MEU جـامـعـة الـشــرق الأوسـط
MIDDLE EAST UNIVERSITY

Difficulties that M.A Students Encounter in Translating Political Expressions from His Majesty King Abdullah's *Our Last Best Chance*

الصعوبات التي يواجهها طلبة الماجستير في ترجمة التعابير السياسية من كتاب جلالة الملك عبدالله الثاني"فرصتنا الاخيرة"

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Dedication

To my father and mother

To my twin sister, Issra

To my brothers Mohammed -Islam and Ahmed

To Dr. Farouq Shunnaq & Ms. Amal Al-Roussan

To my dear friends

Sawsan Asali and Sami Manneh

To them all, I dedicate my thesis

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Difficulties that M.A. Students Encounter in Translating Political Expressions from His Majesty King Abdullah's *Our Last Best Chance*

By Ishraq Al Zu'bi

Supervisor: Professor Abdullah Shunnaq

Abstract

The present study aimed at investigating difficulties that M.A. students encounter in translating terms and expressions from King Abdullah's *Our Last Best Chance.*

To achieve this goal, the researcher raised the following three questions:

1. What difficulties does the translator face when translating political terms and expressions into Arabic?

2. What type of equivalence does he/ she opt for when rendering such terms?

3. What translation strategies are opted for to render these terms into Arabic?

To answer the above questions, this study used 30 excerpts selected from *Our Last Best Chance*, which included specific political expressions/ terms.

The researcher designed a translation test given to 40 M.A. students, enrolled in the M.A. programs of Translation and   the English language in two Jordanian universities (Yarmouk and Middle East University) during the second semester 2011/2012, to translate them.

The findings of the study showed that most translations are inadequate as the students faced difficulties while translating .These difficulties were mostly due to their unfamiliarity with political expressions/ terms, producing improper equivalence in the T.L; and resorting to literal translation.

Furthermore, the study recommended that more comprehensive studies to be executed on translating political discourse to enrich the translation field.

الصعوبات التي يواجهها طلبة الماجستير في ترجمة التعابير السياسية من كتاب جلالة الملك عبد الله الثاني ـ *فرصتنا الأخيرة ـ*

إعداد الطالبة إشراق الزعبي

إشراف: الأستاذ الدكتور عبدالله الشناق

(مستخلص الدراسة)

هدفت هذه الدراسة إلى معرفة الصعوبات التي يواجهها طلبة الماجستير في ترجمة التعابير السياسية من كتاب الملك "*فرصتنا الاخيرة*".

ولتحقيق أهداف الدراسة قامت الباحثة بطرح الأسئلة الآتية:

1. ما هي الصعوبات التي تواجه الطالب المترجم عند ترجمة المصطلحات و التعابير السياسية من اللغة الإنجليزية الى اللغة العربية؟

2. ما هو نوع المكافئ الذي يختاره المترجم/ المترجمة عند ترجمة هذه التعابير؟

3. ما هي استراتيجيات الترجمة التي يتم انتقاؤها عند ترجمة هذه التعابير الى اللغة العربية؟

وللإجابة عن هذه الأسئلة، قامت الباحثة بإعداد اختبار ترجمة يتكون من 30 جملة تحتوي على تعابير و مصطلحات سياسية و تم توزيعها على عينة عشوائية مؤلفة من 40 طالب و طالبة ماجستير من قسم الترجمة و قسم اللغة الانجليزية في جامعتين أردنيتين (اليرموك و الشرق الأوسط).

دلت نتائج الدراسة بعد تقييم الإختبار، على أن أغلبية ترجمات الطلبة لم تصل إلى المستوى المطلوب في ترجمة التعابير و المصطلحات السياسية حيث أنهم واجهوا العديد من الصعوبات لدى الترجمة والتي تتمحور حول عدم الإلمام بالتعابير السياسية.والإخفاق في تحقيق المكافئ اللغوي المناسب.وعدم التمكن من إستخدام إستراتيجيات الترجمة كما يجب.

واللجوء إلى الترجمة الحرفية. و أخيرا أوصت الباحثة بضرورة إثراء حقل الترجمة و ذلك بإجراء المزيد من الدراسات المتعلقة بترجمة التعابير و المصطلحات السياسة المعمول بها.

Chapter One

Introduction

1.1 Background of the study

Translation is essential to understand global relations in terms of Arts, Science, Law, Economics, Literature, Technology, and Politics… etc. Since learning more languages or writing in another language is hardly possible, the work of translation for the rise and development of art, science, politics… etc is inevitable. Translation promotes human experiences, experiments and discoveries. It recreates and intensifies the channel of life and diversifies human activities. Because of translation, global works and books are known to people all over the world. So, the role of translation enables the dissemination of new ideas in different cultures and spreads knowledge everywhere. However, as long as translation is indispensable, it is not an easy process or action of turning from one language to another.

It has already been clearly established by many translation theorists that the act of translating is influenced by the society and the culture of the source text (henceforth, ST) and the target text (henceforth, TT). Obviously, to a great extent, the quality of translation depends on the translator's knowledge, skills, cultural background, expertise and awareness of a number of factors relevant to the source text (ST), such as context, syntax, culture, style, among others. This certainly influences lexical choices that serve the purposes of the source language text.

One of the problematic areas in translation is politics; to translate political texts from one language into another is a difficult task, due to cultural

differences between languages. Thus, translators who attempt to translate political texts should be familiar with both the source language (SL) and the target language (TL) as well as with the subject itself to perform the translation successfully. Without such requirements, the translation would be inadequate.

Politics is a core part of daily life. It plays a key role in forming man's social, economic, philosophical and ideological life, and frame of thought. It helps man keep pace with what is going around him /her in this changing world. Therefore, the effective role of politics in people's life gives major importance to the translation of political books and works. The importance of translating political texts and terms is increasing due to the emergence of new terms and expressions which are needed to translate clearly and without losing the meaning compared to that of the beginning of the 20th century. Thus, the change of the expressions and terms creates a barrier for the translators who are expected to fill the gap between the two languages and cultures as well. So, the translation should be clear and appropriate to remove the semantic barrier between the reader and the text. Newmark (1991) points in *About Translation* to this:

> If the translators did their job better, there might be better understanding.(obvious examples are the, according to some , mistranslation of the Japanese Government's word *mokusatsu* – literally 'kill with silence'– as ' take no notice of 'instead of ' withhold comment ' prior the dropping of the atom bomb on Hiroshima ; it has been much discussed (see Butow,1952) and the truncated translation of *Mein Kampf* omitting the most pernicious passage which was the only 'official' translation in the UK prior to the outbreak of the Second World War and the UN resolution 242 concerning Israel's occupied territory.(p.148)

In other words, misusing and mistranslating political terms are equally important that lead to losing the meaning of the text.

King Abdullah's book (2011) *Our Last Best Chance: The Pursuit of Peace in a Time of Peril* is a political biography. This book is a combination of carrying an important message on the Arab/Israeli relations and an autobiography of the king's life.

King Abdullah's points of view are clear and direct, such as his clear disappointment in other Arab leaders and his belief that Israel kills any possibility of peace with Palestine; he insists that peace negotiations should urgently start since he believes that Arabs and Muslims face a critical moment which is the last chance for peace in the Middle East.

One of his statements about the hard time to seek peace with Israel is:

"…Everyone in the region increasingly fears that we will soon be plagued by yet another devastating war. Israeli politics are mainly to blame for this gloomy reality."(p325).

"If we miss this opportunity, the Israelis, -the Palestinians- all of us in the region- would have to live with the terrible consequences of more devastating wars (p316).

The book is divided into 27 chapters. Half of the book focuses on the king's family's life, his childhood and adolescence, his education and his marriage. He gives even the smallest details about his memories.

Among the chapters, photo galleries of archived images document the private side of the king's life. One of the pictures shows the king undertaking an exercise at the British Military Academy. Another he is personally driving President Obama to the airport after a visit to Amman,

and a third shows him as a crown baby prince held by his father, the late King Hussein.

The second half of the book provides the reader with context of different issues facing Jordan, the region, and the world as a whole. The reader can feel Jordan's patience in the events that he illustrates Jordan as the link for discussions between Israelis and Palestinians since the days of the Late King Abdullah I, the founder of Jordan who was assassinated in Jerusalem in 1951. The late King Hussein died with his dream of peace and King Abdullah is completing the mission of establishing peace between the Arabs and the Israelis.

The book combines between a memoir of a young king who used to live a normal life away from politics and the turn in his life to be a king of the Hashemite kingdom of Jordan faces one of the threatening powers in the world; Israel and his role to keep the area out of a catastrophic war and establish a permanent peace for the people of the region.

1.2 Statement of the Problem

There are difficulties in translating specific technical expressions, in general, and those of political content in particular. To inappropriately translate a political text is to twist the message or distort it and render it void of its content and aim. The present study sheds light on such difficulties especially those encountered in translating King Abdullah's political terms and expressions into Arabic and suggests certain strategies to overcome such difficulties.

1.3 Purpose of the Study

This study is focused on translating political expressions/terms by student translators. Its aim is not only to gather theoretical information relating to the given topic, but also to show how several political terms/expressions used in political texts (specifically in *Our Last Best Chance*) and compare their Arabic translations, with the focus on the problems of translating political terms/expressions from English into Arabic. It also shows whether the translations provided are equivalent to those in the SL in terms of cohesion, technical terms and sentence structure, and to discuss strategies for handling such difficulties.

1.4 Questions of the Study

The study aims to answer the following questions:
4. What difficulties does the translator face when translating political terms and expressions into Arabic?
5. What type of equivalence does he/she opt for when rendering such terms/ expressions?
6. What translation strategies are or will be opted for to render these terms/expressions into Arabic?

1.4 Significance of the Study

The study provides the domain with a variety of translations to selected political terms from English into Arabic. Besides, it can be of benefit to students in translation departments and avail them the opportunity to come

across such terms and know how to deal with them while translating similar political terms /expressions from English into Arabic. Furthermore, the study shows the pitfalls of translation in rendering such terms/expressions, and provide suggested translations.

1.5 Limitations of the Study

The study has a number of limitations:

1. It is limited to investigating only the book *Our Last Best Chance* by King Abdullah II.

2. Some political terms and expressions are the main focus.

3. Results of this study cannot be generalized beyond the selected sample, which is composed of students enrolled in the M.A. Translation and English language programs at Yarmouk University and Middle East University (MEU).

4. The results of this study are also limited to the test that was conducted by the researcher.

1.6 Definitions of Terms

Translation: The process of rendering the message from one language into another and attempting to find the equivalent to keep the message away from distortion.

Political expressions /terms: are the terms and expressions that are associated with politics.

Linguistic and Cultural difficulties: are the problems and difficulties that occur when there is a cultural or linguistic gap or distance between the source and the target languages.

M.A. translation students: Students who are majoring in translation in the two Jordanian universities: Yarmouk University and MEU.

Our Last Best Chance: Is the title of the book by King Abdullah II. It is a memoir early in his monarchical career where he talks about the personal and political challenges he faced.

Chapter Two

Review of Literature

2.1 Introduction

In this section, the researcher reviews the definitions of translation by famous figures in the field, and then surveys some of the studies that have dealt with translation and translation difficulties encountered in translating political texts from English into Arabic. The available literature reveals that a few studies deal with some difficulties and strategies in translating political terms/expressions into Arabic.

The section is divided into two parts: the first deals with theoretical studies related to definitions and types of translation, studies related to Political Discourse Analysis (PDA) as one of the strategies used in translation and the definition of technical translation. The second part deals with empirical studies which cover issues related to linguistic and cultural problems when translating political texts.

2.2 Theoretical Background

In this chapter, the researcher reviews a number of the theoretical studies related to translation and mainly those related to political translation, political discourse analysis, equivalence types, and difficulties encountered when translating from English into Arabic highlighting the main conclusions of these studies and the extent to which this study can benefit from them.

2.2.1 Studies Related to Definitions and Types of Translation

What is Translation?

Translation was not considered a serious intellectual activity until the seventeenth century although there were some insightful observations on translation from time to time. It was only from the seventeenth century onwards that the critics started looking more closely into the nature of translation. In 1970s, Translation Studies (henceforth, TS) or Translatology developed into an independent discipline leading to the establishment of qualified departments in various universities. The development of translation studies affected significant changes in the principles and theories of translation during the twentieth century. Prominent contributions were made by scholars.

A good number of translation theorists have defined and discussed translation i.e. Nida (1969), Catford (1974), Pinchuck (1977), Newmark (1991), Farghal and Shunnaq (1992), Munday (2001), and others.

Nida and Taber (1969:12) are significant theorists in TS who explained the process of translating reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and second in terms of style.

Nida (1969) provides a descriptive approach to the translation process focusing on the receptor and his reaction. He focused on the equivalence as the translator cannot avoid subjectivity in translation as he/she is a part of his/her culture. Nida mentioned two types of equivalences, i.e. first type is formal which focuses on the message and the other type is dynamic equivalence which is oriented towards the receptor response. The researcher illustrates below the types in a separate section.

Savory (1968) maintains that translation is made possible by an equivalence of thought that lies behind its different verbal expressions.

Very much similar to this definition is the one furnished by Catford (1965:20), who is a major contributor to the theory of translation. In his book; *A linguistic theory of translation*, he defines translation as "the replacement of textual material in one language; source language (SL) by equivalent textual material in another language; target language (TL)". He describes translation as a uni-directional process, which is always performed from a given source language to a given target language. In Catford's view, the aim of translation is to find the target language equivalents and he also gives importance to meaning and spirit in translation.

Pinchuck (1977:38) states that:"Translation is a process of finding a TL equivalent for an SL utterance".

In the definitions appearing in 1960s-1970s, the focus was on the meaning and message which are rendered in the TL and that the translator has an obligation to seek for the closest equivalent in the TL.

Wilss (1982:112) also defined translation as "a text-oriented event. Translation is a procedure which leads from a written source language text to an optimally equivalent target language text and requires syntactic, semantic and stylistic and text –pragmatic comprehension by the translator of the original text".

Newmark is ranked as another prominent scholar in translation studies. According to Newmark (1991:5) "translation is rendering the meaning of a text into another language in the way that the author intended the text".

He gave a detailed treatment to the meaning and he differentiated between the semantic and communicative translation. The semantic translation focuses basically upon the semantic content of the ST as the translator attempts to reproduce the precise meaning of the author. In the communicative translation, the translator attempts to produce the same effect on the receptor.

Bell stated that translation has been variously defined. He says (1991: 13): " the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences". House (1991) asserted that the main goal of translation lies in rendering the intended meaning across two different languages.

Furthermore, Farghal and Shunnaq (1999:2) defined translation "as a project for transferring equal meaning from one language to another". This definition has the key concept "equivalence" in the process of translating. They sustain that no translator could think of translation without considering this concept. So, equivalence is an important term that creates a central problem if it is not taken into consideration.

Munday (2001) argued that the concept of translation may refer to several things. First of all it can refer to the field of translation in general, it can refer to the product, i.e. a translation of a text, and it can refer to the process of translating. The process of translating involves a translator who changes the language of an original ST into another language of a TT, i.e. changing the language code. He (2001:5) makes reference to Jacobson's definition of translation, when seeking to explain the concept. He illustrates the types of translation; (i.e. the interlingual translation; is also known as

'translation proper', which involves "an interpretation of verbal signs by means of some other language".

He maintains that no translator could think of translation without taking the concept of equivalence into consideration since the notion of it relates to even the ordinary senses of the verb to translate. Thus, the term equivalence is a key term in the process of translation and "non-equivalence " forms a central problem for translator.

According to Munday (2001:5), the above reveals some aspects about the nature of what translation studies are. Fundamentally, the concept of translation studies refers to the academic discipline that deals with the studying the problems in connection with translations (product) and translating (process). The academic discipline of translation studies is a rather new one. Despite the fact that written and spoken translations have played a crucial role in human interaction throughout history, the academic discipline of translation studies has only existed within the past 50 years.

From the above studies, it can be noticed that the theorists and scholars deal with the concept of equivalence as a major key in most of their definitions and this leads the researcher to look into this notion which is related to the core of this study. So, it is important because it touches the crucial issue of transferring the meaning of the political terms from one language to another and from one political culture to another.

2.2.2 Types of Translation

Translation has been divided into different types by different scholars. "Literal vs. free translation", "formal vs. dynamic", "non- pragmatic vs. pragmatic", "non-creative vs. creative" (Ghazala 1995), "word-for-word vs. sense-for-sense" (Shuttle worth & Cowie 1997), and "Domesticating vs. foreignizing translation" (Venuti 2004). Throughout investigating the differences in types of translation, the dichotomy basically based on the equivalence principle between the source and the target texts. This essentially related notion which is the most debated point about translation will be clearly stated and explained in the forthcoming points. Hence, the core of each dichotomy above - mentioned will be automatically established.

There are some methods in translation process. Newmark (1988:45-47) mentions eight translation methods, which are the followings:

Word-for-word translation. It preserves the SL word and translates the words singly by their most common meanings, out of context. Literal translation converts the SL grammatical constructions to their nearest TL equivalents, but the lexical words are again translated singly, out of context. Faithful translation attempts to produce the accurate contextual meaning of the original within the constraints of the TL grammatical structures. Semantic translation must take more account of the aesthetic value of the SL text, compromising on 'meaning' where appropriate so that no word-play or repetition jars in the last version. Adaptation is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten. Free translation produces the TL text without the style, form,

or content of the original. Idiomatic translation reproduces the 'message' of the original but tends to change nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original. Communicative translation attempts to render the precise contextual meaning of the original so that both content and language are readily acceptable and comprehensible to the readership.

A translator has to be able to choose which translation methods and procedures to be used in translating a text. The better method a translator chooses, the better he/she will convey the meaning to the readers.

2.2.3 Technical Translation

Technical translation is considered as a part of a disseminating information process on an international level. The development of the human civilization depends on interchanging information and knowledge. The transfer of information led to the process of translation since information needs to be written or printed (Pinchuck 1977:13). Thus, the fast and high development of communication all over the world encouraged the process of technical translating which is a type of transferring information and knowledge from one language into another. Newmark (1988) points out that technical translation is one part of specialized translation; institutional translation, the area of politics, commerce, finance, government etc., is the other. Technical translation is mainly distinguished from other forms of translation by its terminology and its grammatical features (for English, passives, nominalizations, third person, empty verbs, and present tenses) combined with other varieties of language. However, the main difficulty in technical translation is usually the new terminology.

When translating a technical text, the translator should read and understand well and then assess its nature (proportion of persuasion to information), its degree of formality, its intention, the possible cultural and professional differences between target of readership and the original one. Newmark (1988:160) states that "perhaps inevitably a technical translation is so varied in topic and often diverse in register, and so badly written, that it is not easy to make helpful generalizations about it".

Hervey and Higgins (1992:165) define technical translation as "translation of empirical /descriptive texts written in the context of scientific or technological disciplines …which, like any other specialized field, has its own register, jargon and genre making characteristics".

Hann (1992:7) indicates that technical translation essentially involves the selection of the correct target – language rendering from a different, context – dependent alternatives. It is unlike the other fields of translation which permit certain individuality on the part of linguist with regard to the lexicography and style. Hann points out that the job of technical translators as being hard and aggravated by the fact that the translator may not really understand the source text, a situation that rarely arises in general translation. He says:

A good literary translator strives to produce a target version which is as elegant and readable as the original, but the technical translator's main priorities are precision and comprehensibility, since the consequences of lexical error, however slight, are most serious. A poor literary translation leads to dissatisfied reader, whereas a misleading technical translation could result in a hazard to human life. (p.7)

In regard to technical translation, there are some points which are considered for the technical texts; the language of technical texts is

effective in emphasizing exactness rather than elegance since the focus is on the process which means that the language is direct and straightforward. It is not adorned with figurative language, except when the figure of speech would promote understanding.

Pinchuck (1977) points out that the grammar of writing technical texts which does not differ from the other kinds of writing. They share the common grammar of the language, though there are some striking tendencies and peculiarities in the structure of the technical text. For example, the overuse of passive in its main aim is the presentation of information although many criticize it.

Grammar of technical texts is characterized by long sentences, in addition to the overuse of subordinate clauses. It is also characterized by its formal style. The length refers to the sentences which are complex and have embedded clauses.

Nominalization and acronyms, for example, are used in technical texts so the role of the translator is to determine whether to use or to leave the acronym. Regarding nominalization, it is found in English and Arabic. Compound adjectives and compound nouns are used in technical texts as well that may give meanings that are different from the meaning of single words and rendered differently.

Pinchuck (1977:21) indicates that "in fact technical translating demands high qualification if it is to be done properly ". This means that technical translation is not an easy task to do; it needs to have a full knowledge in translating and to be qualified in the field that needs to be translated.

Relating to the topic of translating political terms, it is clear that the translator should be aware of technical translation in order not to have pitfalls in translating the terms that mislead the reader and distort the meaning.

2.2.4 Translation problems and difficulties

Baker (1992) presents translation problems arising from the lack of equivalence at word level. She discusses the more common types of equivalence which may constitute difficulties for the translator, and provides them with various strategies to deal with such problems.

Ghazala (1995) defines translation as an activity used to convey the meaning of the ST into the TT as follows:

"A translation problem is any difficulty we come across at translating, that invites us to stop translating in order to check, recheck, reconsider or rewrite it, or use a dictionary, or a reference of some kind to help us overcome it and make sense of it. It is anything in the SL text which forces us to stop translating.

A translation problem can be posed by grammar, words, style, and or sounds. Thus, we have grammatical, lexical, stylistic and phonological problems."(p.24)

Ray (2002) points out that the translation dilemma is as old as history and Cicero summed up the translator's dilemma in the following words:

"If I render word for word, the result will sound uncouth and if I compelled by necessity, I alter anything in the order or wording. I shall seem to have departed from the function of a translator". (p.21)

The translator faces different problems while rendering the text from one language into another so that his task is more difficult than that of the creative writer who thinks and writes in one language.

Language is culture- oriented and therefore the translator faces problems in translating from one language into another because he/she does not translate a language but a culture which carries different expressions, idioms, proverbs, culture –words, etc.

According to Newmark (1988:32): " the chief difficulties in translating are lexical, not grammatical, i.e. words, collocations and fixed phrases or idioms". Accordingly, he believes that "difficulties are of two kinds: a) you don't understand them; b) you find them hard to translate". If you can't understand a word, it may be because all possible meanings are not known to you or because its meaning is determined by its unusual collocation or are reference elsewhere in the text" (p.33).

Al-Darawish(1983) discusses the following general difficulties in any translation:

No two languages are exactly identical in their phonological, morphological, lexical, syntactic, and semantic features.

Language differs with respect to sentence arrangements or syntax.

The translator is forced to front or move backwards certain items. Finally, it is impossible for a translator to completely master two languages.

Al- Nakhalah (2006) divides the major problems facing the translator into four:

1. Pragmatic translation problems: these arise from the particular transfer situation with its specific contrast of source language vs. target language recipients, source language medium.

2. Cultural translation problems: It is a result of differences in the culture specific habits, expectations, norms, and conventions verbal and other behaviors.

3. Linguistic translation problems: The structural differences between two languages in texts sentence, structure and supra-segmental features give rise to certain translation problems.

4. Text-specific translation problems: Any problems arise and not classified as the previous one is classified 'Text-specific translation problem'.

In case of translating political texts, Tawfik (2011) clarifies some of the problems that may face the translator as clashing ideologies, neologisms, adopting the wrong approach, translational inaccuracy and political metaphor which will be illustrated below.

Newmark (1991:161) comments" the translator's neutrality is a myth". So, this can be shown in using the term 'terrorists' 'fanatic' or 'extremist ' by the western media for the Palestinians who resist the Israeli occupation, instead of using the expression 'resistant'. However, an Arab translator who believes in resistance against the Israeli occupation would translate the above concept into ' رجال المقاومة '

Another example shows the effect of ideologies in translating is the following passage about 1967 war, reveals the writer's confusion of using accurate terms:

Colonel Gamal Abdel Nasser, the new ruler of Egypt, was aggressively in favour of Arab unity and independence including the liberation of Palestine from the Jews. He organized guerilla bands (fedayeen : self sacrificers) to sabotage and murder inside Israel….(Norman Lowe :507)

Using the term guerilla bands for giving the positive meaning of the term (self sacrificers) is paradoxical. An Arab translator would render the word into (فدائيين أو مجاهدين أو استشهاديين).

Newmark states:"Political language is particularly susceptible to a quick 'accept' and 'reject' and every word as well as every person gets ten minutes of fame" (p.153). Since politics is changing in its nature, new words and expressions can be added to political diction in order to match political events and changes. However, a good and alert translator is expected to be acquainted with the new words and expressions and therefore to find the proper equivalent that help the reader to understand the new term in the right context.

An example on neologisms is the term ' smart sanctions ' which appeared three years prior to the Second Gulf War but disappeared later on as the international community rejected it. The term means preventing Iraq from importing dual purpose products that could be used for military and peaceful purposes. Translating the term literally into Arabic is "عقوبات ذكية" sounds odd and therefore the translator has to paraphrase the meaning of the term as a strategy in translation.

For adopting the wrong approach, Tawfik based his study on Newmark's approaches in translation; the semantic and the communicative. In the field of politics, scholars agree that the semantic approach is preferred to use rather the communicative approach. However, the translator should be aware of both approaches as he / she adopts the appropriate one when it is needed. For example, translating 'Tomato Warfare' semantically as حرب الطماطم is much different from translating it as   حرب تجارية سياسية بين اسبانيا والمغرب حول تصدير الطماطم لأوروبا.

In the world of politics, politicians often use metaphors to compress some facts. So here the role of translator comes to render the words appropriately. Newmark (1991:124) points out that the essence of metaphor is that it "encompasses a wider range of meaning than literal language".

Finally, language and politics have an intertwined relation that cannot be separated and this leads to create so many problems and difficulties to understand the political discourse and to translate it as properly as possible.

2.2.5 Translation Strategies

There is no clear agreement in translation studies concerning the concept of strategies as they might refer to 'procedures', 'approaches', 'methods', 'principles', 'options' etc. Different scholars have different labels for this concept. It is not within the scope of this study to discuss the different terms and debates among scholars, and decide which one is more appropriate. According to Schjoldager (2008:67), translators might not be consciously aware of which strategy they use. This is because experienced translators tend to make these decisions intuitively. The researcher used the term 'strategy' in the study as it is more comprehensible and has a wide use in various fields of knowledge.

The term strategy is used in different contexts. It can be found in different terms as economic strategy, military strategy; marketing strategy, etc... In translation studies, it is used as a 'translation strategy' which has been used by several scholars and researchers.

Krings (1986:18) defines translation strategy as "translator's potentially conscious plans for solving concrete translation problems in the framework of a concrete translation task". Venuti (1998: 240) indicates that translation strategies "involve the basic tasks of choosing the foreign text to be translated and developing a method to translate it." He employs the concepts of domesticating and foreignizing to refer to translation strategies.

As prominent strategies explained by Vinay and Darbelnet in Munday (2001) identify two general strategies of translation; they are direct translation and oblique translation. Those translation strategies comprise seven procedures, of which the direct translation covers the following: Borrowing which means that the SL word is transferred directly to the TL. The second one is Calque which is considered as 'a special kind of borrowing', where the SL expression or structure is transferred in a literal translation. Literal translation: is the third strategy which means 'word-for-word' translation, which Vinay and Darbelnet describe as being most common between languages of the same family and culture.

The oblique translation covers four procedures which are Transposition: This is a change of one part of speech for another without changing the sense. Modulation identified by changes the semantics and point of view of the SL. Equivalence which describes the same situation by different stylistic or structural means. And the last strategy is Adaptation which involves changing the cultural reference when a situation in the source culture does not exist in the target culture.

Nida (1969:56) points out to the translating procedures as follows:
Technical procedure which includes analysis of the source and target languages; a thorough study of the source language text before making attempts to translate it; and making judgments of the semantic and syntactic approximations.

Newmark (1988) proposes different translation procedures starting from Literal translation which is particularly applicable to languages that do not have definite and/or indefinite articles; Transference (loan word, transcription) includes transliteration, which relates to the conversion of

different alphabets, such as Arabic or Chinese into English; Naturalization adjusts the SL word first to the normal pronunciation, then to the normal morphology (word-forms) of the TL; Cultural equivalent translates a SL cultural word by a TL cultural word; Functional equivalent requires the use of a culture-free word; neutralizes or generalizes the SL word; and sometimes adds a particular; Descriptive equivalent explains SL word in several words; Synonymy is used for a SL word if there is no clear one-to-one equivalent; Through-translation is the literal translation of common collocations, names of organizations and components of compounds. It can also be called: calque or loan translation; Shifts or transpositions involves a change in the grammar from SL to TL, for instance, (i) the change from singular to plural, (ii) the change required when a specific SL structure does not exist in the TL, (iii) change of an SL verb to a TL word, change of a SL noun group to a TL noun and so forth; Modulation involves a change in the perspective and category of thought. Free modulations are used by translators 'when the TL rejects literal translation'; Recognized translation uses the official or the generally accepted translation of any institutional term; Translation label is a temporary translation of a new institutional term, which should be made in inverted commas, which can later be discreetly withdrawn; Compensation occurs when loss of meaning in one part of a sentence is compensated in another part; Componential analysis is the separation of a lexical unit into its sense components, often one-to-two, -three or –four translations; Reduction and Expansion reduce and add some parts of sentence; Paraphrase is an extension or explanation of the meaning of the text; Couplet, triplets, and quadruplets procedure combines two, three or four of the above-mentioned procedures respectively for handling a single problem; Notes, additions, glosses are additional information in a translation.

2.2.6 Equivalence

Through its history in different parts of the world, translation practice and study have been dominated by the debate over the degree of translation's equivalence, and degree of faithfulness. Dichotomies, such as 'word-for-word' versus 'sense-for-sense' or 'literal' versus 'free' translations have been discussed in many professional and academic circles (Munday, 2001). Such debates concerning translation theory have traditionally focused mainly on the comparison of source text (ST) and target text (TT), taking the concept of 'fidelity' as the basic criterion (Yan, 2007).

The concept of equivalence is considered as a hot issue in translation studies, as already mentioned in defining the term *translation*, equivalence was a key to discuss many different theories of the concept which have been elaborated more within this field in the past fifty years by different theorists and scholars as Vinay and Darbelnet (1958), Jacobson (1959), Catford (1965), Nida and Taber (1969), House (1991) and Baker (1992) etc... These theorists have studied equivalence in relation to the translation process, using different approaches, and have provided fruitful ideas for further study on this topic.

For example, Munday (2001:342) points out that Vinay and Darbelnet view equivalence-oriented translation as a procedure which 'replicates the same situation as in the original, whilst using completely different wording'. They also suggest that, if this procedure is applied during the translation process, it can maintain the stylistic impact of the SL text in the TL text. According to them, equivalence is therefore the ideal method when the translator has to deal with proverbs, idioms, clichés, nominal or adjectival phrases and the onomatopoeia of animal sounds.

Catford, (1965), points that translation equivalence is a phenomenon which can be discovered by comparing the source language text and the target language text. He illustrated the difference between the textual equivalence and the formal correspondence. In brief, textual equivalence is found to be the equivalent of a certain SL textual material. On the other hand, formal correspondence is found to establish a correspondence between every category of the text.

So, according to Catford (1965: 49), SL and TL words do not usually have precisely the same meaning in the linguistic sense, but that does not mean that they could not, nevertheless, function well enough in the situation.

Nida and Taber (1969) focus on the equivalence from its functional basis. They divide the concept of equivalence into two types: Formal correspondence and dynamic equivalence. The former consists of a TL item which represents the closest equivalent of a SL word or phrase. They make it clear that there are not always formal equivalents between SL and TL. They, therefore, suggest that these formal equivalents should be used wherever possible if the translation aims at achieving formal rather than dynamic equivalence. The latter is defined as a translation principle according to which a translator seeks to translate the meaning of the original in such a way that the TL wording will produce the same impact on the audience as the original wording did upon the ST audience. They argue that:

> 'Frequently, the form of the original text is changed; but as long as the change follows the rules of back transformation in the source language, of contextual consistency in the transfer, and of transformation in the receptor language, the message is preserved and the translation is faithful' (p.200).

In other words, the formal correspondence focuses attention on both form and content (as in Bible, international diplomacy, law) unlike dynamic equivalence which emphasizes the text readability. Dynamic equivalence is a translation principle in which a translator translates the meaning of the original text; producing the same impact on the original wording.

Newmark (1988) classifies equivalence into three parts, as mentioned before in the translation strategies: cultural equivalence, functional equivalence, and the descriptive equivalence.

Baker studies equivalence as form- based. She (1992) proposes five levels of equivalence: equivalence at word level, equivalence above word level, grammatical equivalence, textual equivalence and pragmatic equivalence. Firstly, equivalence at word level is defined as "word "and notes that word sometimes has different meanings in different languages, and relates meaning of words with morpheme. Secondly, grammatical equivalence refers to the diversity of grammatical categories across languages. She states that grammatical rules across languages may differ, which lead to some problems in finding a direct correspondence in the TL. Thirdly, textual equivalence refers to the equivalence between a SL text and a TL text regarding information and cohesion. Whether the cohesive relations between TL and SL should be maintained depends on three main factors, that is, the target audience, the purpose of the translation and the text type. Finally, pragmatic equivalence refers to implication of the TL text. The duty of a translator is to recognize the implied meaning of SL text, and then reproduce it in a way that readers of the TL can comprehend clearly without any cultural misunderstanding.

Farghal and Shunnaq (1999) discuss three kinds of equivalence: formal, functional, and ideational. Formal equivalence seeks the form of the SL expression. Functional equivalence seeks to capture the function of the SL expression. Thus, the aforementioned, Equivalence is the most important element in the process of translation. This is in accordance with what Catford states that "equivalence is the central concept of translation which shifted the focus of translation theory away from the traditional dichotomy of 'faithful' or 'free' to a presupposed inter-lingual tertium comparison." Catford further points out that "the central problem of translation practice is that of finding TL equivalents. A central task of translation theory is that of defining the nature and conditions of translation equivalence."

Producing the equivalence does not only deal with two languages but also with translating cultures, what matters is that the translator should recognize that he/she does not deal with two different languages as such but with two different cultures too. Translating "language - culture" results in the production of a faithful and accurate translation or, in Hatim & Mason's words, a communicative translation (Hatim & Mason, 1991). Using this translation procedure, the translator can free himself/herself from the original text, of course, as far as the linguistic aspect is concerned. That is, he/she has the occasion to make a radical shift at the grammatical level to offer the target readers a clearer understanding of the contextual original meaning by making the implicit linguistic information of the ST explicit in the TT. This kind of translation quality leads to a high degree of equivalent impact on the receptor language readers.

2.2.7 Political Discourse Analysis (PDA)

It is not easy for a translator to translate English political terms/expressions in a speech or a written context without taking into consideration the linguistic, cultural and lexical dimensions. Furthermore, a translator should be fully aware of political terms which may be highly emotive in one language and may not be so in another language.

Shunnaq (2000) argues that any researcher who attempts to study political discourse has to bear in mind semantic phenomena such as emotiveness, figures of speech and collocations. He shows that the translator should pay more attention to these phenomena in ST and TT as well.

Newmark (1991) argues that politics is the most universal aspect of human activity. He also indicates that its reflection in language often appears in 'powerful emotive terms or in important jargon'. He believes that politics enters every aspect of human thought and it is the most general and universal aspects of human activity. Newmark adds that translating political discourse comes to the fore because of the cultural, linguistic and psychological diversity.

Politics is a specific form of discourse analysis that has attracted special interest. In the 'global village' people's fates and destinies interact more than ever before. Economics, business and commerce are related to politics. Since politics has been developing at an even higher rate and circulate information around the clock and around the world, keeping people updated on all what takes place and engaging them in discussions of all types.

The study of political discourse is hardly new. The Greco-Roman tradition of rhetoric, understood as the art of verbal persuasion, was a means of codifying the way public orators used language. The rhetorical tradition

played a central part in the training of political orators. This provided a framework for the observation of political verbal behavior that continued for many centuries Chilton & Schäffner (1997).The language of politics has been an object of study since immemorial times. Ancient Greeks were captivated by the different possibilities offered by political language, and they devoted considerable time and effort for its study. For them, language was an instrument to reveal the truth, express art, or achieve persuasion. The most tangible outcomes of the study of the language of politics in ancient Greece were the many treatises on oratory that were written, Lasswell (1968).

Political discourse plays a significant influence on the mind and behaviour of the members of a speech community. In the Arab World, more and more people are involved throughout their daily life in political actions by, for example, being asked to cast their votes in an election, watching the news on TV, reading a newspaper, or simply talking with friends about the consequences which recent decisions of the government might have for each individual. Newmark (1991:146) asserts that "Politics is the most general and universal aspect and sphere of human activity and in its reflection in language it often appears in powerful emotive terms".

The term political discourse suggests many possibilities, Schäffner (2004). It could refer to a discourse that is political in itself; or it could refer to a simple discourse type that happens to be analyzed politically, but without clear reference to political content or political context. Generally, it could be considered that all discourses are political to a degree. This would mean that all discourse analysis is, at some level, political, Wilson (1990). Chilton and Schäffner (1997:212) define as potentially political "those actions (linguistic or other), which involve power, or its inverse,

resistance". However, as the authors point out, "power" and "resistance" are concepts that may have different interpretations and scope depending upon who is defining them.

Zheng (2000) defines 'political discourse' as a mixed product of personal development and the relevant social environment in which an individual grows. Any individual political discourse is the result of personal development in certain social settings. Personal development is affected by the individual's educational experiences, parental influence, social circles, political party, economic status etc. To make sense of political discourse, it is necessary to think of language as mediation, based on the recognition that politics cannot be conducted without language.

One of the prominent figures who introduced the concept of PDA in the twentieth century according to Wikipedia is Zellig Harris. Harris introduced the term discourse analysis in 1952 for the purpose of analyzing connected forms of speech or writings. He aimed to extend descriptive linguistics beyond the boundaries of a single sentence at a time, and to correlate language and culture, Malmkjær (2002). Since the late 1960s, Herrick (2005) explained several trends that recognize the role of language in structuring power relations in society. Foucault, Derrida and Weaver have examined the uses of language to discover, challenge, or preserve sources of power and knowledge.

Politics is the most universal aspect of human activity and its reflection in language often appears in powerful emotive terms or in impotent jargons. The knowledge of world politics, being sensitive to political discourse and reading between the lines, gives translators the different power to bring a better understanding and respect in world differences.

Alvarez and Vidal (1990:5) write: it is essential to know what the translator has added, what he has left out, and the words has chosen, and how he has placed them. Behind every one of his selections there is a voluntary act that reveals his history and the sociopolitical milieu that surrounds him; in other words, his own culture.

Away from the PDA there is another part of the theoretical framework, Skopos theory and functionalism introduced by Vermeer (1989). Usually, texts are produced and received with a specific purpose in mind. This is the main argument of the Skopos theory (derived from the Greek word *skopós*, which means 'purpose', 'aim', 'goal', and 'objective').According to this theory, translation is a specific kind of communicative action; each action has a specific purpose, and therefore, the most decisive criterion for any translation is its purpose (skopos). Skopos theory and functionalism focus on the translator, giving him/her more freedom and responsibility. Moreover, the traditional notion of equivalence gradually loses its purpose.

2.2.8 Cohesion

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

Fawcett (1997) defines cohesion as the use of grammatical or structural devices to guarantee text integrity. In other words, there are two basic ways to clarify cohesion. First is a set of grammatical devices such as junctives which organize the text in time, sequence of the tenses, space and logic. The other is a set of lexico-grammatical devices that are used for maintaining links to identify between items of semantic information in the text.

De Beaugarde and Dressler (1981:3) point out that cohesion is related to the connection of the elements of the surface structure, i.e., the connection of words and sentences of a certain text.

Fairclough (1992:77) says that cohesion is "how clauses are linked together into sentences, and how sentences are linked to form larger units in text". Bell (1991:165) notices the importance of the cohesive devices in translation as they exist in a text in order to satisfy a certain purpose. He also considers cohesion as the mutual connection that combines actual words in use within a sequence of clauses or sentences.

Baker (1992) argues that the grammatical and lexical cohesive relations organize and to some extent, create the text. In this regard, she adds that cohesion is a surface relation; it connects together the actual words or expressions that we can see or hear.

2.2.8.1 Types of cohesion

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

2.2.8.1.1 Reference

Halliday and Hasan (1976:31) point out that every language makes use of the referential linkage between sentences and phrases which constitute a text. In other words, it is the relation that holds between an item in the text and what points to in the related world and this relation lends the text its continuity.

Pronouns are considered to be the most typical example of reference in English. They are used to refer either to objects or to persons within the same linguistic environment. For example, "Mrs. Thatcher has resigned; she announced her decision this morning." So, the pronoun "she" refers to Thatcher (Baker 1992: 181). Even though pronouns are the most common referring devices in a given co-text, other items such as articles, demonstratives and comparatives, such as the, this, those… etc, are also to be present in the English written discourse.

2.2.8.1.2 Substitution

Halliday and Hasan (1976:88) define substitution as" a relation in the wording rather than in the meaning". In other words, a substitution has a grammatical nature. So, linguistic element(s) is/are replaced by other linguistic element(s). As far as substitution is concerned, "do", "one" and "the same" are the commonly used items in English. Halliday and Hasan (1976: 90-139) provide three types of substitution: Nominal as the words' one', 'ones' and 'some'. These can replace items which are heads of a nominal group. As this example shows : lend me a pen. – I've only got a fountain one (p.97). Here the head word of the nominal group is 'pen' so the

substitute item must have the same structural function of the one which it substitutes . Thus the word ' one ' is appropriate for the substitute item.

 Verbal substitution : for example the verb 'do ' is a common verbal substitute item as it replaces a certain verb in order to create a cohesive linkage between parts of this example :

You think John already knows? – I think everybody does (Halliday and Hasan 1976: 89)

The third division is the clausal substitution; according to Halliday and Hasan (1976:90),'so' in addition to 'not' function as clausal substitution. For example: has Barbara left? – I think so. So here the word 'so' presupposes the whole phrase and links the two sentences by creating a cohesive relation between them.

2.2.8.1.3 Ellipses

 Another major term related to the grammatical coherence is ellipsis. Halliday and Hasan (1976:43) define ellipsis as 'substitution by zero'. In other words, it is said in an implicit way but understood. They divide ellipsis into three main kinds: nominal ellipsis as in: "How did you enjoy the exhibition? "– A lot was very good, though not all. (Halliday and Hasan (1976: 149). In the above mentioned example, the person who answered the question wants to say that a lot (of the exhibitions). The second kind is the verbal ellipsis as: Have you been swimming? – Yes I have. Halliday and Hasan (1976:167) in this example, the one who replies means (yes, I have been swimming) so it is understood from the short answer given. A clausal ellipsis is the third kind as in the following example: it's cold. – Yes (Halliday and Hasan 1976: 216) the original reply is: yes it is cold. So it is understood by saying; yes.

2.2.8.1.4 Conjunctions

Conjunctions, according to Halliday and Hasan (1976:226), are elements which are cohesive not in themselves but indirectly, by virtue of their specific meanings.

The classification below, which is based on Halliday and Hasan (1976), summarizes briefly the main conjunction relations:

-Additive such as: and, in addition, moreover, likewise, furthermore, besides, also…etc.

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

-Causal such as: because, for, so, therefore; consequently, under the circumstances, it follows… etc.

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

2.2.8.2 Lexical Cohesion

Lexical cohesion basically refers to relations between words themselves in texts. For Halliday and Hasan (1976), lexical cohesion is of two kinds:

Repetition which shows that lexical cohesion treated as cohesive effect achieved by the selection of vocabulary (synonym or near-synonym; super ordinate or general word). These types come under the umbrella of one term, namely re-iteration. It is regarded as the main category of lexical cohesion. The following example extracted from Baker (1992:203) illustrates the three different subclasses of lexical cohesion:

There is a boy climbing that tree.

a- The boy is going to fall if he does not take care (repetition).

b- The lad is going to fall if he does not take care (synonym).

c- The child is going to fall if he does not take care (super ordinate).

d- The idiot is going to fall if he does not take care (general word).

Unlike example" a", "b" and "c", the example "d' needs to recall the context within which it is inserted; otherwise, the relationship between the items "boy" and "idiot" will be ambiguous since it is out of the context, one cannot assume that they are related.

The last division is collocation. Halliday and Hasan (1976) view that collocation is achieved via the association of lexical items that regularly co-occur together within the same lexical environment.(p.284). This means that collocation concerns the predictable way in which words combine to other words. A typical example that illustrated the concept of collocation in English is the two words " rancid " and "addled". "Rancid" is predictably used with butter whereas "addled" with eggs.

To round off, cohesion, with all its different facets, plays an important role in making a text hang together and create some kind of texture which results in a coherent discourse.

2.3 Empirical Studies

Different studies were conducted on cultural and linguistic problems when translating political texts and problems and difficulties encountered when translating political texts or speeches.

One of the difficulties that faces students in translation is how to translate the lexical devices. Shudooh (1988) conducted a study to reveal the lexical and syntactic errors in interpretation. The study was based on actual data elicited from a sample of M.A students at Yarmouk University. The researcher found that lexical problems in English are primarily 13 types of error which are the following: choice of words, omission, redundancy, ambiguity, foreign terminology, misunderstanding of the ST, collocations, style, register, wrong derivation, word formation, literal translation, word order, weak structure, distortion of the message due to the difference in structure between Arabic and English.

Awawdeh (1990) points out that the lexical problems are due to the lack of agreement with appropriate Arabic terms and to the weakness of the lexical arabicization. He attributed the arbitrary creation of Arabic terms by translators to the problem of non – standardization in the area of terminology.

Al – Hammad (1999) attempted to highlight some linguistic features in political discourse. The study dealt with speeches of the late Egyptian president Jamal Abd El- Nasser. The analysis of this study divided into 18 categories depending on linguistic and structural aspects in Nasser's speeches. The researcher found that Nasser's speeches depend on repetition on the level of words, phrases and clauses in order to emphasize a specific idea. Nasser used conditional clauses, emphatic style, negation warming style, synonyms, and interrogative style. In addition to that, his speeches included religious sayings, proverbs and even poetry.

Al –Shamali (1992) discussed some problems in translating journalistic texts into Arabic, analyzed the translated texts to investigate if the

translators could keep the message. He found out that there were some problems in three aspects which were syntactic, semantic and cultural.

Al Hirsh (2002) conducted a study on the concept of cohesive devices in both English and Arabic referring to the significant function of cohesion in determining the kind of the relationship that exists between the components of a text. The study focused particularly on the news reports and editorials. He maintains that analyzing English journalistic texts on the basis of understanding the relation between the sentences of the text helps a lot in translating that relation from English into Arabic. So the researcher emphasizes the concept that translators have to pay attention to cohesive tools since replacing them by unsuitable ones leads to distorted and meaningless texts.

Alghussain (2003) conducted a study about cultural and linguistic issues in English-Arabic translation. The purpose of her study was to identify cultural and linguistic difficulties in English/Arabic translation. She chose Al Azhar University-Palestine as a case study on actual difficulties encountered by students learning English/Arabic translation. The researcher chose 26 texts dealing with different Western cultural subjects. Ten texts were devoted to political subjects in the British culture. Another ten texts dealt with different Western, particularly British, social subjects. Six texts were related to important concepts in Christianity. Seven students were asked to translate these texts.

The researcher analyzed the translated texts and identified various linguistic and cultural problems in their translations. Students' choice of word order, connectors, active and passive, the emphatic particle, tenses, transliterations and loan words, proper-noun equivalents, singular and plural, definiteness and indefiniteness, classifiers, punctuation, acronyms, metaphors, puns, collocations, adverbs, use of colloquial Arabic and other

grammatical and stylistic errors were discussed. Results of her research indicated that cultural difficulties are typically the result of differences between the Western culture in general and the British culture, on one hand, and the Arab Palestinian culture, on the other. Students strategies while translating based on cultural transplantation, literal translation, translation by omission, translation by addition and the tendency of some students to reflect their own experiences, religion and culture in their translations were noticed and discussed.

  To explore the difficulties in translation, a study was conducted by Al-Nakhalah (2006) which aimed to investigate the main difficulties faced by Palestinian students of English at Al-Quds Open University in Gaza Strip while translating tenses from English to Arabic. The study included the following tenses: - 1) simple present, present continuous, present perfect and present perfect continuous 2) simple past, past continuous, past perfect and past perfect continuous . 3) simple future (will, going to, present continuous & simple present), future continuous, future perfect and future perfect continuous. The study was carried out on a random sample composed of 185 students (male & female) of Al-Quds Open University at Gaza Strip who were in their first term of the academic year 2006/2007. The researcher designed a test which was introduced to a group of students and referees to determine their validity and stability. They all ratified the test.

The researcher followed analytical and statistical techniques as well as measures and procedures including the result of the study. The researcher found that the most difficult tenses ordered according to the level of their difficulty as follows:- 1) past perfect continuous, 2) future perfect

continuous, 3)future perfect, 4)present perfect continuous, 5)future continuous, 6)simple future (present continuous), 7)past perfect, 8)present perfect, 9) simple future (going to), 10) future simple (in simple present form), 11) simple past, 12)present continuous, 13) simple present, 14) past continuous and 15) simple future   (will).

Al-Yousef (2008) discussed the obstacles encountered in translating repetition in Nasser's and Churchill's speeches. He focused on the functional repetition as a necessity to be used communicatively and intentionally. He also pointed that repetition is important due to its effect on audience. At the same time Al- Yousef noticed that the study's sample did not pay due attention to repetition while translating political speeches. To illustrate this point further, he provided the following example:

هذه الثورة قامت لتقضي على الاستبداد السياسي ,

هذه الثورة قامت لتحقق للمواطنين العدالة الاجتماعية ,

هذه الثورة قامت لتقضي على الاستعمار و اعوان الاستعمار.

This revolution has been launched to demolish political oppression,
 to achieve social justice,
 to demolish imperialism and the collaborators of colonialism.

 Hansen (2010) conducted a study on Translation of political speeches - A skopos-theoretical analysis. Hansen presented the question of how political speeches are translated. In order to fulfill his results, he applied the skopos theory, the model of macrostrategies and the taxonomy of microstrategies by Schjoldager. Hansen focused on determining whether there appears to

be a general strategic approach to real-life translations of political speeches from American English to Danish. Hansen's analysis shows an obvious example in macrostrategies in the translations he has examined but finds no indications of the translations being adapted to Danish cultural conventions. Furthermore, he found no indications of a purposeful strategy to re-create the rhetorical effect of the original American speeches. His results suggested a tendency to translate political speeches using a source-text oriented macrostrategy.

Al -Outum (2011) discusses the problems encountered in translating three American presidents ' inaugural speeches, in order to explore the rhetorical and lexical problems. She pointed out that finding an adequate rhetorical and lexical equivalence in rendering English political speeches into Arabic creates serious problems to Arab translators. The findings of the study showed that the students who translated the speeches have difficulties. They focused on rendering the meaning rather than conserving the style while rendering the rhetorical devices as metaphors, repetition, similes among others. They resorted to literal translation especially in rendering idioms and phrasal verbs.

For example the expression "public's dollars" should be idiomatically translated into "قوت الشعوب أو المال العام" whereas it is not acceptable to translate it into "الدولارات العامة". Also, the expression "The sunshine of freedom" should be functionally and idiomatically translated into "عالم تسوده الحرية" not literally and unnaturally into " باشراقة شمس الحرية ".

Johansson (2011) conducted a study entitled "Cultural Aspects and Terminology: A Translation Study of three Political Articles". This study focused on the translation from English into Swedish of three political articles published in The Economist. The aim was to analyze problems that

can occur, and strategies that can be used in translating cultural aspects in the form of proper nouns and political correctness as well as in political terminology. Translation strategies such as those of Vinay and Darbelnet's were consulted. The results showed that Vinay and Darbelnet's procedure of borrowing technique along with the strategy of adaption were the most useful for translating proper nouns and political terminology.

Chapter Three

Methods and Procedures

3.1 Introduction

This chapter includes the procedures followed in achieving the objectives of this study and the strategies chosen in analyzing the data. The data was analyzed in order to reveal the difficulties that face the translator students while translating.

In an attempt to investigate the translation difficulties and strategies used in translating political terms/ expressions from English into Arabic, 30 excerpts from *Our Last Best Chance* were selected. The political excerpts were selected randomly provided that they were related to politics. The translation was analyzed according to the levels of their equivalent adequacy.

This study tackles difficulties related to cohesion and lexicon. These features were briefly analyzed to show major difficulties and problems faced by English – Arabic translators and to point to the equivalence of these translations through comparing them. This brevity is due to the space limitation of the test.

3.2 Population and Sample of the Study

The population of the study consisted of Jordanian translation students who were enrolled in the M.A. program of Translation during the second semester of 2011/2012. A sample of 40 students was selected on ground of convenience and on the basis of availability from the two Jordanian universities, namely, Yarmouk University and MEU. Since the aim of the

study was to investigate difficulties encountered by translators when translating political texts, selecting a sample of graduate students majoring in translation or English language and literature, would fulfill this purpose. The demographic background included social data: gender, age and number of educational years spent in translation (see Appendix 2). The students' translations were compared to the expressions used in the Arabic version of the book فرصتنا الاخيرة which are considered as the idiomatic and natural Arabic.

3.3 Instrument of the Study

The test is the instrument used by the researcher to collect the data. (See Appendix 1). It was designed to fulfill the purpose of the current study.

3.3.1 The Test

The test is a translation assessment test. It was administered by the researcher in order to investigate some difficulties that might face Jordanian M.A. students while translating political terms / expressions. The test was piloted and pretested before it was administrated on the sample. It consisted of 30 excerpts including political expressions and terms; the respondents were asked to translate them from English into Arabic.

The test consists of two sections. The first consists of data about participants' age and education and the second section consists of 30 excerpts taken from *Our Last Best Chance* to translate them from English into Arabic.

3.4 Reliability of the Test

The researcher used a test – retest device to measure the reliability of the instrument. The test was given to a similar group from the same population but not to the selected sample. It was given to them again after one week to check the reliability of their answers. The results showed stability in the responses.

The students were given 70 minutes to answer the test. After finishing the test, the students' responses were collected.

3.5 Data Collection:

The selected excerpts, including political terms and expressions from *Our Last Best Chance,* were distributed among 20 M.A. students of translation in the Department of Translation at Yarmouk University and 20 M.A. students of the department of English language and literature at MEU. The terms/expressions were presented in their appropriate contexts so that the student translators observe their function and meaning in the source language.

3.6 Data Analysis:

a) The researcher analyzed the M.A. students' translations with regard to cohesion, technical terms and sentence structure. This may reveal an idea as to how lexical and cultural gaps can impede the process of translating political terms and expressions.

b) The students' translations were judged by the researcher based on Arabic equivalent for the terms and expressions used in the Arabic version of the book *Our Last Best Chance.*

c) The results were analyzed and categorized according to the level of adequacy of the translated terms and expressions used in the study.

d) For the test purposes, the participants were asked to translate the 30 expressions / terms. The students were given 70 minutes to answer the test. Then the responses were collected by the researcher. The responses were corrected and classified according to the level of their translation adequacy into four categories: adequate, semi adequate answers, inadequate and no translation. Responses were considered adequate if the translation was grammatically and semantically correct and this category was given 2 points. In case the translation has one grammatical or semantic error, it was given one point. If the translations are both grammatically and semantically wrong or erroneously translated, they were given zero point.

e) Finally, results were discussed and explained in the light of the review of the related literature and the limitations of the study. The study ended with conclusions and recommendations for further research.

Results of the test were presented in simple tables by using frequencies and percentages followed by the texts that described the content of the tables.

3.7 Procedures of the Study

The following procedures in conducting this research were followed:

1. The researcher reviewed related literature of different resources such as those of the theory of translation, political discourse, and political translation executed by prominent figures in the field as

Newmark (1991), Nida (1969), and Baker (1992), among others. These resources were useful and enriched the study in forming the theoretical background of the thesis.

2. Depending on the related literature, both the theoretical or empirical, the researcher then was able to raise questions and determine its significance and objectives.

3. The researcher designed the instrument which consisted of the translation test answered by the M.A. students.

4. To determine the reliability of the instrument, a test – retest procedure was conducted. The researcher asked ten M.A. students of translations to take the translation test. These students were not part of the sample of the study.

5. The researcher personally distributed the test forms and collected them as well. She explained to the subjects of the sample the purpose of the study which was beneficial to them.

6. The data taken from the test was collected, analyzed and interpreted. The researcher recorded the results by using summary sheets. They were tabulated and each of which had a title and a number, each table was followed by a commentary highlighting any items of interest in the light of the previous

theoretical and empirical literature and with reference to the limitations of the study.

7. The results of the test were analyzed according to their translation adequacy (i.e. adequate, semi adequate, inadequate and no translation).

8. The results of the test were interpreted and the researcher gave explanations for them.

9. The researcher presented recommendations for further studies.

10. The list of references was provided using APA style.

Chapter Four

Results of the Study

4.1 Introduction

This chapter presents the results of the questions of the study which aimed at presenting difficulties M.A. students faced when translating political terms and expressions. Following are the study questions and their results. The three research questions are:

1. What difficulties does the student translator face when translating political terms and expressions into Arabic?

2. What type of equivalence does he/ she opt for when rendering such terms/expressions?

3. What translation strategies are or will be opted for to render these terms/expressions into Arabic?

Results of students' performance in the test are presented in the table below. Each item is discussed separately to show the difficulties the students faced and the reasons behind the poor translation of subjects of the study.

The table of Students' Translation Performance in the Test

	Adequate		Semi Adequate		Inadequate		No Translation	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Tr 1	18	45%	16	40%	6	15%	0	0%
Tr 2	3	7.5%	7	17.5%	24	60%	6	15%
Tr 3	12	30%	18	45%	9	22.5%	1	2.5%
Tr 4	0	0%	23	57.5%	17	42.5%	0	0%
Tr 5	0	0%	0	0%	37	92.5%	3	7.5%
Tr 6	1	2.5%	20	50%	19	47.5%	0	0%
Tr 7	0	0%	13	32.5%	27	67.5%	0	0%
Tr 8	2	5%	16	40%	19	47.5%	3	7.5%
Tr 9	3	7.5%	17	42.5%	17	42.5%	3	7.5%
Tr 10	0	0%	13	32.5%	22	55%	5	12.5%
Tr 11	0	0%	7	17.5%	30	75%	3	7.5%
Tr 12	20	50%	17	42.5%	1	2.5%	2	5%
Tr 13	4	10%	28	70%	6	15%	2	5%
Tr 14	0	0%	6	15%	33	82.5%	1	2.5%
Tr 15	10	25%	11	27.5%	12	30%	7	17.5%
Tr 16	3	7.5%	33	82.5%	2	5%	2	5%
Tr 17	0	0%	8	20%	25	62.5%	7	17.5%
Tr 18	0	0%	4	10%	32	80%	4	10%
Tr 19	5	12.5%	9	22.5%	20	50%	6	15%
Tr 20	0	0%	8	20 %	23	57.5%	9	22.5%
Tr 21	1	2.5%	20	50%	19	47.5%	0	0%
Tr 22	0	0%	7	17.5%	31	77.5%	2	5%
Tr 23	27	67.5%	3	7.5%	5	12.5%	5	12.5%
Tr 24	1	2.5%	15	37.5%	14	35%	10	25.0%
Tr 25	4	10%	30	75%	6	15%	0	0%
Tr 26	2	5%	7	17.5%	26	65%	5	12.5%
Tr 27	3	7.5%	20	50%	11	27.5%	6	15%
Tr 28	0	0%	15	37.5%	18	45%	7	17.5%
Tr 29	0	0%	21	52.5%	19	47.5%	0	0%
Tr 30	0	0%	10	25%	13	32.5%	17	42.5%

Excerpt (1): Our Last best Chance

The first excerpt was the title of the book. 18 (45 %) students rendered it adequately by (فرصتنا الاخيرة) as it is used in the Arabic version of the book. 16 (40%) students provided a semi adequate answer into: فرصتنا الأخيرة الفضلى (أو فرصتنا الفضلى الاخيرة). In these translations, students used literal translation to correspond to the equivalent. However, there were inadequate translations where the subjects did not provide the adequate meaning. 6 (15%) students translated it into (فرصتنا المفضلة) , (أملنا الوحيد) or (الفرصة الأخيرة لحل القضية جذريا).

Excerpt (2): Fortress Israel or a Fifty –Seven – State Solution?

The statement was adequately translated, by only 3 (7.5%) students, into (اسرائيل القلعة أم السلام مع 57 دولة؟). Whereas 7 (17 .5%) students rendered it into:

(القلعة الاسرائيلية أم الحل مع57 دولة) or (اسرائيل الحصن ام السلام مع 57 دولة) There were mistranslations by 24 (60%) students. They could not understand the meaning of the statement so they failed to translate it adequately. They produced the following:

(إسرائيل المنيعة أو قرار الدولة رقم 57, حصن إسرائيل أو حل الدولة على مساحة 57,
اسرائيل الحصينة أو الحل الجذري لدولة بنيت قبل 57 عام).

These translations were literal which resulted in erroneous renditions.

Excerpt (3): Seeking Peace, Getting War

The results show that 12(30%) students rendered the expression correctly and adequately, and 18(45%) translated it semi adequately. The translations vary in using tenses:

(نطلب سلام وتأتي الحرب, ابحث عن السلام تجد الحرب ,البحث عن السلم، خوض الحرب ,
مطلوب السلام، حصول الحرب).

They translate gerunds (seeking, getting) into verbs either in the present tense or the imperative.

Inadequate translations for this expression were provided by 9 (22.5%) students. The errors happened while translating depended on using the preposition (أو) instead of proper punctuation which caused loss in the statement's cohesion, or unnecessarily using the question mark(?) at the end of the translated sentence as in (السعي للسلام أو خوض الحروب), (هل في طلب السلام نزوح إلى الحرب؟).

Excerpt (4): "We Will Be Greeted as Liberators"

This expression was semi adequately translated by 23(57.5%) students. Some of these translations were:

(سوف يرحب بنا كمحررين,سيرحب بنا كمحررين ,سوف نستقبل كمحررين, ستتم تحيتنا كمحررين)

The students translated it in literary terms as they don't have enough knowledge about the context of this expression. The meaning of this excerpt indicates that the liberators are Americans and the speakers are Iraqis. So, it was translated into Arabic as (**سيهتف العراقيون, أهلا بالمحررين**) . Without reading the book, it is difficult to render this expression adequately.

Excerpt 5: "You Guys Don't Stand a Chance".

The table reveals that 37(92.5%) students were unable to render the expression adequately. The expression was literarily translated into (يا شباب and so on. (أيها الرجال لا توقفوا الفرصة), (لا تدعوا الفرصة تفوتكم), (لا تفوتوا الفرصة The Arabic adequate translation is:

(ليتكم تفقهون: لا أمل لكم بالنصر). The strategy used by the students is the literal translation which, sometimes, is inadequate to be used.

Excerpt 6: Sharon ordered Israeli troops into West Bank's cities in **an operation called "Defensive Shield"…**

The political term "Defensive shield" was adequately translated by 1(2.5%) student who translated it as (في عملية عرفت "بالسور الواقي"). The rest of the students rendered it by using the formal equivalence, which the researcher found it adequate to translate, as (الدرع الدفاعي) or (الحاجز الدفاعي). Lack of knowledge in modern political expressions led to some subjects to render it inadequately. Some students opted for the borrowing strategy translating it as (الدرع المدافع) شيلد دفنسف).

Excerpt 7: … Many in Bush's administration, however, **continued to be obsessed with Iraq.**

The semi adequate translation was 13(32.5%) students rendered it into (استمرت بهوسها بالعراق) , (الإستمرارية بهوسها بالعراق) (سيطر عليهم هاجس العراق). The inadequate renditions were done by 27(67.5%). Their renditions were both ungrammatical and unmeaningful. To illustrate this claim, consider the following translations:

(منحاز نحو العراق), (الإستحواذ على العراق), (الإنشغال الكامل في الحرب العراقية) The adequate translation should be (لم تبارحهم مسألة العراق).

Excerpt 8: The march to war in Iraq was gaining momentum.

In this expression, students attempted to translate it adequately, but unfortunately only two (5%) managed to do that as in:

(كانت الحرب في العراق سائرة على قدم وساق)

The semi adequate translations were 16(40%), whereas the inadequate translations were 19(47.5%). The difficulty may be due not to proper expression in Arabic. Some students tended to paraphrase the expression as in the following:

(كان طريق العراق يكتسب زخما, كان الإندفاع باتجاه الحرب في العراق في تطور مستمر,كان الخطو نحن الحرب في العراق يزداد).

Excerpt 9: Military actions against Iraq **would really open a Pandora's box.**

The results revealed that 3 (7.5%) of the students translated the expression adequately and 17 (42.5%) translated it semi adequately. Some students translated it idiomatically (مما يؤدي إلى عواقب وخيمة), whereas others translated the expression (Pandora's box) using the borrowing technique (صندوق باندورا). This shows that if the translators know the meaning of the term they could translate adequately.

Excerpt 10: He reported back that he and Bill Burns had made great progress but that **Condoleezza Rice, who was then the U.S. national security adviser, was dead against the idea, believing it was a "nonstarter".**

None of the students rendered the statement adequately. The semi adequate translations were 13(32.5%). The difficulty was in giving the appropriate equivalent for the expressions" was dead against the idea" and " non starter". Most students rendered the expression "was dead against the idea" inappropriately which weakened the meaning .The standard translation for it is:

كانت) Some students rendered it into (كانت تعارض هذه الفكرة معارضة حاسمة). This shows (كارهة تماما للفكرة), or (كانت جامدة تجاه الفكرة) (كانت متلهفة ضد الفكرة). inadequacy in their translations. Other students skipped translating it. The term a' non starter' was rendered by the students to (انها ليست فكرة جيدة), (بأنها The standard translation for it was . (غير مجدية), (أنها اللا بداية), (أنها لم تبدأ). "ستولد ميتة". This indicates that their unawareness of knowing political terms and expressions leads to mistranslations.

Excerpt 11: He **had gained a reputation as an aggressive hard liner**, unwilling to compromise.

The table shows that none of the students produced an adequate equivalent.7 (17.5%) of the students provided semi adequate translation whereas 30 (75%) of them provided inadequate translations, such as

(حصل على سمعة المتطرف العدواني/المتعصب)، (وقد حصل على سمعة مخطط عدائي قاسي), (كسب سمعة المتشدد العدائي الذي لا يرغب بالتسوية) .

Excerpt 12: **My goal was to help forge a peace between Israel and the Arabs.**

The collocation "forge a peace" was rendered adequately by 20 (50%) of the students by providing a correspondent collocation in Arabic or an expression that gives an equivalent effect such as:

(هدفي هو المساعدة في خلق السلام بين إسرائيل والعرب)،(ان هدفي هو المساعدة في اقامة السلام بين اسرائيل و العرب) , (هدفي هو المساعدة على إيجاد سلام بين الإسرائيلين والعرب)

Excerpt 13: … allow Israel to have full, normal relations with Arab and Muslim countries, **not just an exchange of embassies and icy stares.**

Only 4(10%) of the students furnished adequate translations. They rendered the above bolded stretch of speech into:

(ليس مجرد التبادل بين السفارات وحسب) , (ليس فقط تبادل السفارات).

The standard translation was (ليس مجرد تبادل سفارات). They resorted to the strategy of literal translation to be faithful. However, equivalence is not an easy task to be obtained. That is why some of them opted for deletion as a last resort. Other students translated the above expression literally. Students tried to translate the expression literally such as

(لا يكون تبادل دبلوماسي فقط مع نظرات باردة ,(ليس فقط تبادل في السفراء والنظرات الشزراء),

(ليس فقط تبادل للسفارات ونظرات باردة). Other students went further than that. They inadequately rendered the expression into (ليس فقط تبادل السفراء والنظر

(دون اكتراث),(ليس مجرد تبادل من هيئة الممثلين الدبلوماسين والمحدقين البعيدين) .

Excerpt 14: Netanyahu was a right-winger through and through…

The results showed that none of the students reached the adequate equivalent effect of the expression. The semi adequate translations were 6(15%), such as (: كان نتنياهو يمينيا متشددا), (كان يمينا جدا). Whereas, some other students failed to translate this adequately which had an adverse effect on the meaning. To illustrate this claim, consider the following renditions:

(نتنياهو كان يميني) ,(كان نتنياهو على حق),(نتنياهو من الحزب اليميني في جميع الأحوال) متطرف طوال الوقت)(لقد كان نتنياهو في اليمين خلال... خلال .

The above inadequate translations were due to literalness or paraphrase.

Excerpt 15: After much arm – twisting by the United States and very public confrontation, **a ten- month partial moratorium on the building of new settlements in the West Bank…**

This expression was adequately rendered by 10 (25%) of the students. They provided the exact equivalent of the expression providing the Arabic translation: (وقفا جزئيا لبناء مستوطنات جديدة في الضفة الغربية وعلى مدى 10 أشهر).

11(27.5%) of the students paraphrased it as:

(الوقف المؤقت), (وقف مبدئي)   توقف مبدئي), (وقف نسبي) (تجميد مؤقت).

12(30%) of them provided inadequate renditions which show their failure in structuring the statement syntactically and lexically as in the following renditions:

(وقف جزئي لعشرة اشهر على معاهدة الأبنية في الضفة الغربية) ، (تفويض جزئي لمدة عشرة شهور على مباني المستوطنات الجديدة في الضفة الغربية) ، (توقيف النشاط الجزئي في بناء مستوطنات جديدة في الضفة الغربية).

Excerpt 16: …and spoilers in the region did not waste any time in attacking the whole peace process….

The standard translation of this stretch is (المتشددون في المنطقة). Only, 3 (7.5%) of the students rendered it equivalently. Whereas 33 (82.5) of them translated it to (المتعصبون, المدمرون,المخربين ,المفسدين). 2 (5%) of them

produced even worse translations (الفاسدين, المدللين, الذين لم يكترثوا في المنطقة).

Their failure in producing adequate translations might be due to their poor awareness of the political discourse.

Excerpt 17: There are now about one hundred and twenty and around **a hundred "outposts", Israeli communities built in the West Bank….**

Here, none of the students gave an adequate translation.8 (20 %) of them rendered it semi adequately. They provided the right equivalent of the term "Outpost" or paraphrased it as in:

(حول مئات من المراكز الإستيطانية التي بنت المجتمعات الإسرائيلية في الضفة الغربية ,
وهناك المئات من البؤر الإستيطانية بنتها اسرائيل في الضفة الغربية)

Some other students translated it into:

(الجماعات الإسرائيلية, التجمعات الإسرائيلية, المجتمعات الإسرائيلية) or (اسرائيل)

The term "outposts" was translated by some students using the borrowing technique. Others opted for the wrong equivalent if their translations are judged by the standard translation:

حوالي مائة "بؤرة استيطانية", انشئت على ايدي المستوطنون

Lack of knowledge in cultural political expressions and terms led them to produce inadequate translation.

Excerpt 18: We in Jordan describe this policy position **as the " Obama terms of reference** "for negotiations

Results showed that none of the student produced the equivalent effect of the term. 4 (10%) of the students produced semi equivalent translation. Whereas, 32 (80 %) produced inadequate translation. The students faced difficulty in maintaining cohesion. They failed especially in using reference while translating it into Arabic ("ه" ضمير و ها). Consider,

(مثل شروط اوباما هي المرجع) , (شروط اوباما المشار إليها) , (كشروط اوباما واختصاصه).

The pronouns were wrongly used that weakened the translation. There were inadequate renditions by students who could not produce the adequate equivalent as in (بالرجوع إلى ما قاله أوباما), (مرجعية أوباما للعلاقات المتبادلة)

(بكلمات اوباما المرجعية), ("كـا "مصطلحات أوباما عن المعنى والقصد).

Excerpt19: All Arab states backed the Palestinian leadership's participation in the proximity talks as an alternative to no talks at all…

Only 5 (12.5%) students translated the statement adequately which corresponded to the standard translation (لقد دعمت الدول العربية جميعاً مشاركة القيادة الفلسطينية في المحادثات التقريبية/ غير المباشرة). Meanwhile, there was a variation in translating this statement. 6 (15%) had no translations. 9 (22.5%) students translated the statement semi adequately, and 20 (50%) students translated it inadequately.

(صرح جميع العرب مشاركة القيادة الفلسطينية في المحادثات الأولية),(أعادت معظم الولايات العربية مشاركة القيادة الفلسطيينة في النقاشات الأولية),(كل الدول العربية تؤيد المشاركة القيادة

الفلسطينية في الأحاديث المتقاربة),(العرب جمعاء دعموا مشاركة القيادة الفلسطينية في محادثات الوفاق)

It can be noticed that the translations lack the accuracy. Rendering erroneously the verbs in different texts as in "backed" rendered

.(صــرح, اعــاد, ارجع)

Moreover, the verb 'backed "was translated into Arabic in the present tense.

The term 'proximity talks ' was translated literally and some students didn't use the correct form of the word.

These translations reveal that the students were unaware of the political context of these expressions. They depended on guessing the meaning from the context which led them to mistranslate their texts properly. They failed to preserve the adequate tense and use the proper lexical items.

Excerpt 20: The diplomatic row came on the heels of a very public disagreement between the U.S administration and Israel…

None of the students produced equivalence in translating this excerpt. The standard translation is:

ولقد جاء هذا التراشق الدبلوماسي الساخن في أعقاب خلاف بين الإدارة الأمريكية وإسرائيل.

The students were unable to render the expression "the diplomatic row" adequately. Their inadequate translations were total 23 (57.5%). They furnished mistranslations such as:

(الجانب الدبلوماسي اتى على طريق عدم التوافق بين الرئاسة الأمريكية واسرائيل), (وقد اتى ......
الديمقراطي على كعوب عدم الإتفاق بين إدارة الولايات المتحدة وإسرائيل),(التعاقب الدبلوماسي
اتى على أقدام التضاد العام بين الإدارة الأمريكية وإسرائيل), (الحزب السياسي جاء على أقدامه
بمعارضة شديدة بين حكومة الولايات المتحدة وإسرائيل).(الصف الدبلوماسي جاء على اكعاب
عدم التوافق غير العام بين   إسرائيل والإدارة الأمريكية).

Excerpt 21: If there is to be a genuine peace, a way must be found through negotiations …

The results revealed that 20 (50%) students translated this expression semi adequately. 19 (47.5%) students had difficulty in giving adequate translations. They produced erroneous ones such as:

(لعل من الممكن أن يكون هناك سلام عادل, إذا كان السلام الأصلي موجود وثابت,إذا لم يكن هناك
حل سلمي, إذا كان السلام الحقيقي يتحقق)

On the lexical level and the syntactic level, the students failed to produce it idiomatically and naturally.

Excerpt 22: That would have meant surrendering the region to a state of hopelessness that would put it on a new vicious course of conflict and war.

None of the students produced adequate translation. 7(17.5%) of the students translated the bolded expression semi adequately. 31(77.5 %) students translated it inadequately such as the following:

(أن معناه أن ترمي المنطقة كلها بحالة من الأحباط) ,(هذا يعني التخلي عن المنطقة للدولة اليائسة) ,(أن ذلك يعني أن منطقة الشرق الأوسط في يد عفريت),(من الممكن أن يفهم بأنه تعريض المنطقة إلى حالة عدم الأمل).

Opting for wrong translation strategies as those of deletion, paraphrasing, translating metaphorically led to committing errors. Lack of political knowledge and lexicon constitute serious translational problems as well.

Excerpt 23: The president was by now determined **that direct negotiations were the only way to break the impasse.**

27(67.5%) of the students gave adequate translations such as:

Only 5 (12.5%) of the (لكسر الجمود) ,(للخروج من المأزق),(لكسر الحواجز) students faced difficulty in translating the last part of the aforementioned excerpt which is "break the impasse". Some students paraphrased meaning in order to give its adequate equivalent such as:

Some others failed to produce its (لكسرالوصول إلى منفذ , لكسر الغير ممكن) equivalence due to their unawareness of proper collocations.

Excerpt 24: …as was the unwillingness of the United States **to commit to rolling out its own bridging proposals to rescue the negotiations**…

Only 1 (2.5%) student provided adequate translation. 15 (37.5%) of the students failed in producing adequate translation. 14(35%) provided semi adequate translation. This might be due to the complicated structure which led to its mistranslation. Below, there are some inadequate translations produced by the students:

(الإلتزام بالجسر الخاص به لإنقاذ المفاوضات),إ(قدما في اقتراحاتها لرأب الصدع وانقاذ المفاوضات),(بالإلتزام بتأسيس عروضها لإنقاذ المفاوضات),(أن يلتزم بتقوية الإقتراحات لإنقاذ المفاوضات).

Excerpt 25: And positive words had not translated into actions.

Results showed that 4 (10%) of the students provided adequate translations. On the one hand, 30 (75%) of them provided adequate translations, and 6(15 %) failed to translate it anyway. The students translated the expression "positive words "literally into" الكلمات الإيجابية " instead of the more adequate one. "الكلام المعسول"

Excerpt 26: … that the negotiations would not be a futile exercise that would **trigger another endless process…**

Results showed that 2(5%) of the students translated the above bolded expression adequately, whereas 26(65%) of them provided inadequate

translations. They mistranslated the expression into:

(تطلق عملية جديدة لا منتهية ,تؤدي إلى متاهات أخرى , سوف تحرض بدء عملية اخرى لا نهاية

لها ,تستدعي عملية اخرى لا نهاية لها).

Excerpt 27: … support direct negotiations between the Israelis and the Palestinians to resolve all final status issues.

Only 3 (7.5%) students translated the above excerpt adequately. 20 (50%) of them translated it semi adequately and 11(27.5%) translated it inadequately.

On a syntactic level, the researcher finds that a considerable number of students translated (**the Israelis and the Palestinians**) as:

(دعم المفاوضات المباشرة بين إسرائيل والفلسطينين)and not (الإسرائيلين والفلسطينين).

This shows the media political discourse affects its audience. They use 'state' with 'Israel' as a nation, and they do not refer to it, while they use the word 'Palestinians' to refer to "people" rather referring to Palestine as state. The students inadequately rendered the expression "all final status issues". Below are examples on inadequate translations for this term:

(كل القضايات النهائية العالقة, جميع المسائل نهائيا, لحل نهائي للمسائل القائمة, كافة القضايا

النهائية, لحل جميع المشاكل الأخيرة).

Excerpt 28: … and urged both sides to refrain from provocative actions and inflammatory rhetoric.

The table revealed that none of the students provided an adequate translation. 15 (37.5%) students translated it semi adequately. The errors were lexical and syntactic. The expression "refrain from "was translated inadequately into: (تصفية, كبح , عن الإمتناع, للتوقف تغيير,عن). Choosing an adequate equivalent for the expression "provocative actions " was unsuccessful at the lexical level. Consider the Arabic translations below:

(التصرفات المستفزة,اعمال تمردية, الأفعال المثيرة, الإجراءات المشحونة).

The expression "inflammatory rhetoric" was also translated inadequately into:

(التصريحات الفارغة, الخطاب الملتهب,الخطابات التحريضية, الخطب العدائية, الأقوال المثيرة
للمشكلات, واللغة المؤججة)

Such translations show the incompetence of the students in choosing the proper words which render the meaning equivalently.

Excerpt 29: We need politicians with backbones who were prepared to make the difficult decisions necessary for peace.

A style of emphasis is shown in the Arabic standard translation.

(إننا بحاجة اليوم وأكثر من أي يوم مضى إلى سياسين من ذوي التصميم الصلب والمواقف
الشجاعة.

Conversely, when students translated it literally, they failed in producing the same impact of the source language as they did not maintain the style of emphasis. To illustrate this point further, consider the following translations of the target language:

(سياسين ممن يمتلكون ركائز, سياسيون ذو خبرة, سياسين مدعومين, سياسين بعظم صلب, سياسين أقوياء, سياسيون مع مساندون).

The number of the students who translated this expression inadequately was 19 (47.5%) and those who translated it semi adequately were 21 (52.5%).

Excerpt 30 Since Oslo Accords, Israel has gradually shifted to the right- abandoning the Labor Party in favor of more nationalist and religious alternatives.

10(25%) of the students translated the excerpt semi adequately.17 (42.5 %) students did not produce any translations for this excerpt. 13 (32.5%) of them translated it inadequately. On a syntactic level, the translations of (since Oslo Accords) were as follows:

(منذ اتفاقية اوسلو, منذ اتفاق اوسلو, عند اتفاق اوسلو, وبناء على اوسلو, منذ التوقيع على إتفاقيات أوسلو) .

The plural SL term " accords" was translated into the TL as singular. The word order in the Arabic version was not natural. Also, as shown in the aforementioned examples, the English preposition (since) was

inappropriately translated into Arabic. This might cast doubt on their knowledge of the Arabic syntax. The same happens on lexical choices when students guess the meaning and translate it without depending on understanding what was meant by the statement. To illustrate this point, further, consider the Arabic translations below:

(منذ حدوث مؤتمر اوسلو، تراجعت إسرائيل متخلية عن حزب العمال لصالح جنسيات وديانات اخرى) ,(منذ اوسلو أكوردس، إسرائيل انتقلت بشكل تدريجي إلى ترك حزب العمال على حساب بدائل وطنية ودينية ,وبناء على اوسلو، حولت إسرائيل بشكل تدريجي حزب العمال,ومنذ اتفاقية اوسلو، فقد عمدت إسرائيل إلغاء الحزب (حزب العمال) المسالم وفضلت البدلاء الدينية والقومية دون غيرها).

The results of the test show that most of the students encountered difficulties when they had to deal with political terms and expressions. These difficulties were mainly about finding the appropriate equivalent terms and expressions and using proper strategies of translation to render the meaning. The major strategies used were literal, metaphorical, paraphrasing, and deletion. Mistranslation occurred in the students' translations as they do not understand the meaning of some words of the SL text. Also they failed in translating excerpts adequately from the point view of the TL readers. There was weakness in choosing the lexical and syntactic cohesive devices.

Chapter Five

Discussions, Conclusions and Recommendations

5.1 Introduction

This study has investigated major difficulties of translating political terms and expressions of certain expressions extracted from *Our Last Best Chance*. It has also focused on strategies employed by translation students while translating them and figuring out their proper equivalents from English to Arabic. This chapter presents a summary and a short discussion of the findings of the three questions. It also attempts to explain and interpret the results in the light of the reviewed literature. The chapter concludes with recommendations and suggestions for future research.

5.2 Discussion Related to the Findings of Question One:

"What difficulties does the translator face when translating political terms and expressions into Arabic?"

The findings show the main problems that English graduate students face while translating political terms and expressions from English into Arabic. One of these problems is related to cohesion as it was explained in Chapter Two. Cohesion could be defined as the concept which concerns about how words and sentences stick together in a certain context. Another difficulty was about how to achieve equivalence or the equivalent effect of the political terms or expressions used in the tests. The finding agrees with

Baker's equivalence at word level. At word level while translating these expressions into Arabic, students used inadequate equivalence to translate.

The results also indicated that adopting and deciding the appropriate translation strategy is another difficulty that students encountered. As shown in the translation test, the students either used literal translation or guessed the meaning due to their lack incompetence in translation. There was also shift in grammar forms while translating from SL to TL as translating from singular to plural, past to present and so on. The study showed that, in many cases, the students depended on guessing the expression meanings depending on the context. Despite the importance of the context, the students did not benefit from the contexts of political terms and expressions. The findings indicate that the subjects do not have good command of their mother language translating leads to committing syntactic and lexical errors.

Moreover, mistranslation occurred for different major reasons; unfamiliarity with political concepts, terms and expressions which lead to difficulty in choosing the proper lexical item in the TL. The outcomes of this study prove this point. This agrees with Newmark (1988) who points out that the main difficulties in translation are lexical and the competent difficulties are divided into two kinds; not understanding and finding it hard to understand. This leads to mistranslation. Also adopting the wrong approach in translating is another difficulty that students encountered. This agrees with Tawfik (2011) who adopts the wrong choice giving inadequate or inaccurate translation. Moreover, lack of culture awareness of political discourse ensures that there are difficulties in translation. To emphasize this, the study agreed with Alvarez (1996) who points the importance of the

translator role. It lies on what the translator adds, what he leaves, what words to be chosen, and how to place them. Also the researcher found that the students do not read specialized books, which raise the level of their cultural knowledge in particular the political one. If they read the book: *Our Last Best Chance*, the results would be certainly different.

5.3   Discussion Related to the Findings of Question Two:

"What type of equivalence does he/ she opt for when rendering such terms?"

The results show that the major difficulty of the translation test is related to the finding of the TL equivalent. This agrees with Catford's theory which stresses the importance of finding equivalents. Translation is not only a process between two languages but it is also a process between two cultures. The students found difficulties in choosing the appropriate equivalent in strategies used in translation. Lack of knowledge of both languages and carelessness lead to finding no translations in the translation test. This can be shown clearly in the study. On the other hand, the students who translated the political terms and expressions tried to produce formal equivalence. This type of equivalence has been discussed by some scholars as Catford, Nida, and Shunnaq. The other form of equivalence was the dynamic one. Some students used shifting to give adequate equivalents. So, finding out the appropriate equivalents is not an easy task as it depends on having good command of the two languages and the two cultures.

5.4   Discussion Related to the Findings of Question Three:

"What translation strategies are opted for to render these terms into Arabic?"

The results also showed that being aware of how to use translation strategies and translation tools can ease the task of translators and students. The study also found that most of the students opted for literal translations as they feel this type is more reliable and more faithful than other types. According to Newmark (1988:69), literal translation is correct and must not be avoided, if it secures referential and pragmatic equivalence to the original". This means that literal translation is an acceptable strategy if it conveys the communicative intention of the SL. Meanwhile, Newmark (1988:95) argues that literal translation would distort the meaning "this could happen because of lack of cultural awareness during the process of translation". Translators have to be aware of when to use literal translation. Otherwise, it may distort the expression. Literal translation and the borrowing technique are strategies used by the students and this agrees with Vinay and Darbelnet's theory about translation strategies.

In the standard translation the strategies are obvious in reaching to the required meaning of the expression as using some of the strategies that Newmark used (1988) such as reduction and expansion literal, transference loan words, shifts paraphrasing. These strategies raise the level of adequacy from the SL to TL text. So, the students used some of these strategies such as mentioned borrowing, literal translation, paraphrasing, reduction and expansion. However, sometimes they succeeded in using them while they failed in other times. Related to literal translation strategy the present study

shows that is widely used by the students. This study agrees with Al-Outum (2011) that this strategy is considered as a double –edged weapon since it may be helpful or harmful. Thus the translation students should be aware of the strategy that s/he uses or will use in addition to that s/he should consider the context as a criterion to resort to literal translation or not and to use the appropriate strategy while dealing with such translations.

5.5 Conclusions

Any translation student should know that there are some skills s/he should master. S/he must be highly proficient in two or more languages s/he translates between; must have a broad knowledge of general culture and specific and detailed knowledge of his or her specialized field; and must be a good writer and reader as well. Ideally, possessing these qualities should be enough to be able to translate a wide variety of texts. However, during the course of this study, some difficulties were obvious while translating the political terms and expressions which have been chosen from *Our Last Best Chance*. Through the analysis of these difficulties, the researcher was able to identify the cause of these difficulties and what a translator should keep in mind in his/her translation as well as what s/he can do to be prepared to face them. The followings are conclusions of the present study.

The data obtained by means of test indicated that M.A. students encountered difficulties while translating political terms and expressions such as producing appropriate equivalence and which type of equivalence should be used by the students. The difficulty of opting for the proper strategy in translation to achieve an adequate translation is another difficulty that faced them. Overusing literal translation strategy, lack of

awareness in politics and political discourse, lack of culture and incompetence resulted in poor performance by the students.

5.6 Recommendations

  Based on the previous discussions, results and conclusions, the researcher proposes the following recommendations:

Since the present study was confined to analyzing the students' translations, the researcher recommends conducting more research dealing with syntactic difficulties in political discourse. Secondly, students should be aware of the main features of political discourse and political expressions and terms, which the researcher believes to be a key factor to produce effective translation in order to achieve the goal of political language. Moreover, students should have knowledge of political language and culture and make sure they are aware of their own culture and ideology. They should read more political books such as *Our Last Best Chance* which was not read by any of the subjects of this study.

Further studies are recommended to investigate how other political terms or expressions are translated into Arabic. Also there should be a further role of the academia such as adding more courses on political translation, encouraging the students to follow and practice political translation in order to have a high level of competency in language and culture as well.

  Finally, further studies are recommended on a sample of professional translators to see what difficulties they may face and to contrast the findings with those of the present thesis.

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Appendix(1)

Demographic Data

Dear student,

For the purpose of collecting information about the demographical characteristics of the sample, kindly fill in this form by putting an X next to your answer.

Thank you,

Ishraq Al –Zu'bi

M.A. Student, MEU

Level of education

☐ First Year   ☐ Second Year   ☐ Other

Work of translation experience

☐ With Experience _____ years.   ☐ No Experience

First language is

☐ Arabic   ☐ English   ☐ Other

Nationality

☐ Jordanian   ☐ other_____

Gender

☐ Male   ☐ Female

Dear student

This test is designed to complete the thesis entitled "Difficulties that M.A. Students Encounter in Translating Political Expressions and Terms from His Majesty King Abdullah's *Our Last Best Chance*".

Accordingly, you are kindly requested to translate the bolded political expressions and terms in the following sentences into Arabic.

Your Participation is highly appreciated.

1. **Our Last best Chance**

   _____

2. **Fortress Israel or a Fifty –Seven – State Solution?**

   _____

3. **Seeking Peace, Getting War?**

   _____

4. **We Will Be Greeted as Liberators"**

   _____

5. **"You Guys Don't Stand a Chance".**

   _____

6. **Transforming Jordan**

   _____

7. Sharon ordered Israeli troops into west banks cities in an operation called **"Defensive Shield"**…

_____

8. Many in Bush's administration, however, **continued to be obsessed with Iraq.**

_____

9. The march to war in Iraq was gaining momentum.

_____

10. …military actions against Iraq would really **open a Pandora's box.**

_____

11. He reported back that he and Bill Burns had made great progress but that Condoleezza Rice who was then the U.S. national security adviser, was dead against the idea, believing it was **a "nonstarter".**

_____

12. …he had gained a reputation as an aggressive **hard liner**, unwilling to compromise.

_____

13. My goal was to **help forge a peace** between Israel and the Arabs …

_____

14. ...which allow Israel to have full, normal relations with Arab and Muslim countries, not just an **exchange of embassies and icy stares**.

_____

15. If you want us to feel that Iran is a **common threat** …..

_____

16. Netanyahu was **a right-winger** through and through…

_____

17. We had an engaged U.S. president.

_____

18. …**After much arm – twisting** by the United States and very public confrontation, **a ten- month partial moratorium** on the building of new settlements in the West Bank.

_____

19. …And **spoilers** in the region did not waste any time in attacking the whole peace process….

_____

20. There are now about one hundred and twenty and around a hundred **"outposts"**, Israeli communities built in the West Bank….

_____

21. We in Jordan describe this policy position as the " **Obama terms of reference** "for negotiations….

_____

22. All Arab states backed the Palestinian leadership's participation in the **proximity talks** as an alternative to no talks at all…

_____

23. **The diplomatic row came on the heels of** a very public disagreement between the U.S administration and Israel…

_____

24. If there is to be a **genuine peace**, a way must be found through negotiations …

_____

25. That would have meant surrendering the region to a state of hopelessness that would put it on **a new vicious course of conflict and war**.

_____

26. The president was by now determined that direct negotiations were the only way **to break the impasse**.

_____

27. … as was the unwillingness of the United States to commit to rolling out its own **bridging proposals** to rescue the negotiations…

_____

28. And **positive words** had not translated into actions.

_____

29. … that the negotiations would not be **a futile exercise** that would trigger another endless process…

_____

30. … support direct negotiations between the Israelis and the Palestinians to resolve all **final status issues .**

_____

End of the test

Appendix (2)

1-	Level of education	No.
	First year	17
	Second year	20
	Other	3
2-	**Work of translation experience**	No.
	With experience	13
	No experience	27
3-	**First language**	No.
	Arabic	40
	English	0
	Other	0
4-	**Nationality**	No.
	Jordanian	38
	Other	2
5-	**Gender**	No.
	Male	15
	Female	25

Appendix (3)

The standard translation of the Arabic version

1. **Our Last best Chance**

   فرصتنا الاخيرة

2. **Fortress Israel or a Fifty –Seven – State Solution?**

   اسرائيل القلعة ام السلام مع 57 دولة؟

3. **Seeking Peace, Getting War**

   نطلب السلام , فتأتينا الحرب

4. "We Will Be **Greeted as Liberators**"

   سيهتف العراقيون, أهلا بالمحررين

5. **"You Guys Don't Stand a Chance".**

   ليتكم تفقهون : لا أمل لكم بالنصر

6. Sharon ordered Israeli troops into west banks cities in an **operation called "Defensive Shield"**…

   في عملية عرفت "بالسور الواقي"

7. Many in Bush's administration, however, continued **to be obsessed with Iraq.**

   لم تبارحهم مسألة العراق

8. **The march to war in Iraq was gaining momentum.**

<div dir="rtl">

كانت الحرب في العراق سائرة على قدم وساق

</div>

9. Military actions against Iraq **would really open a Pandora's box.**

<div dir="rtl">

سيؤدي الى عواقب وخيمة لاحصر لها

</div>

10.He reported back that he and Bill Burns had made great progress but that **Condoleezza Rice, who was then the U.S. national security adviser, was dead against the idea, believing it was a "nonstarter".**

<div dir="rtl">

كونداليزا رايس التي كانت انذاك مستشارة الرئيس لشوؤن الامن القومي , كانت تعارض هذه الفكرة معارضة حاسمة وتعتقد بانها "ستولد ميتة"

</div>

11.He had gained a reputation as an **aggressive hard liner**, **unwilling to compromise.**

<div dir="rtl">

هو رجل هجومي متشدد يرفض المساومة

</div>

12.My goal was to help **forge a peace between Israel and the Arabs**.

<div dir="rtl">

هدفي هو المساعدة في اقامة السلام بين اسرائيل والعرب

</div>

13. …allow Israel to have full, normal relations with Arab and Muslim countries, **not just an exchange of embassies and icy stares**.

<div dir="rtl">

ليس مجرد تبادل سفارات

</div>

14. **Netanyahu was a right-winger through and through**…

<div dir="rtl">

نتنياهو رجل اليمين بامتياز

</div>

15. …After much arm – twisting by the United States and very public confrontation, **a ten- month partial moratorium on the building of new settlements in the West Bank…**

وقفا جزئيا لبناء مستوطنات جديدة في الضفة الغربية وعلى مدى 10 أشهر فقط

16. …**and spoilers in the region** did not waste any time in attacking the whole peace process….

المتشددون في المنطقة

17. There are now about one hundred and twenty and around **a hundred "outposts", Israeli communities built in the West Bank….**

حوالي مائة "بؤرة استيطانية " ¸ انشئت على ايدي المستوطنون

18. We in Jordan describe this policy position **as the " Obama terms of reference** "for negotiations….

شروط اوباما المرجعية

19. All Arab states backed the Palestinian leadership's participation in the proximity talks as an alternative to no talks at all…

لقد دعمت الدول العربية جميعاً مشاركة القيادة الفلسطينية في المحادثات التقريبية.

20. The diplomatic row came on the heels of a very public disagreement between the U.S administration and Israel…

ولقد جاء هذا التراشق الدبلوماسي الساخن في أعقاب خلاف بين الإدارة الأمريكية وإسرائيل.

21. If there is to be a genuine peace, a way must be found through negotiations …

إذا كان للسلام الحقيقي أن يستتب.

22. That would have meant surrendering the region to a state of hopelessness that would put it on a new vicious course of conflict and war.

إن موقفا كهذا أن نترك المنطقة نهباً لحالة من اليأس...

23. The president was by now determined **that direct negotiations were the only way to break the impasse.**

أن المفاوضات المباشرة هي السبيل لكسر الحلقة المفرغة التي تدور فيها

24. …as was the unwillingness of the United States **to commit to rolling out its own bridging proposals to rescue the negotiations**…

في أن تطرح إقتراحاتها لإنقاذ الموقف.

25. And positive words had not translated into actions.

وأن الكلام المعسول لم يترجم في السابق إلى أعمال ملموسة.

26. … that the negotiations would not be a futile exercis**e** that would **trigger another endless process…**

دون أن تغرق المفاوضات في دائرة المناقشات العبثية التي تدخل الطرفين في عملية أخرى لا نهاية لها.

27.… **support direct negotiations between the Israelis and the Palestinians to resolve all final status issues .**

أكدت على دعم المفاوضات المباشرة بين الإسرائيلين والفلسطينين لحل جميع قضايا الوضع النهائي.

28. … **and urged both sides to refrain from provocative actions and inflammatory rhetoric.**

حثت الطرفين على الإبتعاد عن أي أعمال إستفزازية أو بيانات أو تصريحات نارية.

29. **We need politicians with backbones** who were prepared to make the difficult decisions necessary for peace.

إننا بحاجة اليوم وأكثر من أي يوم مضى إلى سياسين من ذوي التصميم الصلب والمواقف الشجاعة .

30.**Since Oslo Accords, Israel has gradually shifted to the right-abandoning the Labor Party in favor of more nationalist and religious alternatives.**

منذ توقيع إتفاقيات أوسلو انجرفت إسرائيل شيئا فشيئا نحن اليمين لمصلحة الأحزاب القومية والدينية.