarily expressed as a subclass of auxiliary verbs, e.g. , may, might , shall, should, will, would, can, could. This subclass is symbolized as M in the phrase. Structure rules of the generative grammar.

1.7. The translation of “May”

It is a modal verb used for saying that something is possible, as in,

27- I may be going to China next year.

يمكن أن أسافر إلى الصين في السنة القادمة.

The verb “May” in sentence (27) above has the meaning of possibility and needs two Arabic words as its counterpart in Arabic, (يمكن ان)

In some contexts, it may need more than two words, as in,

28- May I help you?

هل يمكن لي أن أساعدك؟

Might is used as the past form of May and it is often used indirectly. It is also used to ask for something politely.

29- Might I say something?

هل لي أن أقول شيئاً؟

Asking for doing or saying something in Arabic can have more

than one English counterpart, as in ;

هل يمكن لي أن افتح الشباك من فضلك؟

30-May I open the window, please?

31-Can I open the window, please?

32-Would you mind opening the window, please?

Shall:

It is a modal verb used with ‘I’ and ‘we’ in future tense, meaning in Arabic س أو سوف , as in;

33- I shall be very happy to see him again.

(سوف) ساكون سعيداً جداً لرؤيته ثانية.

It is also used for suggestion that you do something with the person you are talking to.

34-shall we go out for a walk?

هل لنا أن نتنزه مشياً

In law ‘shall’ is used to mean must, obligation, but not future which is a special use of ‘shall’.e.g.

35- The defendant shall appear before the court at once.

يجب على المدعى أن يحضر حالا أمام المحكمة.

It is used to make offer, as in;

Shall I drive? {would you like me to drive?}

هل لي ان اقود السيارة ؟

Should

It is a modal verb used for saying that it is right for somebody to do something or something that one must do, as in;

36-You should try that new restaurant.

عليك إن تجرب ذلك المطعم الجديد.

It is usually used to express the sense of obligation.

37- I suggested that he should cancel the meeting.

اقترحت عليه أن يلغي الاجتماع.

This shows that “should” is always translated into (يجب) just like must.

It is used to indicate what is right or wrong, as in;

38-You shouldn't drink and drive.

عليك أن لا تشرب وتقوم بالسيارة

“Must have” and “should have”

Students may understand these two constructions as having the same meaning of obligation in the past. In fact they are not so, but they are opposites.

“Must have” is used to express an action that took place, whereas, the action which “should have”, refers to, as in (40} below did not take place. So students should take care of these verbs at translation. Thus they should distinguish between “must have” which implies action and “should have” which implies no action, as in,

39- The students must have gone.

لابد أن الطلاب قد ذهبوا.

قد ذهب الطلاب

40-The students should have gone.

كان على الطلاب أن يذهبوا. (لكنهم لم يذهبوا)

The word (لابد) “labudda” meaning maybe is used to express, the doing, or the expectation of doing something; whereas (كان على) has the meaning of the wish to have something done, but it didn’t happen.

Will

As a modal verb it is used in forming the future tense, as in,

41- He will be here soon.

سيكون هنا حالاً.

It also shows that somebody is willing to do something, as in;

42- I need some more paper, Ok, I will get it.

احتاج إلى ورق أكثر، حسناً، سوف أجلبه.

It is used for asking somebody to do something, e.g.

43- Will you open the door please?

هل لك أن تفتح الباب من فضلك؟

or offer something to somebody.

44- Will you have a cup of tea?

هل ترغب بفنجان شاي؟

It is used for saying that you think something is probably true.

45- That will be the postman at the door.

لا بد أن ذلك هو ساعي البريد على الباب.

In indirect speech “will” is changed into “would” as a past tense, as in;

46- He said they would go home.

قال بأنهم

سيذهبون إلى البيت.

As a noun;

It can be used as a noun, as in;

47- My father seems to have lost the will to live.

يبدو إن والدي قد فقد الرغبة في الحياة.

48- Have you made a will?

هل كتبت وصية؟

Therefore, students learning translation should be aware of a verb that can be used as a verb and a noun as well.

Would

It is the past tense of will used to express polite requests, with the second person.

49- Would you mind opening the window, please?

هل تمانع من فتح الشباك رجاءاً؟

It is also used to express desire and preference, as in;

50- would you rather have tea or coffee?

هل تفضل الشاي أم القهوة؟

51- He would prefer to have coffee.

يفضل أن يشرب القهوة.

Can

It is a modal verb used to express the meaning of capacity (know how), as in,

52- I can swim.

" Can" also has the meaning of permission, as in,

53- You can go as soon you like.

يمكنك الذهاب حالما تريد.
بإمكانك المغادره حالما تريد.
تستطيع الذهاب متى تشاء.

It is used to ask somebody to do something, as in;

54- Can you help me carry these books?

هل لك أن تساعدني في حمل هذه الكتب؟

Can is used to express the continuity of an action which cannot be used with verbs like, feel, hear, see, smell, taste, as in;

55-I can smell something burning.

اشم رائحة شئ يحترق.

(Not I am smelling)

Like will, can is used as a verb and as a noun as well. As a noun it means a metal or plastic container that is used for holding or carrying liquid; an oil can=a can of oil- It is used for drinks. In British English it is a tin,as in;

56-I want to get two cans of sardines.

أريد أن أحصل على علبتين من السردين

Can as a main verb 'canning, canned; means to put food, drink etc. into a can to keep it fresh for a long time. Example;

57-The factory canned the whole product of the fruit.

قام المعمل بتعليب جميع منتج الفاكهة

Can be+adj

This construction “can be+adj” has the meaning of capacity which is only shown on some occasions, as in;

58-He can be nervous.

قد يكون عصبي المزاج.

“Can be” in sentence 58 above means, sometimes he may be nervous.

Can has no infinitive or participle to refer to future or to perfect tense when an Arabic word (يستطيع) which means “can” occurs in a sentence that is supposed to be translated into English. “Can” is not used as a synonym to the Arabic word (يستطيع) because the Arabic sentence which is used to refer to future use this phrase “be able”, instead, as in;

59-One day people will be able to travel to Mars.

يأتي يوم يستطيع الناس أن يسافروا فيه إلى المريخ.

To keep the meaning of the text more acceptable, we use a well-formed English sentence

Another example:

Translate the following sentence into English

لا يمكن لسلمي أن تكون جائعة حيث أكلت قبل قليل.

60-Surely, Selma cannot be hungry; she has only just had

lunch.

Here “can” is used in negative for saying that they are sure that something is not true.

Could

As a modal verb means possessed the ability but it does not achieve something by means of this ability. It is not used with the meaning of achievement of something in the face of difficulties.

Have a look at these two sentences translated into Arabic;

61- The mechanic couldn't repair our car.

لم يكن في مقدور (لم ينجح) الميكانيكي أن يصلح سيارتنا.

62- She couldn't finish her book last night.

لم تستطع إنهاء كتابها الليلة البارحة.

Could is also used to express permission, as in;

63- I could do anything I wanted when I stayed with my uncle.

كنت أقوم بأي شيء أريده عندما عشت مع عمي.

In sentence (63) above "could" expresses permission in general, but when we are talking about the permission of a particular occasion, we don't use "could", instead, we use "be allowed to" as in;

64- We were allowed to visit Tom in hospital yesterday.

لقد سمحوا لنا بزيارة توم في المستشفى البارحة.

The two sentences above show the importance of understanding the meaning of a text you want to translate.

Could only means possessed the ability, but it does not mean achieved something by means of this ability as Corder (1969:8)

states. Consider these sentences;

65-The mechanic couldn't repair our car.

66-The mechanic was able to repair our car.

(no difficulty)

67-The mechanic managed to mend our car. (with difficulty)

Exercise (1)

1-Translate the following sentences into English.

- 1- الطالب ذكي.
- 2- يلعب الأولاد في الحديقة.
- 3- كتاب النحو مفيد.
- 4- كان المعلم تلميذاً.
- 5- هل الكتاب جديد؟
- 6- ليس الكتاب مفيداً.
- 7- كنت في إيطاليا أربع مرات (أي انني زرتها) لكنني لم أكن في فرنسا. (أي لم أزرها أبداً)
- 8- كم أسبوعاً في السنة؟
- 9- توجد أربع غرف في الطابق العلوي.
- 10- هناك أربعة أقلام في الحقيبة.
- 11- هنا كرسي مريح تستطيع إن تجلس عليه.
- 12- هل يوجد هناك شيء تستطيع إن تراه؟
- 13- لا يوجد هناك احد يستطيع إن يساعدني.
- 14- أنا أسف أن أراهم قد قطعوا جميع الأشجار الجميلة في هذا الشارع.
- 15- انه رجل قوي ولن يكون بمقدورك إن تطرحه أرضاً.

2- Translate the following sentences into English.

- 1- لايلعب أخي كرة القدم يوم السبت.
- 2- لايعرف صديقي السباحة.
- 3- لم يذهب الولد إلى الحفلة البارحة.

- 4- هل نسيت كتابك في البيت؟
- 5- لا يأكل زيد اللحم.
- 6- كم مره تلعب كرة السله في الأسبوع؟
- 7- أنني لم اطلب منك أن تساعد الآخرين.
- 8- كنت هنا طوال الوقت.
- 9- تناول فطوره في الساعة السابعة.
- 10- ليس لدي فكره متى سيصلون.
- 11-أريد أن أحلق شَعْرِي.
- 12-لم أراه من قبل.
- 13-تريد أن تعيد ديكور غرفة النوم.

EXERCISE (2)

3-Translate the following sentences into English.

- 1- قد يكون صحيحا .
- 2- ربما لا املك نقودا كافيه.
- 3- ربما لاتعرف عنه.
- 4- ربما كان لايشعر بتحسن.
- 5- يديق جرس التلفون. قد يكون زيد.
- 6- سيأتي إذا أمره.
- 7- هل تتوقف عن الكلام من فضلك؟
- 8- هل تمنع من فتح الشباك من فضلك؟
- 9- كان عليهم أن يذهبوا مع أخيهيم.
- 10- زيارة المتحف تكون أحيانا ممتعه.

11- لقد صلح سيارتي أليله البارحة.

12- استطاع أن يُّصلح سيارتي البارحة.

2.0. Translation of questions:

Iraqi students may face difficulty in translating Arabic questions into English because the type of the structure of the two questions is different. The word order of the English question is the one in which the subject and the verb exchange positions with each other, and other changes also take place to keep the tense of the verb correct, as in;

Arabic

يلعب كرة القدم عصرا

English

68- He plays football in the afternoon.

Arabic

هل يلعب كرة القدم عصرا؟

English

69-Does he play football in the afternoon?

Arabic

متى يلعب كرة القدم؟

English

70-When does he play football?

Whereas, translating the English question into Arabic, will cause no difficulty because IS will simply put the common Arabic question word (هل) "hal" or a question word like, (أين) "where ", (من) who (ي) (what) " ماذا " (why) " لماذا " (how) " كيف " (when) متى

(which)! at the beginning of the sentence and they end the sentence with a question mark, as in;

71-Do you go?

/hal taðhab/

هل تذهب؟

72-Will you play football?

/hal tal'abu kuratalqadam/

هل تلعب كرة القدم؟

73-who are you?

/ men anta/

من أنت؟

74-where have you been?

/ ayna kunta/

أين كنت؟

75-when did he go?

/mata ðahaba/

متى ذهب؟

76-what is this?

/ maa haðaa/

ما هذا؟

Therefore, most of the modal auxiliaries that exchange position with the subject to make interrogative sentences are dropped when translating into Arabic, as shown in the examples above;

EXERCISE (3)

4-Translate the following sentences into English

- 1- أين كنت ؟
- 2- متى تأتي؟
- 3- لماذا جاء متأخرا؟
- 4- كيف ذهبت؟
- 5- هل تريد شينا لتشرب؟
- 6- كم كتابا قرأت؟
- 7- سيارة من تسوق؟
- 8- ماذا حصل لك البارحة.
- 9- من يريد أن يأكل شينا ؟
- 10- إي باص يذهب إلى مركز المدينة؟
- 11- كيف كان الجو البارحة؟
- 12- من أين أنت؟
- 13- الم نلتقي في مكان ما من قبل؟
- 14- كم تكلف؟
- 15- هل لديك فكره كم تكلف؟
- 16- سألني كم كان عمري؟
- 17- أرادت أن تعرف ماذا اعمل في ساعات فراغي.
- 18- سألني كم مضى علي وأنا اعمل في وظيفتي الحالية.
- 19- سألتني لماذا تقدمت لهذه الوظيفة.
- 20- أرادت إن تعرف إن كنت استطيع إن أتكلم إي لغه أجنبيه.
- 21- سألتني إن كنت قد حصلت على إجازة سوق.

3.0. The translation of negation

Negation is common to all languages of the world .This linguistic device is used to “reverse the meaning of a statement so as to deny or exclude its normal meaning” (Francis, 53-54). Languages in general differ in the way by which they express negation.

In English, negation can be expressed either by inserting the negative particle “ not” after the first modal auxiliary of the verb phrase in the sentence as it is underlined in the following sentences;

77- I shall not go home.

سوف لن اذهب للبيت

/saofa lan ađhaba ilaa lbayti/

78-We do not play football.

نحن لا نلعب كرة القدم

/ nahnu laanal’abu koratel qadami/

79-She has not written the essay yet.

لم نكتب المقالة بعد

/ lam taktub ?lmaqaalata ba?d/

or

by including a negative word as, “no”, “none”, “nowhere”, “nothing”, “never”, as in;

80-He got nothing.

/ lam yahsal ?alaa shayin/

لم يحصل على شيء.

In general negation in Arabic is expressed by many particles such as /laysa/ (ليس), /laa/ (لا), /lam/ (لم), /lan/ (لن), /maa/ (ما), all these particles have the meaning of “not”.

A point to notice is that the negative particles are not used interchangeably in Arabic as there are certain restrictions on their uses. One of these restrictions is the type of the sentence that is being negated. In Arabic there are two types of sentences, verbal and nominal.

In translating an English negative sentence into Arabic, IS will face no difficulty, because IS will simply negate it either by putting the negative particle /lam/,”not” at the beginning of the sentence, i.e. before the verb if it is a verbal sentence and by dropping the auxiliary”do”, as in the following examples;

English;

81-zayd did not write.

Arabic

لم يكتب زيدٌ

/ lam yak tub zaydun/

However, in nominal sentences the negative particle /laysa/ “not” is usually used and placed before the subject and it can ,but less commonly, be placed before the predicate of the sentence , as in;

82- The girl is not sad.

ليست البنت حزينة

/laysat i lbintu hazeenatan/

الْبِنْتُ لَيْسَتْ حَزِينَةً

Or /albentu laysat hazeenatan/

“Never” as a negative word is translated into two words in Arabic, as in;

83-I never saw him before.

لَمْ ارَاهُ مِنْ قَبْلِ اَبَدًا

/lam arahu min qablu Abadan/

Neither ... nor.

It is a negative phrase meaning a refusal of two things, as in;
84-I like neither lying nor cheating.

إننا لا أحب الكذب أو الغش

/ana laa uhibu ?lkiðba ao ?l ġisha/

A point to notice is that “ both “ is changed into “neither” in a negative sentence, as in;

لم يذهب كلاهما الى المدرسة

It is unacceptable to say;

*Both of them did not go to school. Instead, we should say;

Neither of them went to school.

Either

This word is used as a substitute for "also" in a negative sentence, as in;

لم أراه أيضاً.

/lam arahu aydhan/

I didn't see him either.

Not only.....(But) also.

This term is used for emphasizing the fact that there is something more, so it is not a negative phrase, as shown below;

Translate the following into English.

هم لا يملكون دارين في لندن فقط , بل انهم يملكون داراً في فرنسا ايضاً.

They not only have two houses in London, they also have one in France. (Hornby:1995)

The translation of "No"

This negative word is not always translated /laa/ "لا" into Arabic as we see in the following examples;

85-No smoking

التدخين ممنوع

/?al tadjk'heen mamnoo?/

Smoking is forbidden.

86-She has no money.

/laysa ma'aha nuquudun/

There is no money with her.

Nevertheless, the translation of Arabic negative sentences into English will cause some difficulty for IS because the word order of the structure of the negative sentence in English is different from its counterpart in Arabic, as in;

لم يلعب زيد في الشارع

/lam yal'ab zaydun fi shari'i/

87- zayd does not play in the street.

Reading the sentence above, we find that the Arabic sentence, unlike English, can be negated only by putting a negative word like for example, /lam/ “not” at the beginning of the sentence before the verb.

Grammatically speaking, Arabic sentences are of two types: nominal and verbal, whereas, English sentences are usually nominal because they begin with a noun. Most verbal Arabic sentences become nominal sentences when translated into English, as in;

Arabic

يكتب الطالب اسمه

/yaktubu taalibu ismahu/

After translated into English, it becomes nominal, as in;

88- The student writes his name.

Exercise (4)

5-Translate the following sentences into English

- 1- لم يدعوها إلى الحفلة لذلك لم نذهب.
- 2- لم أقم بأي شيء.
- 3- لم تكن ماري في العمل البارحة؟
- 4- لم يذهب احد لزيارته عندما كان في المستشفى.
- 5- لا احد في الصف قام بواجبه أليتي.
- 6- لم أكن في إي من تلك المطاعم.
- 7- سألت شخصين عن الطريق إلى المحطة إلا إن كلاهما لم يعرفا.
- 8- كم من هؤلاء الناس تعرف, ولا احد.
- 9- لا أستطيع إن أتذكر اسمه, ولا إنا.
- 10- كلا لم اقرأ إي من مسرحيات شكسبير.

4.0. Word order

When the word order of a sentence structure in a SL is the same as that in a TL, there will be no problem in translation or no difficulty at all, as in;

89- This house is new.

هذا البيت جديدٌ

/haaða lbaitu jadeedun/

However, if the word order of a sentence in the SL is nearly similar to that in the TL, the sentence should not be translated literally, i.e. word for word, as in;

90- My friend always comes to college early.

If it is literally translated we will have this Arabic sentence;

صديقي دائماً يأتي إلى الكلية مبكراً.

/sadeeqi daiman ya? ti ila lkuliyati mubakiran/

Rather, we are always seeking a more rhetorical style to have a sentence like the following which is nearly literal,

يأتي صديقي الى الكليه مبكراً دائماً.

/ya?ti sadeeqi ila lkuliyati mubakiran daaiman/

Most English imperative sentences can be literally translated into Arabic and may cause no difficulty to IS and also most sentences of the English patterns like the following;

N. be. Adj., as in;

He is happy.

هو سعيد

Or N. be. adv., as in;

She is there.

هي هناك

Or N'. be. N'. as in;

He is a teacher.

هو معلم

Can be literally translated.

5.0. Translation of imperative statements

It is found that there is an absolute identification between the English and Arabic word order of imperative statements, so it is possible to translate English imperative sentences into Arabic or vice versa literally, as shown in the following examples;

- | | |
|------------------------|------------------|
| a- Come here. | تعال هنا |
| b- Go away. | ابتعد |
| c- Beware of the dog. | احترس من الكلب |
| d- Come closer | اقترب. |
| e- Don't believe him. | لا تصدقه |
| f- Stand up. | قف |
| g- Sit down. | اجلس |
| h- Wash your hand. | اغسل يديك |
| i- Hold your tongue. | امسك لسانك/ اصمت |
| j- Stop where you are. | قف حيث أنت |

6.0. Translation of personal pronouns

When English personal pronouns used as subjects of verb to be, they can be literally translated into Arabic and they appear in isolation and cause no difficulty to IS, as shown in the following sentences;

- | | |
|-----------------------|-----------|
| 91-I am a student. | إنا طالب |
| 92-She is a nurse. | هي ممرضه |
| 93-They are students. | هم طلاب |
| 94-He is a farmer. | هو فلاح |
| 95-You are a pupil. | أنت تلميذ |

However, unless emphasized, personal pronouns are omitted in verbal sentences, as in;

96-I will see you later.

Being translated into Arabic, sentence (96) above is read as follows;

سأراك فيما بعد.

The letter (ا) in sentence(96) refers to the pronoun “I” as a subject of the verb “ see”, so there is no need to repeat the pronoun by saying;

أنا سأراك فيما بعد

/saaraka fima ba'd/

I will see you later.

We come to conclude that personal pronouns+verb to be + noun/+Adj/+Adv. constitute no difficulty in translation since they

can be literally translated.

When a personal pronoun used as a subject of a full verb, it is omitted and it is replaced by a letter, as in;

English.

97- We play football.

Arabic

نلعب كرة القدم

The Arabic letter (ن) meaning {n} which initiates the verb /nal'abu/ meaning we play, comes to substitute for the omitted personal pronoun (we).

EXERCISE (5)

5-Translate the following sentences into English.

- 1- من فضلك صف لي مظهره.
- 2- يذهب أخي إلى العمل متأخرا دائما.
- 3- اشتريت ألبوم صورته التي في غرفة النوم بخمسين دولاراً.
- 4- في طريقي إلى البيت قابلني صديق قديم.
- 5- اجلس هنا وأصغ لما أقوله.
- 6- لا ترم الأوساخ في الشارع وحافظ على نظافة غرفتك.
- 7- عاد زيد مسرعا وذهب ليأخذ كتبه فلم يجدها على المنضدة لان المنضدة كانت قد نقلت إلى مكان آخر.
- 8- لقد أمطرت السماء بغزاره فعادت جميع الحيوانات من الحقل.

7.0. Translation of -ing Form

The -ing form is sometimes a gerund and sometimes a participle (Corder, 1969-53). This may cause some difficulty in translation. English has two verbal nouns; the infinitive and the gerund. In translation, students are often confused to know when they must use one or the other. Let us translate these two sentences;

98- I forgot to go to the post office.

نسيت إن اذهب إلى دائرة البريد.

99- I forgot going to the post office.

نسيت أنني كنتُ قد ذهبت إلى دائرة البريد.

Sententece (98) means that he forgot to go to the post office, so he didn't go.

As to sentence (99), it means that the speaker forgot that he was going to the post office and now he remembers that he was going. Consider sentence (100) below;

100- I shall never forget washing my hands in that dirty water.

The speaker in sentence (100) will never forget that he washed his hands in that dirty water.

لن انسي أبدا ما قمت به بغسل يدي في ذلك الماء القذر.

Let us translate the following sentences;

101- I like to swim.

Sentence (101) means, I'm willing to swim now or later today.

يعجبني إن أسيح. (أحب أن أسيح).

But with a gerund.

102- I like swimming.

Sentence (102) means I like “swimming” as a hobby or as an exercise, and it is translated into Arabic as follows

تعجبني السباحة أو أحب السباحة.

The gerund is also used to express a situation in which one sometimes cannot stop or avoid doing something, as in;

103- I couldn't help laughing.

Sentence (103) above means that the situation may be so funny that the speaker was not able to stop laughing or to avoid doing it, so it can be translated into Arabic as follows;

ما كان على إلا إن اضحك.

لن أتمالك نفسي من الضحك

Learners of translation usually face difficulty in translating “gerund” and “present participle”; because they find it not easy to differentiate between the two. To overcome this difficulty, the best way to distinguish between them is to substitute them for a noun of any kind. If the-ing form accepts the noun grammatically as well as semantically, the -ing form then is a gerund and if not, it is a present participle; as in;

104-Stealing and gambling are social diseases.

السرقة والقمار من الأمراض الاجتماعية.

We can exchange -ing forms by nouns, as in;

105-Poverty and hunger are social diseases.

- الفقر والجوع من الأمراض الاجتماعية.

So they are gerunds

But sentence (106) below;

106- Stealing and gambling all the time, he had been sent to prison.

لأنه يقوم بالسرقة ولعب القمار بشكل دائم فقد أودع السجن.

Does not allow nouns to substitute for -ing forms, so they are present participles, since sentence (106) means; because he was stealing and gambling all the time, he had been sent to prison.

EXERCISE (6)

7-Translate the following sentences into English.

- 1- التدخين ممنوع.
- 2- القراءة توسع معرفة الإنسان.
- 3- لا أحب السباحة في الأنهار.
- 4- اللغة المكتوبة أسهل فهما من اللغة المحكاة.
- 5- رأيت كتابا اخضر كبيرا على المنضدة.
- 6- وأخيرا انتهت المحاضرة الطويلة المملة.
- 7- بقينا يومين في مدينه صناعية قذرة و بغيضة.
- 8- بشكل عام يأتي إلى مكنتي كل يوم ولكنة اليوم يزور والديه في الريف.
- 9- سأصل غدا إذا كان الجو لطيفا.
- 10- يذهب إلى السينما هذا المساء.

8.0. The translation of past participle

The past participle, used as a modifier, refers to an action already completed, in contrast to action in process, as in;

107-Boiled water is water which has been boiled.

108-Boiling water is water which is in the process of boiling.

Examples:

109-Please add some tea to this boiled water.

110- Carry all these broken trees away of the road.

أضف شيئاً من الشاي إلى هذا الماء المغلي.
احمل جميع هذه الأشجار المتكسرة بعيداً عن الطريق.

111- The baby is playing near the boiling water.

يلعبُ الطفلُ قريباً من الماء الذي يغلي.

Learners of translation should take care of the past participle when used as noun modifiers. They are closely related to the passive construction, as in;

112- The course includes assigned readings.

تشمل الدورة الدراسية قراءات مخصصة.

The past participle may come after the noun it modifies, as in;

113- They refused to pay the money demanded.

رفضوا أن يدفعوا النقود المستحقة.

or before, as in;

114- This is the wanted man.

هذا هو الرجل المطلوب.

9.0. Translation of Adjectives

Unlike Arabic, an English adjective usually goes before the noun it modifies, for example;

115- I bought a new bicycle.

اشتريت دراجة هوائية جديدة.

A word may be modified by more than one adjective, so the successive adjectives in English can be translated into Arabic, usually the same order is reserved. However, translating them in the back order is feasible (Ghazala: 1995:66);

116- It was a long, boring, technical lecture.

كانت محاضره طويله ومملة وتقنيه.

كانت محاضره تقنيه ومملة و طويله.

“And” as a conjunction word in English, is placed before the last adjective only when a series of adjectives is used as in sentence (117) below, however in translation, it is repeated before every adjective in Arabic, as in;

117- The president discussed the political, social and economic matters.

ناقش الرئيس القضايا السياسية والاجتماعية والاقتصادية.

Translation of adjectives used as nouns.

A point to notice is that an English adjective preceded by a definite article “the” can be used as a plural noun, as in;

118- The rich should help the poor.

على الأغنياء أن يساعدوا الفقراء.

119- The injured were rushed to hospital.

أرسل الجرحى إلى المستشفى بسرعة.

120- The handicapped can do many things.

يستطيع المعاقون أن يفعلوا أشياء كثيرة.

10.0. Tenses

A tense is a form of a verb which refers to the time at which something happens. Very often IS make mistakes in using or translating English tenses. The mistakes may occur because the number of tenses in English may be more than any other language. Learners of a foreign language, as Corder (1969:73) states, will transfer to English the association of adverb and tense of their own language to the language they are learning. Consider the following Arabic sentence;

هل نمت مرتاحاً الليلة البارحة؟

/hal nimta murtahan alaylata albariha/

Which means;

121-Did you sleep well last night?

To translate the Arabic sentence above into English the Iraqi learner think directly of the Arabic question word/hal/ (هل) under the influence of interference so he starts his sentence with any auxiliary verb as a substitute for /hal/, and imitates the Arabic sentence leaving it without any other change, as in;

122 - Did you slept well last night? Which is grammatically wrong.

In Arabic, there are two tenses; present and past. As to the future it can be expressed by the present simple tense preceded by the common word "سوف" meaning "shall " or "will" placed at the beginning of the verbal Arabic sentence to refer to future, as in ;

123- I shall go.

سوف أذهب.

or

The alphabetic Arabic letter “س”(S) joins the verb and it constitutes the first letter of the simple present verb in Arabic to refer to future, as in;

سأذهب.

124- I shall go.

The number of tenses in English is more than those used in Arabic, so the time at which an action occurs can be expressed by more than one tense. The two sentences below express a past action by two different tenses, as in,

125- I wrote the letter. (Past simple)

كتبت الرسالة.

126- I have written the letter. (Present perfect)

كتبت الرسالة.

Usually, the future can be expressed by using “shall “and “will”, as in;

127- I shall visit him tomorrow.

سأزوره غداً.

The context of sentence (127) above can also be expressed by present continuous, as in;

128- I am visiting him tomorrow.

سأزوره غداً.

“Going to” also indicates future, as in;

129- I am going to buy a new house after summer holiday.

سأشتري بيتاً جديداً بعد العطلة الصيفية.

The simple present tense is also used with future meaning, but not with all verbs, it is used with verbs of “going” and “coming” (Corder; 1969:81)

130-The climbing party plan to set off at dawn tomorrow.

يخطط فريق التسلق للانطلاق فجر غداً.

Translation from Arabic into English, as far as conditional sentences are concerned, will not be easy because the structure of the conditional sentence in Arabic is not the same as that of English. Consider the following example;

لو ذهب جورج إلى الحفلة لوجد صديقه هناك.

To translate the sentence above into English we need to use a conditional sentence that expresses a situation which is unlikely to happen, because “George” did not go to the party and consequently he did not see his friend, so the structure is absolutely different from that in Arabic, as in;

131- If Georg had gone to the party, he would have seen his friend.

The present study explains and sometimes translates any grammatical unit that is widely used in English by giving one or two examples related to the topic under discussion for the purpose of clarity.

11.0. The articles

A noun of a nominal clause in Arabic usually occurs identified by the definite article (أل) meaning “the” in written as well as in spoken Arabic. Therefore, Translating an Arabic text into English IS will transfer this linguistic habit to the TL which makes them use the definite article “the” with the English nouns which require no definite articles in a given linguistic situation.

Out of my experience as a teacher of English and as the test revealed in table (8), it is found that IS translated all the Arabic sentences below into English using the definite article “the” with all the nouns which require no definite article in English, as in;

أحب السباحة

*I like the swimming.

الصناعة أساس اقتصادنا

*The industry is the basic of our economy.

الماء ضروري للحياة

*The water is necessary to the life.

أدراجات الهوائية مفيدة في المدن

*The bicycles are useful in the towns.

A point to notice is that all the nouns underlined in the sentences above are used with “the”. But when they are modified by a modifier that restricts their meanings to a particular example

the definite article “the” is necessary. As we see in the following examples;

132-I like the swimming which gives fitness.

133-The industry of petroleum is the basic of our economy.

134-The water in that glass is not fit to drink.

135-The bicycles in this shop are all second-hand.

This occurs with abstract nouns and with common nouns when they are plural, as in;

أحب الموسيقى.

I like music.

أحب موسيقى بتهوفن.

I like the music of Beethoven.

Or

الكتب مفيدة.

Books are useful.

كتب التاريخ مفيدة.

The books of history are useful.

12.0. Passive Voice

Passive voice is used more frequently in written English, where it gives an impersonal effect; this is especially so in scientific writing and objective reporting (Corder: 1969:24). Translating the Arabic active sentence below into English will have more influence on readers if it is passivised, as in;

أظهرت الدراسة الحالية أنه في حالة إضافة الماء إلى هذا المحلول سيتغير لونه.

Active

136-The present study revealed that the solution would change its colour if water was added.

Passive

137- It is found that the solution would change its colour if water was added.

The translator can feel free in translating active sentences into passive or the other way round, but this is not always possible with all sentences. Crystal (1988:222), states that there are active sentences in English that have to passive counterparts, as in;

138-The boy fell.

سقط الولد

139-They have a car.

عندهم سيارة

Although active sentences and passive sentences share a common sense, and sometimes each of the active and passive have the same meaning and each one can be used instead of the other, as in;

140-Tom wrote the letter.

141-The letter was written by Tom.

Students should be aware of the idea that not all passive sentences have the same meaning as that of the active, as in;

Active

142-Every student in this room speaks two languages.

143-Two languages are spoken by every student in this room.

Sentence (142) means that every student speaks two languages which are different from those spoken by another student, whereas sentence (143) means that all the students speak only two languages.

Semantically speaking, sometimes it will be better to translate a passive sentence in a SL into an active sentence as its counterpart in the TL, as in;

English

Ramadan was fasted .(passive)

Arabic

صام الناس شهر رمضان

And

The meeting was cancelled by the manager.(passive)

Arabic

الغى المدير الاجتماع.(active)

And

Be prepared for the worst.

هياً نفسك لأسوء ما يحصل.

Or the other way round, as in;

English;

I lost my book.(active)

Arabic;

(passive). فُقِدَ مِنِّي كِتَابِي .

13.0. Adverb

Adverb is a term used in the grammatical classification of words to specify the mode of action of the verb (Crystal, 1988:9).

When adverb occurs with a verb in an imperative case or with other word-classes as a phrasal verb, it shares meaning with the verb or the other words and usually the two-word verb can be translated into one word in Arabic, as in;

Be away	ابتعد
Bear out	أكَدَ
Blow out	أطفأ
Blow over	هدأ
Bring off	أنقذَ
Bring forward	قَدَّمَ
Go out	أُخْرِجُ
Come in	أُدْخِلْ
Come closer	إقْتَرِبْ
Stand up	قِفْ
Sit down	أَجْلِسْ
Slow down	أخْفِضْ
Right now	الآن

The underlined adverb of manner “quickly” in sentence (145) below modifies the verb ”come” which is used as an answer to the question ”How did he come?”

145- He came quickly.

Whereas in Arabic

جاء مسرعاً

/ja'aa musri'an/

Whereas the underlined word /musri'an/ “quickly” in the Arabic sentences above modifies the implied subject /huwa/ (هو) “he” and not the verb.

EXERCISE(7)

8-Translate the following sentences into English.

- 1- من الصعوبة فهم الفن الحديث.
- 2- الصحة أكثر أهميه من المال.
- 3- الماء ضروري للحياة.
- 4- هل فقدت النقود التي أعطيتك إياها.
- 5- هذا الكتاب لي.
- 6- زيد هو احد أصدقائي.
- 7- إحدى عاداتي أن استيقظ مبكراً.
- 8- تقرر زيادة الضرائب هذا العام.
- 9- أخبرت بأخر الإخبار هذا الصباح.
- 10- أحيانا يأتي ليراني أيام السبت.
- 11- اشترى زيد عدة كتب مفيدة و أعطى عدد منها إلى أخيه.

Part two

14.0. The Style

Since style is the manner or the way that somebody usually writes, so it plays an important role in affecting the meaning of any translated text. Ambiguity results from using a bad style and sometimes we may get a different meaning. Therefore, a translator should get control over using a clear and correct style in the (SL) and the (TL) as well. A good piece of translated text needs a distinctive style.

Shapiro (1986_27-28) says "I see translation as an attempt to produce a text so transparent that it does not seem to be translated. A good translation is like a pane of glass.

Iraqi students face difficulty in translating the target language, because they have to use structures, lexical words, word order with which they are not familiar. Let us consider the following sentences which show how the style which lacks clarity makes a translated text nonsensical.

Translate into English;

يحب كلبه أكثر من أمه:

146- He loves his dog more than his mother

Sentence (146) above is ambiguous, since it may mean (he loves his dog more than he loves his mother) or (he loves his dog more than his mother loves his dog). So to make sentence (146) unambiguous, we should write it as follows;

147-He loves his dog more than his mother does.

or

148-He loves his dog more than he loves his mother

Sentence (149) below is a piece of advice said to a kid not to play in the street ;

قالت لي أُمي يوم الجمعة لا تلعب في الشارع.

Translating this sentence into English as in (149).

149 – My mother told me not to play in the street on Friday.

Will be ambiguous because It means that the kid is allowed to play in the street all the days of the week except on Friday.

The sentence can be correct if it is written as follows;

150-My mother told me on Friday not to play in the street.

or

151-On Friday my mother told me not to play in the street.

In translation, as we mentioned before, we attempt to keep the same meaning of the translated text in the target language in such a manner that it does not seem to be translated. Have a look at this sentence;

جين تحب اللغة الانكليزية إلا إن الفرنسية تروق لي .

152- Jane likes English, but French seems better to me.

In sentence (152) above, the subject of the first clause is a person, whereas in the second clause the subject becomes a thing (French). The sentence can be improved by making the subject of the second clause a proper noun or pronoun; as in;

153- Jane likes English, but I prefer French.

جين تحب اللغة الانكليزية لكنني أفضل الفرنسية .

Example;

Translate the following sentence into English,

أخذ زيد دورات دراسية صيفية وكرس ساعات فراغه إلى لعب التنس.

154-Zayd took summer courses, and his leisure hours were devoted to tennis. Sentence (154) can be improved by keeping one subject only, and making both verbs active, as in;

155-Zayd took summer courses and devoted his leisure hours to tennis.

Consider the following sentence as being translated into English;

قابل جاك توم عندما كان ذاهباً إلى المسرح.

156-Jack met Tom when he was going to the theatre.

Sentence (156) is ambiguous since one cannot decide which one of the two men was going to the theatre, and to which one the pronoun (he) refers. The ambiguity will disappear if the sentence is written as follows;

157-When Jack was going to the theatre, he met Tom.

Or

158-When Tom was going to the theatre, he met Jack.

Consider the following Arabic sentence translated into English;

شيدت الدار على مقربة من النهر الذي له حديقة جميلة و غرفتا معيشة كبيرتان قد بيعت بثمانين ألف دولار في الشهر الماضي.

159- The house was built near the river which has a beautiful

garden and two large living rooms was sold for eighty thousand dollars last month.

In sentence(159), the clause “which has a beautiful garden and two large living rooms” comes immediately after “the river” so it modifies the “river” which is nonsense, whereas this clause is syntactically used to modify” the house” and not “the river ”, therefore it must come directly after” the house”, as in;

160- The house which has a beautiful garden and two large living rooms near the river was sold for eighty thousand dollars last month.

Or, we can make “was sold for eighty thousand dollars last month” an adjectival clause modifying the house, as in;

The house which was sold for eighty thousand dollars last month, has a beautiful garden and two large living rooms near the river.

As mentioned before, using good and correct sentences in translation will help to produce a language that interests readers or listeners and will be away of ambiguity and vagueness.

To avoid the misuse of literal translation, one should know that the meaning of a sentence can be expressed, orally or in a written language, in more than one structure, so in translation there is no need to follow the same word order of the sentence we intend to translate. The examples below show how we can translate an Arabic sentence into English without being confined to literal translation, as in;

لا يمكن العثور عليه في أي مكان.

161- He was nowhere to be found.

Or

162- We cannot find him anywhere.

Or

163- We never seem to find him anywhere.

Or

164- No one could find him anywhere.

Another Arabic sentence to translate;

أقاموه على إدارة الشركة:

165- They put him in charge of running the company.

Or

166- He is now in charge of running the company.

Or

167- He has been appointed in charge of running the company.

Examples;

لا يجديك التملق في شيء.

168- Flattery will get you nowhere.

Or

169-serving two masters, you will get nothing.

غارق في العمل حتى الذفن.

170- He is up to his neck in work.

Or

171- He is too busy to work.

The same thing can be applied to English sentences translated into Arabic where we can use more than one Arabic sentence as a counterpart for one English sentence, as in;

172- There is a green book on the table.

- أ- يوجد كتاب اخضر على المنضدة.
- ب- كتاب اخضر على المنضدة.
- ج- تجد على المنضدة كتابا اخضر.
- د- هناك كتاب اخضر على المنضدة.

Giving more than one counterpart to a translated sentence, the translator can have options to choose the counterpart that is congruent with the text he is translating, as in;

173- In the end, they reached the city.

- وأخيرا وصلوا إلى المدينة.
- وفي النهاية وصلوا المدينة.
- في نهاية المطاف كانوا على مشارف المدينة.
- ثم وصلوا المدينة.
- وبعد كل ذلك وصلوا المدينة.

Ghazala (1995:201) believes that style is no longer seen as

secondary to meaning and it is no longer separated from meaning. Nowadays it is regarded as a part and parcel of meaning. Part two is mainly concentrating on the grammatical style such as fronting, complex vs. simple sentences, the style of short sentences, passive vs. active, excluding any other grammatical style.

Fronting.

As to fronting, it means that the writer moves a word, a phrase, or a clause from its original position in the sentence to the front position in the sentence. The following are some examples of fronting;

In the holy Quran. We have the following verse which expresses fronting to emphasize meaning that we worship only God "Allah" and no one else,

" اياك نعبد "وأياك نستعين"

/iyaka na'budu wa iyaka nastaien/

We worship you

Fronting;

You alone we worship. And to you alone we look for help.

Another example;

174-The man lives up in the mountains

Fronting:

175-Up in the mountains the man lives.

Fronting is used to express emphasis as in;

Give the book to your brother, not to me.

Fronting;

176-To your brother give the book, not to me.

However, fronting is widely used in the poetic style.

Complex vs. simple sentences.

A complicated text in a SL or TL will definitely has its impact on the meaning of a translated unit. Complexity in a source language can render the same function and effect at translation into another language.

Below is an example of an Arabic sentence that shows how its inaccuracy transfers from Arabic into English through translation;

أخبرتني أن أطفئ المصباح ثلاث مرات، هل تعتقد أنني أطرش؟

177-She told me to switch off the light three times. Does she think I am deaf?

To correct the sentence above, we should reconstruct the Arabic sentence above in order to have a well-formed English version; as in;

Arabic

أخبرتني ثلاث مرات أن أطفئ المصباح، هل تعتقد أنني أطرش؟

English

178-She told me three times to switch off the light. Does she think I am deaf?

Another examples;

قدم توم عرضاً ليشتري السيارة الوحيدة.

179-Tom offered to buy the only car.

But the sentences below do not give the same meaning as sentence (179) does.

Tom offered to buy only the car.

Only Tom offered to buy the car.

Tom offered only to buy the car.

The style of long or short sentences.

Linguistically speaking, a sentence is the unit of a written language. Ghazala(1995:225) thinks that when short sentences are dominate in the SL text, the translation of the TL needs to be so. The writer has a different view. Let us have a look at the following Arabic sentence. It consists of many short sentences. Instead of leaving them short, they were joined into one long sentence keeping the same meaning of the SL, as shown below;

هذه أشجار غابة، عدد هذه الأشجار عشرة، وهي أشجار مثمرة و متشابكة وقد قطعت

جميع هذه الأشجار في الأسبوع الماضي

All these ten fruitful interlacing forest trees were cut down last week.

Or

All these ten forest trees which were fruitful and interlacing were cut down last week.

As to a long sentence, he also believes that it can be taken as one unit and one idea and learners of translation cannot separate between its clauses since they are interconnected and cannot be understood unless they are taken together as one as a whole.

The following example will clarify the idea of translating a long Arabic sentence into English;

الشخص الذي قابلته في الشارع عند عودتي إلى البيت
هو أحد أصدقائي القدامى The man whom I met

in the street on my way home is one of my old friends.

Or

On my way home I met an old friend of mine in the street.

Or

On my way home I met one of my old friends in the street.

A sentence in a SL may have one word as its counterpart in the TL, as we see in the following sentences:

Do come in ادخل

Here you are تفضل

Hold your tongue اسكت

Come closer اقترب

Slow down ابطئ

He thanked him شكره

They watched him راقبوه

To keep pace with يجاري

Active and passive had been dealt with in part one.

Part three

4.0. The Test

To make the results of this study more reliable, the writer finds it reasonable to conduct a test to find out which unit of translation imposes difficulty to IS or learners of translation in general. To carry out a test is important because we may detect both difficulty in learning and errors in performance. The test may also reveal that if the structure of a text in the SL is identical to that in the TL, less difficulty or no difficulty at all is anticipated.

The test is also intended to be of use in teaching translation as it provides teachers with necessary information they need.

It is also intended to find out the students' control of translation, so it is constructed with the aim of testing the students' ability of translation.

The test consists of 32 Arabic sentences which are all intended to test IS' production level.

4.1. Test Administration

The test was administrated to fourth year-college students learning translation for three years. The students participating in the test, about fifty students, were regarded as of equal level. The procedure was as follows;

The test consists of thirty-two Arabic sentences and the students were asked to translate them into English.

The test items are all intended to test IS' production level only. The complete form of the test items can be seen in the appendix.

They were told to answer in as much time as they wanted.

The students undergoing the test have been learning translation for three years.

The students were told not to write their names on the test sheets.

After the answer, the sheets have been given numbers from 1-50.

The presentation of the grammatical items in the sentences may make IS answer the test unaware that any grammatical item like "s" plural "s" 3rd person singular for example, is deliberately tested more than one time. This will help the examiner to check the IS' mastery of translation regarding the use of the grammatical items that occur repeatedly in different situations.

The students' answers were corrected on a right-wrong basis.

4.2. Findings of the Test;

The test revealed that only (11) students out of (50) were able to pass. This indicates that IS face much difficulty in translating Arabic sentences into English without committing grammatical mistakes. Most of the mistakes occurred because IS translated literally from Arabic. Thus errors they committed were attributed to the influence of the mother tongue on the target language.

As table one shows, the number of the students who passed the test is (11) out of (50). The percentage of success is 22%, which indicates

that Iraqi students facing much difficulty in translating Arabic texts into English. They used wrong English sentences because most of the sentences were literally translated.

TABLE ONE
Summary of the students' results in the test

Number of students	Number of students passing the test	The percentage of success
50	11	22%

This was clearly shown when the students were asked to translate the following Arabic sentence into English.

صوبَ نحو الطير

Sawaba nahwa ttayri
Aimed toward bird
He aimed toward the bird.

TABLE TWO
Summary of the students' answers to the items of the test as a whole.

Number of students	Number of the sentences	Number of the tested items	Number of the correct answers	Number of the wrong answers	percentage
50	32	1600	263	1337	16.4375%

The number of the wrong answers in table two which is 1337 out of 1600 demonstrates a high rate of errors, since the findings identified in table two above reflect the fact that IS face difficulty in translating Arabic sentences into English whose word-order is different from that of Arabic. Therefore, the errors they committed were attributed to the influence of the mother tongue on the target language.

Unlike English, an Arabic statement can be written or said without an apparent subject. The performer of an action, a noun or pronoun, which is not always visible and it does not appear in the

sentence, can referred to as an implied subject, thus (36) out of (50) students do not write a subject to precede its verb in English imitating the Arabic sentence under the influence of interference as shown in Table three below.

TABLE THREE
A sentence with no subject

Number of students	Number of the correct answers	Number of the wrong answers	The
50	14	36	28%

The Arabic sentences were constructed with the aim of testing the students' control of using the English grammatical terms correctly.

The test revealed that the students face much difficulty in writing good English.

As tables Four and Five reveal, the students were nearly unable to use a causative have as a counter part to an Arabic sentence like, أريد أن احلق شعري, (I want to have my hair cut), where the percentage of the correct translation to this sentence was 8% which is very low, whereas Table Five shows that no one managed to translate the sentence "سأصنع لي زوجا من الاحذية" {"I shall have a pair of shoes made} and of course the percentage was 0%.

TABLE FOUR
CAUSATIVE HAVE

The sentence أريد أن احلق شعري I want to have my hair cut	Number of the students	Number of correct answers	Number of wrong answers	The percentage
	50	4	46	8%

TABLE FIVE
CAUSATIVE HAVE

The sentence سأصنع لي زوجا من الأحذية I shall have a pair of shoes made	Number of the students	Number of correct answers	Number of wrong answers	The percentage
	50	0	50	0%

Table Six shows that the preposition “ ?ilaa“(to) in Arabic should be substituted for by the preposition “for” in this language area. The test interestingly revealed that only Six students used the preposition “for” while the others used the preposition “to” as a substitute for the Arabic preposition “?ilaa”. The students used the wrong preposition because they translated literally from Arabic, so the mistake they committed was also attributed to the influence of the mother tongue on the target language.

TABLE SIX
THE PREPOSITION “ILAA” (TO)

The sentence يغادرون إلى باريس حالا They are leaving for Paris soon	Number of the students	Number of the correct answers	Number of the wrong answers	The percentage of correct answers
	50	6	44	12%

Table Seven shows that the use of English tense constitutes less difficulty when it occurs in identical linguistic areas. The percentage of the correct answers was 48%.

TABLE SEVEN
THE TENSE OF THE VERB

The sentence جهاز ولده بكل ما يحتاج إليه He provided his son with all he needs	Number of the students	Number of the correct answers	Number of the wrong answers	The percentage of correct answers
	50	24	26	48%

For the definite article ,”the”, Table Eight demonstrates that students also face difficulty in using this grammatical term in English, since the percentage of the correct answers is 40% . This occurs simply because in Arabic students always use the definite article “al”, (the) with the noun with which they begin a sentence in a nominal sentence.

TABLE EIGHT
THE USE OF THE ARTICLE

The sentence الطبيعة جميلة في الربيع Nature is beautiful in spring	Number of the students	Number of the correct answers	Number of the wrong answers	The percentage
	50	20	30	40%

Conclusion

As stated before, the two languages namely, English and Arabic are related to two different families, so it is absolutely expected to have different points in grammar , word orders, types of sentences, forms of verbs, terms, articles, adverbs, adjectives, etc. from all this, problems in translation will arise.

What is previously mentioned is not enough or final. There are many other problems, like those in the translation of style, collocations, idioms, phrasal verbs, proverbs, Lexical word.

Most of the results arrived at in the test appear to be capable of speaking for themselves. However, there are some important phenomena concerning the process of translation which pervade the test. Of these the interference phenomenon plays an important role in causing difficulty to Iraqi students. The errors detected often follow from the habit of literal translation from the mother tongue to the foreign language.

The test also showed that the greater the difference between the source and the target language, the greater the difficulty. The absence of the Arabic counterpart for certain linguistic areas makes students err.

And when the students seem to ignore how to use the grammatical terms in the target language, they start padding from their mother tongue.

However, mistakes are not entirely caused by differences between the source and the target language.

The results of this work revealed that students often have a

vague understanding of the meaning of the lexical words. These troublesome words seem abstract and elusive. It is hoped that the results of this study may provide those who are concerned with the teaching of Iraqi students with information relative to the causes of mistakes as a helpful step to prepare remedial exercises.

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APPENDIX
Test sheet

Translate the following sentences into English:-

- (1) اتهم الرجل بالسرقة.
- (2) لا يعبأ بما يقول.
- (3) إنا معتاد على الجو الحار.
- (4) البننت خائفة من الكلب.
- (5) صوب نحو الطير.
- (6) سيعرض هذا الفلم قريبا.
- (7) وصلنا إلى القرية ليلا.
- (8) استفادت من التغيير.
- (9) تباهى بثروته.
- (10) عندي ثقة عظيمة فيه.
- (11) الشجاعة هي صفة عظيمة.
- (12) لدينا من الطعام ما يكفي لستهة أشخاص.
- (13) الكلاب حيوانات مخلصة.
- (14) نيويورك ابعد من لندن.
- (15) الطبيعة جميلة في الربيع.
- (16) من الأفضل أن نذهب إلى البيت حالا.
- (17) اللص خطر على المجتمع.
- (18) ما أن أغلقت الباب حتى أدركت بأنني قد تركت مفاتيحي في الداخل.
- (19) يأتون إلى المدرسة متاخرين دائما.
- (20) جهز ولده بكل ما يحتاج إليه.
- (21) سأحصل على معلومات أكثر.

- (22) تقصر ساعتى دقيقتين.
- (23) وقفوا خارج البيت.
- (24) أريد أن احلق شعري.
- (25) إنا مسرور بالخبر.
- (26) يغادرون إلى باريس في الحال.
- (27) الذهب معدن ثمين.
- (28) يتكلم الانكليزية جيدا.
- (29) إي نوع من الكتب تريد؟
- (30) سأصنع لي زوجا من الاحذيه.
- (31) ماذا دهاك اليوم.
- (32) ولدت في الثالث من كانون الأول.



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