A Study of the Linguistic Problems Faced by Saudi English Language Students at Prince Sattam Bim Abdulaziz University (PSAU) when Translating from Arabic into English

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Abstract

The aim of this study is to investigate the linguistic problems confronted by Saudi students majoring in English language and literature at Prince Sattam Bim Abdulaziz University (PSAU) when they translate from Arabic into English. The study adopted the quantitative approach in data collection. Students written assignments were linguistically analyzed. Results revealed that the students suffer from a variety of grammatical problems that hinder them from translating Arabic into English correctly. The students also have difficulty with vocabulary. They could not find the most suitable English equivalent of Arabic words that suits the context. This study provides some recommendations related to students' admission to the English department, the syllabus, teaching methodology, and assessment.

Key words: Translation, translated text, source text, grammar, text analysis

Introduction

Translation is a human activity that enables us to communicate. It plays an integral role in bridging the gaps between nations and transferring knowledge. Consequently, there is a growing interest in programmes and courses in a number of universities in the Middle East (Al- Hamdalla, 1998, cited in (Alfadly & AldeibaniFull, 2013). The aim of these programmes is to prepare students to translate correctly from and into Arabic.

The graduation of good translators allows for meeting the needs for translation in today's world that witnesses on-going scientific, cultural, and technological development. Nevertheless, it appeared that "the process of translation is faced by many linguistic problems" (Khalifa, 2015, p. 22.).

Statement of the Problem

The area of the problems confronting Arab students of English as a foreign language (EFL) when translating Arabic into English and vice versa is extensively studied. For example, (AL Karazoun, 2016), (Khalifa, 2015), (Alfadly & AldeibaniFull, 2013), (Al-Sohbani & Muthanna, 2013), and (Ouided, 2009) have investigated the linguistic problems faced by Arab students of translation. However, all these studies focused on translation at the sentence level. This may not reflect the problems accurately. In addition, no previous study had been conducted to identify the problems faced by the students in the English language

and literature Department at Prince Sattam bin Abdulaziz University (PSAU). The purpose of this study is to investigate the linguistic problems that PSAU English language students face in translating Arabic texts into English.

It attempts to answer the following research questions:

1. What are the linguistics problems that PSAU English language students face when translating arabic texts into the English language?
2. What are the pedagogical implications of these problems?

Study Context

Prince Sattam bin Abdulaziz University is in Kharj, Saudi Arabia. It has a number of campuses, one of them is in Hotat Bani Tamim where the Colleges of Science and Humanities, and Business Administration are located. The College of Science and Humanities awards a BA in English language and literature. Students in the English Department are required to study 136 credit hours in order to graduate. Of these 136 hours, 104 credit hours are program requirements. These 104 credit hours cover a variety of courses in language, linguistics, literature, and translation. Students study four translation courses in levels 3, introduction to translation; 4, translation; 5, translation of texts from English into Arabic; and 6, translation of texts from Arabic into English.

Literature Review

According to (Nida & Taber, 1969) translation "consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style" (p.12). (Enani, 1994) considers translation as an interdisciplinary field that is related to other fields such as philosophy and linguistics. (Bell, 1991) proposes that translation is the substitution of a text in a language by an equivalent text in another one. (Dickins, Hervey, & Higgins, 2002) propose that translation can be considered as a process and a product. The former refers to the translator following certain steps in translating the source text (ST). The latter means the evidence of the process – translation of the overall, or explanation of the, meaning. Ghazala (2008) suggests that we translate meaning, which is a set of language parts consisting of grammar, vocabulary, style, and phonology. He maintains that it is not a translation of grammar, but we should realize its function in forming meaning "making it either easier or more difficult to understand, and hence translate". (p. 2-3).

Ghazala (2008) explains that a translation problem is any complexity met during translation compelling us to pause translation to call for any sort of support. The source of the problem can be grammar, vocabulary, style, and/or sounds.

Previous Studies

Al-Sohbani & Muthanna (2013) investigated the major challenges of Arabic to English translation of fourth year English Department students, Faculty of Arts at Ibb University, Yemen. Data were collected through observation and a questionnaire. The study concluded that the students had insufficient knowledge of lexis. They lacked knowledge of English abbreviations. They had difficulty in translating acronyms. They could not use English words appropriately, and they found it difficult to find suitable equivalents. The students also faced problems of inadequate grammar represented in the wrong use of prepositions, the passive voice, the order of adjectives r, the present perfect and the past simple. They also had difficulty in understanding structural differences between Arabic and English. In addition, they found it difficult to shorten Arabic long Arabic sentences and to use linkers.

Alfadly & AldeibaniFull (2013) studied the problems of English Arabic translation, and vice-versa, of English language undergraduates in the Faculty of Arts at Hadramout University, Yemen. The study adopted tests on translation to collect data. Five sentences were translated from English to Arabic and two sentences from Arabic to English. The study revealed a fundamental weakness in the grammar of the students. This is illustrated in the use of the wrong tense and the incorrect use of the passive voice.

Khalifa (2015) conducted a study to identify the translation problems of English Arabic language structures that Saudi students of English language face. The participants were Saudi students who studied translation courses at the College of Arts and Community College, Shaqra University. The study used a students' test, teachers' questionnaire, and expert interviews for data collection. The study showed that Saudi English language students could not translate into English structures correctly since they did not possess sufficient understanding of English grammar. This could be attributed to the differences between Arabic and English.

Mehenni (2010) investigated the ability of Algerian students of English language to translate long Arabic sentences into English. Twenty-five third year students from the Department of English language participated in the study. They took a test comprised of fourteen long Arabic sentences to be translated into English. The results revealed that the students used different types of translation such as bound – free, literal, and one- to- one translation. This word for word translation dominated and influenced the precise meaning of the source language (SL) when translated into the target language (TL).

AL Karazoun (2016) detected the linguistic errors made by Jordanian EFL undergraduate students when translating news headlines from Arabic into English and vice versa. Data were gathered through a test composed of 30 Arabic news headlines to be translated into English and another 30 headlines to be translated into Arabic. Sixty third and fourth year students of English language and literature participated in the study. Concerning the Arabic to English translation, the study concluded that the students possessed insufficient

knowledge of the rules of English headline writing. They faced grammatical, lexical, and discourse difficulties when translating into English.

Methodology

Instrument

The data collection tool adopted in this study was document (text) analysis. According to McKay (2006) text analysis is multidimensional and is used to research classroom discourse. It is capable of showing various aspects of students spoken or written discourse and to decide on their appropriateness. Students were asked to translate two texts from Arabic into English. These two translations were assignments required by ENG 3670 'Translation of Texts from Arabic into English' which was studied by students in level 6 in the academic year 1437-1438 H, the second semester. The first one was a text about tourism and it was retrieved from www. Mawdoo3.com. It contained three paragraphs with the last one providing definitions related to tourism. The second text was about translation. It was sourced online from www.arabtranslatiors.org/library/articles. The whole text tells translators what to do after finishing translation.

Participants

The participants in the study were eight English language and literature students. They were in level 6 in the academic year 1437 – 1438 H. All of them were females and their age ranged between 19 – 21 years. They had been studying English for more than seven years. They will graduate next academic year 1438 – 1439 H.

Procedures

The two assignments were required by the translation course as mentioned above. They accounted for 30% of the final mark. The students were given the first assignment after the 7th week and they were asked to submit it after five days. The second assignment was given in the 12th week and similarly students were required to hand it in after a week. For the purpose of this study, the assignments were numbered 1-8 and then from all of them four were randomly selected for analysis.

Analysis

The analysis was conducted based on the framework proposed by Ellis and Johnson (1994). Table (1) shows the framework.

Table 1 Ellis and Johnson Framework for Language Analysis

Focus	Description
Genre	What type of text is being analysed? (e.g., report, letter, memo, etc.) Who is the target audience?
Organization	How is the text organized? What is the layout? How many paragraphs/sections are there? Is there an introduction/conclusion? Is there list of points/cohesive paragraphs?
Sentence structure	Are sentences complete or in note form? Are they correctly punctuated? Are they linked with cohesive devices? Are sentences simple /complex? Are there relative or other clauses? Are there ellipses in sentences?
Function	What functions are being expressed? e.g., condition, intention, description, request, order.
Grammatical structure	What are the most frequent grammatical structures? e.g., active/passive, verb forms, complex noun phrases, prepositional phrases, verb tenses.
Lexis	What type of vocabulary is used?

Results & Discussion

This section deals with the results and their discussion. The results are shown according to the study questions.

What are the linguistic problems faced by Saudi English language students when translating from Arabic into English?

This question aims at identifying the problems Saudi English language majors face when translating Arabic into English.

According to the analysis framework shown in table 1, the genre of the two texts is students' assignment, required by the course ENG 3670 'Translation of Texts from Arabic into English'. Concerning the organization of the product, the translated texts, they are arranged in paragraphs. The first text contains three paragraphs, and the last paragraph contains definitions of some concepts related to tourism in the form of a list. This part has the sub-title 'tourism pillars'. The second text is composed of five paragraphs and it contains two sets of questions in list format. The function of the two texts is description.

The text analysis focused on sentence structure, grammatical structure, and lexis.

Sentence structure

In terms of sentence structure, the sample translated texts (TT) contained fragment and run-on sentences. For example, the following were located in the texts.

- *Which conduct move from one place to another or from one country to another for the purpose of performing certain job or visit a particular place or several places.*
- *the goal of tourism (.....) revive the spirit of the individual*

- *Or for the purpose of entertainment and results in looking at other civilizations and cultures which add another new information and views and meet several of nationalities peoples.*
- *Which directly affect the national income of the countries tourist and it creates many jobs and industries and multiple investment service live up activity and the level of performance of the people's culture and history, and publishes their civilizations, traditions and customs.*
- *After the translation process.*
- *So before it can be submission to the customer or as a full version of the translation.*
- *Or for the purpose of entertainment and results in looking at other civilizations and cultures ...*

These fragments lacked a subject, a verb, or both of them.

The following are examples of run-on sentences that existed in the sample TTs.

- *Tourism is the activity performed by an individual or individuals happening with him move from one place to another or from one country to another for the purpose of the task of performing certain or visit a particular place or several places, or for the purpose of entertainment and results in looking at their civilizations and cultures and add another new information and views and to meet the peoples and nationalities of the group multi directly affects the national income tourism, creates many jobs and industries and multiple investment service activity and live up the level of performance of the peoples and their culture and publishes their history and civilizations, traditions and customs, and is a currently an important and promising industry is based on the foundations of science and culture.*
- *It is a recreational activity outside of the red tape that live it tourist, the goal of tourism revive the spirit of the individual, and be tourism transfer of an individual resident in it place to another place in the same country or move to another state, while providing all the services and supplies for this activity, in a period of not less than 24 an hour and no more than a year.*
- *Which directly affect the national income of the countries tourist and it creates many jobs and industries and multiple investment service live up activity and the level of performance of the people's culture and history, and publishes their civilizations, traditions and customs.*

These run-ons caused long and fused sentences. The existence of these fragments and run-ons indicate that the students suffer from not being able to write grammatically correct sentences, which is among the basic skills required in written English. The results suggest that this problem might have been caused by poor proficiency in English due to the students' previous experience in learning English. They also imply that the TT may lose its meaning; therefore, the translation would not be able to convey the essence of the source

text (ST), as grammar is one component of meaning according to Ghazala (2008). These results are in line with what was revealed by Al-Sohbani & Muthanna (2013), Alfadly & AldeibaniFull (2013), and AL Karazoun (2016). They concluded that their students suffer from grammatical problems when translating into English.

Concerning cohesion and coherence devices, the TTs did not contain either of them, except for just one text. The absence of these devices results in tasteless texts. It could be proposed that the students were not aware of the importance of these devices when writing English. It can also be suggested that the subjects were not proficient at writing English. These findings match those of AL Karazoun (2016) who revealed that her students had discourse problems.

The TTs showed all types of sentences: simple, compound, and complex. It was noted that some sentences began with 'And' which is uncommon in English. It was also noticed that there was a problem in translating questions into English. For example, the questions found in text two were translated as follows:

- *Has it lost meaning?*
- * Did I add another meaning?*
- *Did I changed something?*
- * Is there meaning lost?*
- *It there meaning added?*
- *Is there meaning changed*

In all these examples, the word 'any' was not used. This implies that the participants were not able to form questions in English correctly. The results also indicate that there might be weaknesses in the grammar courses that the students had studied before. This is because forming questions is one of the basic grammatical structures taught. These findings are consistent with what Khalifa (2015) found. He concluded that his students faced difficulty in using the correct English structure.

Grammatical structure

This section focuses on subject-verb agreement, the use of prepositions, use of the passive voice, wrong use of verb tense, use of the wrong forms, and punctuation.

First, regarding subject- verb agreement, the sample TTs gave the following examples:

- *…. the goal of tourism revive the spirit of the individual …*
- *It is a recreational activity outside of the red tape that live it tourist.*
- *It is the nation that provide all the services for tourists, providing what it needs from the requirements in order to create an enjoyable tourist atmosphere.*
- * Are the readers or listeners understands the information clearly?*

Second, in terms of preposition use, there were several wrong uses of them.

- *the tourist : he is the individual who performs <u>by</u> activity tourism .*
- *Then, test with a second party by getting help from a few other people who have not done the <u>in</u> translation to read the translation aloud.*
- *The host nation: They that provide all the services <u>for</u> tourists, providing what it needs from the…*
- *… and meet several <u>of</u> nationalities peoples.*
- *This results….viewing… (missing preposition)*

Prepositions are considered one of the most difficult grammar items to be learned by foreign students of English. Correct use could be accurately acquired through exposure to the language. However, these results confirm the weaknesses of the previous grammar courses that the students had studied. They also indicate that there might be a problem in the teaching methodology of grammar, or in the ability of the students to comprehend English. These findings accord with what Al-Sohbani & Muthanna (2013) found. They concluded that their students faced problems in using the correct English prepositions.

Third, the use of the passive voice in the TTs appeared to be a problem for the subjects of the study. For example:

- *So before it <u>can be submission</u> to the customer or as a full version of the translation.*
- *Is there meaning <u>has been add</u>?*
- *Is the meaning <u>has been change</u>?*
- *…people who <u>were not involve</u> in the translation work…*

It should be noted that the two STs contain few passive forms. In the second ST three questions were in the passive voice. When translating these the students used active questions instead of using the passive. Additionally, they used the passive where it was not in the ST. Generally, from the examples above, it seems that the students found it difficult to use the passive correctly. Again, this draws attention to previous English courses, students' proficiency, and the teaching methods used. The results suggest that all these elements need some sort of revision. The findings agree with that of Al-Sohbani & Muthanna (2013) and Alfadly & AldeibaniFull (2013) who concluded that the use of the passive voice is among the problems that faced their participants in translating into English.

Fourth, the TTs contained numerous uses of wrong tense. For example:

- *… and be tourism transfer of an individual resident in it place to another place in the same country or move to another state, …*
- *is that one who doing actively tourism.*
- *…… an important and promising industry is based on the….*
- *.. by getting help from a few other people who have doesn't work on…..*

These results match those of Alfadly & AldeibaniFull (2013) and Khalifa (2015) who concluded that their students were unable to use the correct tense of verbs in English.

Fifth, another thing noted in the TTs was the use of the wrong word form. These are illustrated in the examples bellow.

- *.. and to meet the peoples and nationalities of the <u>group multi</u> directly affects the national income tourism,*
- *Tourist: A person who is <u>actively</u> tourism.*
- *Which directly affect the national income of the countries tourist and it...*
- *This results Viewing cultures, civilizations, <u>additions</u> of new information and views.*
- *It creates opportunities for work, industries and multiple investments <u>to service</u> activity.*
- *is the order of the words in the translation very similar to the order of the <u>word</u> in the source language?*
- *...a small number of other persons <u>whom</u> did not participate in the translation work to read the translation out loud.*
- *Do <u>the informations</u> appear to be good and natural?*

These findings are in line with what was revealed by Khalifa (2015) who concluded that his participants were unable to translate into correct English structures.

The final point is related to punctuation. It was recognised that the TTs used a lot of commas, even when it was not needed. This use was caused by the run-on sentences in the TTs. This resulted in fused sentences. Furthermore, small letters appeared where capitals were needed, and capital letters were added in the place of small letters.

- *… in the same country or move to another state, With the provision of all services and…*
- *This results (in) Viewing cultures, civilizations, additions of new information and views.*
- *is there meaning has been lost? is there meaning has been add?*
- *is there meaning has been change?*
- *is the order of the words in the translation very similar to the order of the word in the source language?*

These findings prove that the students are weak even in the basics of writing English.

Lexis

This section concentrates on the wrong translation of Arabic words by the selection of inappropriate English equivalents. Table 2 bellow shows some samples from the TTs.

Table 2 Arabic vocabulary translation into English

English translation	Arabic text
...***live up*** the level of.....and ***publishes*** their history...	...ويرتقى بمستوى أداء الشعوب وثقافتهم وينشر تاريخهم..
Which <u>**conduct**</u> move from.....	السياحة هي نشاط يقوم به فرد أو مجموعة أفراد **يحدث** عنه انتقال من مكان إلى آخر أو من بلد إلى أخر...
These parameters determined by the type of......	وهذه المعالم تتحدد بنوع السياحة من بيئية وتسويقية وعلمية وعلاجية وغيرها.
Tourism currently .....based on the foundations of <u>**knowledge**</u> and science.	ويشكّل حالياً صناعة هامة وواعدة تقوم على أسس من العلم و**الثقافة**.
Tourism is a <u>**transmission**</u> of an individual.....	وتكون السياحة ب**انتقال** الفرد من المكان المقيم فيه إلى مكان آخر في نفس الدولة أو الإنتقال إلى دولة أخرى
The translated text is considered the initial <u>**step**</u>...	فإن النص المترجم يُعتبر **المسودة** المبدئية وليس النسخة النهائية بعد.
...to the customer or as a ***full*** version.....	أو إمكانية اعتباره النسخة **الكاملة** للترجمة، لابدّ من اختبار هذه المسودة أولاً.
...that the language <u>**technique**</u> is.....	...وأن **أسلوب** اللغة المستخدمة طبيعي ومناسب.
Before it can be <u>**delivered**</u> to the customer...	...فقبل إمكانية **تسليمه** للعميل أو....
...the translated <u>**context**</u>	....فإن **النص** المترجم يُعتبر المسودة المبدئية....
Did it <u>**exchange**</u> the meaning?	هل **تبدّل** معنى ما؟

It is clear from the table above that there are a lot of Arabic words for which the students failed to find the right equivalent in English. These results are an indication not only of the lexical problem facing the students, but they also suggest that they were not able to understand the context and use it to choose the most suitable meaning. For example, the word ينشر is equivalent to the English word *publish,* but they are used in various contexts according to which the meaning and use differ. These results accord with what was found by Al-Sohbani & Muthanna (2013). They revealed that their students faced difficulty in finding the suitable English equivalents of the Arabic words.

These problems faced by Saudi students of English language and literature, who will have graduated next year with a BA in the field, might be attributed to several reasons. First, fragment sentences might be caused by the differences between the structure of sentences in Arabic and English. Arabic language sentences can be verbal; containing a verb, or it can be nominal; containing only nouns. Therefore, mother tongue interference plays a role here. In contrast, English sentences must have a verb. Second, the run-on sentences found in the TTs resulted from the long Arabic sentences used in the ST. It is noticeable that most

Arabic prose consists of long sentences making it hard for translators to translate them, which was revealed by Mehenni (2010). This leads students to use the conjunction 'and' repeatedly which caused the TT to be incoherent. Third, the students' demotivation to learn English seriously may be another cause of these problems. They have been studying English for more than eight years. Nevertheless, it seems that they did not understand what they had studied because of a lack of follow up. Fourth, weakness in the previous courses they had studied whether at intermediate and secondary schools, and university, could be a reason behind these problems. Fifth, the teaching methodology adopted in teaching in earlier English classes may be a cause of these difficulties. Usually teachers tend to dominate their classes by maximizing the teacher role and minimizing students'. This results in one- way teaching. Fifth, the students' use of machine translation (MT), such as Google Translate is another reason that helped to cause these problems. This type of programme does not cater for the structural differences between Arabic and English.

Conclusion

This study investigated the linguistic problems faced by Saudi students majoring in English language and literature at the College of Science and Humanities, PSAU, Hotat Bani Tamim. The results showed that students face fundamental grammar and lexical problems, negatively influencing their translation. In terms of grammar, the students suffer from difficulties in structuring correct sentences, using a number of English forms such as the passive voice, forming correct words, using verb tense correctly, and using prepositions. As for lexical problems, they could not find the suitable equivalent of Arabic words in English.

Implications and recommendations

What are the pedagogical implications of the linguistic problems faced by Saudi English language students?

This is the second question of the study. It attempts to relate the problems that confront PASU English language and literature students to the pedagogical situation at the College of Science and Humanities, Hotat Bani Tamim. These implications can be linked to students' admission, the syllabus, teaching methods, and assessment. The results above pose the following recommendations.

First, students' admission to the English department

- Students should be enrolled in the Department of English language only after passing a proficiency test to determine their eligibility to be accepted to the department.
- After being admitted, they should be motivated and encouraged to exert more effort in learning English.

- Students must be made aware of the importance of being proficient in English and how useful it could be for their future.

Second, the syllabus

- The syllabus at the English Department needs to be revised, specifically the proficiency part of it (speaking, listening, reading, writing, grammar, and vocabulary). This is because they prepare the students for the other courses that they will study in future.
- Grammar, writing and vocabulary courses must be systematically designed to cover topics and items that assist students in the future (i.e. meet students' future needs).
- The translation courses need some sort of revision for their contents to include contrastive linguistics components that raises students' awareness of the differences between Arabic and English.
- Alternatively, a contrastive linguistics course is strongly recommended to bridge the gap of knowledge about the differences in the linguistic systems of Arabic and English. Thus, it will enable students to avoid errors in translation.
- Self-access centres (SAC) must be established to provide students with more materials for practicing English whilst being autonomous learners.

Third, teaching methods

- Teachers are advised to adopt more cooperative techniques in teaching by following the student- centred approach.
- Continuous feedback on students' performance must be given to the students, the head of the department, and the academic advisors.
- Translation courses must be taught by specialists in translation.
- Translation teachers must draw students' attention to the use of machine translation (using computers and websites), and that it needs careful and thorough revision.
- The teachers must emphasise the importance of revising and editing the final draft of the TT before it is handed to the teacher.
- In teaching translation, workshops must be used to enable students to discuss the final product to identify and correct possible mistakes allowing for reflective learning.
- Students should be encouraged to report problems facing them in learning English generally, and translation in particular.
- A Student support centre is needed to advise students and guide their learning.

Fourth, assessment

- Generally, assessment must be aligned with the learning outcomes of the courses learned by the students.

- Translation assessment must be based on previously set criteria in the form of a rubric showing what is expected from the students to gain certain marks.
- The final translation assessment should be based on a project, not a final exam, and the assessment must be carried out by a committee.

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Appendices

Appendix 1: The Source Texts

Assignment 1

Translate the following text into English

السياحة

السياحة هي نشاط يقوم به فرد أو مجموعة أفراد يحدث عنه انتقال من مكان إلى آخر أو من بلد إلى أخر بغرض أداء مهمة معينه أو زيارة مكان معيّن أو عدّة أماكن، أو بغرض الترفيه وينتج عنه الإطلاع على حضارات وثقافات أخرى وإضافة معلومات ومشاهدات جديدة والالتقاء بشعوب وجنسيات متعددة يؤثر تأثيراً مباشراً في الدخل القومي للدول السياحية، ويخلق فرص عمل عديدة وصناعات واستثمارات متعددة لخدمة النشاط ويرتقى بمستوى أداء الشعوب وثقافتهم وينشر تاريخهم وحضاراتهم وعاداتهم وتقاليدهم، ويشكّل حالياً صناعة هامة وواعدة تقوم على أسس من العلم والثقافة.. كما هو قائم اليوم في المغرب.

وهي نشاط ترفيهي خارج عن الروتين الذي يحياه السائح، هدف السياحة إنعاش روح الفرد، وتكون السياحة بانتقال الفرد من المكان المقيم فيه إلى مكان آخر في نفس الدولة أو الإنتقال إلى دولة أخرى، مع توفير جميع الخدمات والمستلزمات لهذا النشاط، في مدة لا تقل عن 24 ساعة ولا تتجاوز السنة.

أركان السياحة

السائح: هو الفرد الذي يقوم بنشاط السياحة.

الدولة المضيفة: وهي التي تقوم بتقديم كافة الخدمات للسائح، وتوفير ما يحتاجه من مستلزمات من أجل خلق جو سياحي ممتع.

المعالم السياحية بكافة أنواعها: وهذه المعالم تتحدد بنوع السياحة من بيئية وتسويقية وعلمية وعلاجية وغيرها.

نمط السياحة: أي أن تحدد السياحة داخلية في الدولة ذاتها بين مدنها الغنية بمعالم سياحية، أم خارجية تتعدّى حدود الدولة الواحدة إلى دولة أخرى.

http://mawdoo3.com

Assignment 2

مدخل إلى الترجمة

وبعد عملية الترجمة، فإن النص المترجم يُعتبر المسودة المبدئية وليس النسخة النهائية بعد. فقبل إمكانية تسليمه للعميل أو إمكانية اعتباره النسخة الكاملة للترجمة، لابدّ من اختبار هذه المسودة أولاً.

لماذا هذا الاختبار مطلوب؟ إنه مطلوب للتأكد من أن المعنى المنقول من خلال الترجمة دقيق وواضح، وأن أسلوب اللغة المستخدمة طبيعي ومناسب.

أولاً: قم بهذا الاختبار البسيط للترجمة الذاتية بمقارنة الترجمة بالنص الأصلي، واسأل الأسئلة التالية:

هل فُقِدَ معنى ما؟

هل أُضيفَ معنى ما؟

هل تبدَّل معنى ما؟

هل ترتيب الكلمات في الترجمة يشبه جدًا ترتيب الكلمات في اللغة المصدر؟

إن كان الأمر كذلك، فمن الممكن أن تكون اللغة المستخدمة غير طبيعية بالنسبة إلى جمهور اللغة الهدف.

وبعد ذلك، قم بعمل اختبار من خلال طرفٍ ثانٍ عن طريق تلقّي المساعدة من عدد قليل من الأشخاص الآخرين الذين لم يشتركوا في عمل الترجمة لقراءة الترجمة بصوتٍ عالٍ.

وخلال هذا الاختبار لاحظ ما يلي:

هل القراء أو المستمعون قادرون على فهم المعلومات بصورة صحيحة؟

هل المعلومات واضحة بدرجة كافية بالنسبة لهم وسهلة الفهم؟

هل تبدو لهم المعلومات جيدة وطبيعية؟

http://arabtranslators.org/library/article

Appendix 2: Sample Translated Texts

Assignment 1

Tourism

Tourism is the activity performed by an individual or individuals happening with him move from one place to another or from one country to another for the purpose of the task of performing certain or visit a particular place or several places, or for the purpose of entertainment and results in looking at their civilizations and cultures and add another new information and views and to meet the peoples and nationalities of the group multi directly affects the national income tourism, creates many jobs and industries and multiple investment service activity and live up the level of performance of the peoples and their culture and publishes their history and civilizations, traditions and customs, and is a currently an important and promising industry is based on the foundations of science and culture .. as it exists today in Morocco.

It is a recreational activity outside of the red tape that live it tourist, the goal of tourism revive the spirit of the individual, and be tourism transfer of an individual resident in it place to another place in the same country or move to another state, while providing all the services and supplies for this activity, in a period of not less than 24 an hour and no more than a year.

Staff of Tourism

Tourist: A person who is actively tourism.

The host nation: They that provide all the services for tourists, providing what it needs from the requirements in order to create an enjoyable tourist atmosphere.

Tourist attractions of all kinds: These parameters determined by the type of tourism marketing and environmental, scientific and therapeutic and others.

Tourism pattern: that defines internal tourism in the State itself between the cities rich in tourist attractions, or external beyond the borders of one state to another state.

Assignment 2

Introduction into Translation

After the translation process. The translated text is considered the initial step and not the final version. So before it can be submission to the customer or as a full version of the translation. This translated text must be tested first. Why is this test required? It is required to ensure that the meaning conveyed through translation is accurate and clear, and that the language technique used is normal and appropriate.

First: Perform this simple self-translation test to compare the translation of the original, and ask yourself the following questions:

Has it lost meaning?

 Did I add another meaning?

Did I changed something?

 Is the order of the words in the translation very similar to the order of the words in the source language?

If so, the language used may be abnormal for the target audience.

Then, test with a second party by getting help from a few other people who have doesn't work on the translation and let them read the translation aloud.

And during this test, note the following:

Are readers or listeners able to understand information correctly?

Is the information clear enough for them and easy to understand?

Does the information look good to them and natural?