Lexical and Textual Translation Problems Encountered by Palestinian Professional Diploma Students at the Islamic University of Gaza

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Abstract

This study investigates, analyses and classifies lexical and textual translation problems encountered by professional diploma students at the Islamic University of Gaza (IUG). A translation test consisting of a politically argumentative text was administered to 13 students studying for a professional diploma in translation at IUG. The analysis of translations was based on the linguistic judgments of the researcher’s assessment and the model translation provided by a professional translator. The results showed that professional diploma students committed lexical and textual problems. Lexical problems include wrong word choice or wrong lexis and collocation, while textual problems include non-parallel structures, omissions, lexical repetition, redundant pronouns, and incongruent information. The study ended with recommendations and suggestions for further research.

Keywords: Islamic University of Gaza, lexical translation problems, linguistic judgments, professional diploma students, textual translation problems.
1. Introduction:
Translation from one language to another frequently causes errors which result in miscommunication of the original text. Errors often result from language transfer which assumes a one-to-one correspondence of literal meaning between two languages (Wallmach & Kruger, 1999). Language transfer creates negative effects in translation by introducing linguistic structures which may often be incomprehensible or inadequate to the readers of the target language (TL). This phenomenon, called “translationese” by Nida (1964), is created by a translator's excessive fidelity towards the source language (SL) and is now viewed as one of the main problems in translation.

In translating from English into Arabic the translator is dealing with two languages that are unrelated, both linguistically and culturally. Dickins et al. (2002: 29) state: “Translating involves not two languages, but a transfer from one culture to another”. The same view is shared by Mailhac (1995: 1) who maintains that effective communication can be achieved if translation is capable of bridging the gap not only between languages but also between cultures. In translating into Arabic the translator may face linguistic and cultural difficulties that would lead to the distortion of the work to be translated or would affect the readers’ response in the TL.

Despite the importance of English as a major international language, relatively little is known about what interferes with and distorts communication between Arabic and English. In other words, Palestinian professional translators are confronted with lexical and textual difficulties that can have a negative impact on their translations. In an exam for sworn translators conducted by The Ministry of Justice in Gaza in 2014, none out of the 33 candidates passed the translation exam. Being part of a three-member committee who designed and marked the exam, the researcher noticed that the candidates’ answers showed poor mastery of the mother tongue as well as of the TL. The candidates also lacked the proper translation techniques as they had a strong tendency for literal translation. They adhered to the source text word order without paying attention to the textual considerations of the TL (El Haj Ahmed, 2009). In a similar study Thawabteh and Najjar (2014) examined the translation problems committed by translator/interpreter examinees who sat for the Translator Accreditation Examination conducted by the Ministry of Justice in Ramallah. The researchers found that the examinees committed syntax, layout and tenor problems due to their poor linguistic competence and lack of professionally-oriented training.

2. Research questions
In addition to exploring some translation techniques commonly used by Arab translators, the study is specifically addressing the following two main questions:
1. What types of lexical problems do Palestinian professional diploma students most frequently encounter?
2. What types of textual problems do Palestinian professional diploma students most frequently encounter?

3. Justification of the study


Unlike previous studies, the present study will focus on lexical and textual problems encountered by Palestinian professional diploma students and provide a detailed analysis of the translation strategies employed by the translators in dealing with various lexical and textual problems. The findings of this study are intended to draw the attention of those specialists in the field of translation training and syllabus design to the actual translation problems faced by Palestinian students. The outcomes of this study will contribute to developing the teaching of translation in Palestinian universities in particular and in Arab universities in general.

Based on the analysis of an argumentative political text, this study will acquaint Arab translators in general and Palestinian translation students in particular with the most challenging translation problems that they might encounter when translating argumentative political texts. The present study followed recommendations made by the researcher in a previous study calling for investigating the translation problems encountered by senior Palestinian EFL learners.
translating into English which would shed more light on the issue of directionality in translation.

4. Significance of the Study
Unlike the previous studies, the majority of which focused on one aspect of general translation problems e.g., cultural, lexical, grammatical, or pragmatic, the present study deals with two translation problems. It investigates lexical and textual translation problems faced by Palestinian professional diploma students translating into English which would shed more light on the issue of directionality in translation. The outcomes reached in this study will provide Arab translators in general and Palestinian translators in particular with various techniques and strategies to cope with these two types of problems.

5. Literature review:
Farghal (1995) discusses lexical and discoursal problems faced by MA Arab students studying at the Yarmouk University. Lexical problems relating to culture-bound metaphors and lexical gaps were caused by students' tendency to translate literally as well as their reliance on bilingual dictionaries. Discoursal problems were committed due to students' unfamiliarity with discoursal variables such as the altering of the impersonal use of pronoun 'you' to personal one, thus being unable to distinguish between sentence-based-meaning and utterance-based meaning. The researcher concluded that a competent translator should rely on his comprehension of the discourse in its entirety in determining the sense of the lexical item rather than on dictionaries, adding that a translator should be sensitised to the subtleties of lexis and discourse and the resulting interaction between them in the process of translating to avoid any unnatural or awkward translations.

Discussing the most common problems in translating Arabic texts into English and vice versa, Farghal and Shunnaq (1999) divide textual problems into emotiveness, monitoring and managing lexical non-equivalence, culture-specific expressions, synonymy, repetition, redundancy, euphemism, and untranslatability. For example, the researchers point out that emotive expressions pose a difficulty for Arabic translators as complete congruence in translating Arabic expressions seems a far-fetched task, calling translators to use paraphrase, footnotes, glosses, etc. in order to preserve the meaning of Arabic emotive expressions. A number of empirical studies have been done analysing, identifying and classifying different translation problems, particularly English-Arabic translation problems. Most MA studies on English-Arabic translation referred to have focused on one single type of translation problem. For example, Al Tal's (2007) study focused on some lexical and cultural problems involved in the translation of an Arabic dialectal text into English. Al Tal said that an Arabic dialectal text can be translated into English if translators pay attention to the form and function of the SL dialect and select the appropriate strategies to preserve the function of the ST dialect.

Almobarak (2007) discussed the problems of cultural references in the English translation of Mahfouz's novel Middaqq Alley. The researcher came to the conclusion that literary translators should have both the theoretical knowledge and the practical skills to give a proper translation with the maximum cultural information. Al-Samaraaie (2007) on the other hand studied some stylistic and textual problems that were encountered by two groups of Arab students of translation when they translated Arabic literary texts into English. The researcher attributed these problems to the linguistic differences between English and Arabic, the complexity of the TL and the influence of the subjects' mother tongue.

Moreover, a number of PhD studies recently published on English-Arabic translation have discussed different translation problems. Abbadi (2007), for example, investigated English-Arabic translation problems encountered by professional translators in Jordan. Using a corpus-based analysis Abbadi divided the translation problems found in the study into three main categories: lexical, grammatical and textual. In a recent study El Haj Ahmed (2009) investigated the lexical, cultural and grammatical English-Arabic translation problems faced by senior Palestinian EFL learners at the IUG. While his students' lexical errors were attributed to their tendency to adopt literal translation and their total dependence on existing bilingual dictionaries, cultural errors resulted from their unfamiliarity with the SL culture and lack of knowledge of the target culture.

The researcher also has come up with a considerable number of articles which discuss one aspect of the most common translation problems between English and Arabic. For example, Abu-Ssaydeh (2004) examined the strategies employed by Arab translators when rendering English idioms into Arabic. The study showed that paraphrasing is statistically the most common strategy used by Arab translators.
analysed the translated texts by identifying, describing and explaining the lexical and textual translation problems faced by Palestinian professional diploma students at the IUG. The professional translator, also a faculty member at the department of English with long experience in teaching translation and working as a professional translator, provided a translation which was used as a model against which students’ translations were assessed (Lauscher 2000: 163, see Appendix B).

In assessing the acceptability of the translated texts, a three-point rating scale was used. The rating scale consists of: ‘acceptable translation’, ‘partially acceptable translation’ and ‘unacceptable translation’. ‘Acceptable translations’ are judged in terms of meaning and linguistic functions, i.e. translation equivalence conveys the whole intended meaning of the SL message. ‘Partially acceptable translations’ are also judged in terms of meaning and linguistic functions, i.e. translation equivalence does not exactly convey the whole intended meaning of the SL message. ‘Unacceptable translations’ are also judged as translation equivalence does not convey the intended meaning of the SL message due to semantic, textual deviances.

7. Results and analysis
The analysis of students’ translations has shown that students have committed a considerable number of lexical and textual problems. The lexical and textual problems faced by the subjects of this study and their sub-categories can be summarised as follows:

7. Lexical problems:
The most common lexical problems faced by the subjects of this study can be seen as follows:

7.1 Wrong word choice or wrong lexis (83 errors)
These errors refer to the semantically wrong word or phrase used by the student translator as an equivalent for the SL word or phrase. These errors produce translations that deviate from the intended meaning of the SL message leading to a distortion of the meaning in the TT. The results revealed that the total number of errors involved in the use of wrong equivalence was 83. To illustrate this point, some students gave different translations for the lexical item in the text.

What is happening in Gaza strip and what will be later is a test to the systems of Arabic spring particularly Egypt as a test of earlier system.
What is happening now in the Gaza Strip and what will happen later is a test to the Arab Spring systems, particularly Egypt, as it was a test for previous systems. What is happening in Gaza and what will be later is a test for Arab Spring systems especially Egypt as it’s a test of the previous system.

Another student chose ‘organizations’ as an equivalent for أنظمة، as in:
ʻWhat is going on in Gaza and will happen soon is a test for the Arab Spring, particularly Egypt as it is a test for the previous organizations’.

As the above translations show the student translators gave two different translations for the lexical item أنظمة e.g. ‘systems and organizations’. These renderings fall short of conveying the intended meaning of the original message. This problem can be related to students’ tendency to translate literally, and can also be blamed on students’ understanding of translation as the translation of individual words only without connecting them with the co-text (Farghal, 1995, Deeb, 2005).

A translation suggested by the professional translator would be:
What is happening in the Gaza Strip, and what will come later, is a test for the Arab Spring regimes, and for Egypt in particular.

### 7.2 Collocations (67 errors)

The number of collocation-related errors committed in the study was 67. For example, some student translators translated فلسطين: Arab countries
Martyr Ahmed Al-Ja’bari joined a long list of martyrs of Arab, Muslim and world nationalities.

Other collocational errors committed by students are included in the table below:

<table>
<thead>
<tr>
<th>No.</th>
<th>ST</th>
<th>Erroneous collocations</th>
<th>Suggested translations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>وتراجعت آمال السلام والأمتين بالهدوء</td>
<td>Peace hopes backed</td>
<td>hopes for peace receded</td>
</tr>
<tr>
<td>2.</td>
<td>وأوفت بالعهد</td>
<td>performed her pledges</td>
<td>fulfilled their threats</td>
</tr>
<tr>
<td>3.</td>
<td>الدول العربية</td>
<td>Arabic countries</td>
<td>Arab countries</td>
</tr>
<tr>
<td>4.</td>
<td>حق معصبة</td>
<td>rifled right</td>
<td>embraced right</td>
</tr>
<tr>
<td>5.</td>
<td>احتضنت المقاومة</td>
<td>adopted resistance</td>
<td>embraced resistance</td>
</tr>
<tr>
<td>6.</td>
<td>توعّدت الإسرائيليين باربع عمليات استشهدية ...</td>
<td>They threatened to do four martyrdom operations to avenge...</td>
<td>They threatened the Israelis to carry out four martyrdom operations in retaliation...</td>
</tr>
<tr>
<td>7.</td>
<td>البيع العربي الظاهرة</td>
<td>clean Arab lands</td>
<td>Arab sanctified locations</td>
</tr>
<tr>
<td>8.</td>
<td>وخلقت حالة من الذعر والرعب في صفوفهم</td>
<td>make a state of terror among them</td>
<td>and created a state of panic and terror in their ranks</td>
</tr>
<tr>
<td>9.</td>
<td>الاحتلال العربي</td>
<td>land invasion</td>
<td>ground invasion</td>
</tr>
</tbody>
</table>

### Table 1: Errors involving collocations

<table>
<thead>
<tr>
<th>No.</th>
<th>Type of error</th>
<th>Number</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wrong word choice or wrong lexis</td>
<td>83</td>
<td>55.3%</td>
</tr>
<tr>
<td>2</td>
<td>Collocation</td>
<td>67</td>
<td>44.7%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>150</td>
<td></td>
</tr>
</tbody>
</table>

### Table 2: A summary of lexical errors

![A summary of lexical errors](image-url)
8. Textual problems

In addition to lexical problems the subjects of this study also committed textual problems. The textual problems together with their sub-categories are listed below:

8.1 Non-parallel structures (46 errors)

The following ST abounds with different forms of parallelism, e.g. lexical repetition and other forms of parallelism belonging to the same semantic fields:

(semantic field: near-synonymous words)

If translated into Arabic, it becomes:

Here the two parallel structures in the TT are: ‘closing an Israeli embassy or expelling the ambassador’. ‘Being humiliated’ also translated the Arabic ‘تُهانى وتنزل’, omitting any unnecessary repetition.

Other examples of unparallel structures can be found in the translation of the ST:

للمحتلة والمصرحه خاصة, لا يمكن أن تتقبل بهذا الحدوان على أهلها في الطالع، وللزيد العربي يدقها اسمه وقيمته الأخلاقية إذا لم تكن للمحتلة يوصلتها وإنهاء الاحتلال غاية، فإن المسألة أكبر من إغلاق سفارة أو طرد سفير، المسألة إن كرامة أما تنهى وتنزل من خلال الحدوان على المرابطين من أبنائها.

Here is a student’s translation:

العرب، واللازم والمحرم خاصة، لا يمكن أن يتقبل بهذا الحدوان على أهلها في الطالع، وللزيد العربي يدقها اسمه وقيمته الأخلاقية إذا لم تكن للأمة كرامتهم وإنهاء الاحتلال غاية، فإن المسألة أكبر من إغلاق سفارة أو طرد سفير، المسألة إن كرامة أمة تنهى وتنزل من خلال الحدوان على المرابطين من أبنائها.

TT

Arab peoples, especially Egyptians, do not accept this aggression on their brothers in the Strip. The Arab Spring loses its name and moral values if the occupied Jerusalem is not its compass and the end of occupation is its purpose. The matter is greater than closing an embassy or expulsion of an ambassador. It is dignity of a nation being humiliated and disgraced through the aggression over the Arab people centering on the front lines.

Here the English TT retains some of the parallelism of the Arabic ST. Some of the parallel elements belonging to the same semantic field have been retained; for example, ‘name’ and ‘values’ (corresponding to the ST: اسمه وقيمته); ‘compass and purpose’ (corresponding to ST: غاية، يوصلته); ‘embassy and ambassador’ (corresponding to ST: سفارة وسفير). However, the English TT relayed the Arabic ‘تُهانى وتُنزل’ as ‘humiliated and disgraced’, introducing unnecessary repetition in the TT. In addition, the text has inappropriately relayed the parallelism in as ‘The matter is greater than closing an embassy or expulsion of an ambassador’. Here the TT involves two unparallel structures e.g. ‘closing an embassy and expulsion of an ambassador’.

A more acceptable translation of the previous text retaining parallel structures could be:

Arab peoples, and the Egyptian people, in particular, cannot accept this aggression against their brothers and sisters in the Gaza Strip. The Arab Spring loses its name and moral values if it does not make occupied Jerusalem its compass and ending the occupation its target. The issue is greater than closing an Israeli embassy or expelling the ambassador. It is the dignity of a nation being humiliated by Israeli aggression against its sons stationed in the holy land to defend such dignity.

Here this translation lacks parallelism as the two underlined parts joined by the coordinate conjunction ‘and’ are syntactically different with a gerund ‘observing’ being used in the first part and an infinitive ‘record’ in the second.

8.2 Omission (39 errors)

Sometimes the translator is obliged, by TL specific conventions or other aspects of untranslatability, to sacrifice some of the items in the SL. Dickinson et al. (2002: 23) state that cultural difference between English and Arabic provides another area in which simple omission may be a reasonable strategy. However, omitting certain words, phrases or even sentences that need to be retained in the TL version may affect the propositional content or overall meaning. The analysis has shown that some students omitted key SL words, phrases or sentences resulting in distorted and non-equivalent translations. For example, some students did not provide any equivalent for the ST items: ‘فيّنة أو خفية’, as shown below:
The martyr Ahmed Al-Ja’bāri joined other martyrs from all over the world, as he joined his brothers from Palestinian resistance parties......., this journey will continue as long as there is occupation and the peace hopes started to be vanished.

In this translation the translator has omitted an important segment of this paragraph. The underlined segment in the ST has been translated into a reduced segment into the TT resulting in the omission of key words from the ST that entirely affected the information conveyed by the writer of the original text.

On the other hand, omission is employed by students to avoid any unnecessary information given the linguistic and cultural differences between Arabic and English. For example, a number of students did not provide any equivalent for the ST word ‘eyes’, omitting information particularly not important, as in:

8.4 Use of redundant pronouns (8 errors)

The results have shown that some students have a tendency to use unnecessary pronouns providing information that affects the textual features of the TT. For example, some students used the pronoun ‘they’ unnecessarily, as shown below:

صواريخ حركات المقاومة في غزة، وهما بلغت درجة تواضعها تلمع القادة عن وجه عددية دائماً أثناء حرصهما على الإسلام والعرب واهل التوحيد.

Rockets of resistance in Gaza no matter how modest they are, they remove the mask of several faces which always claimed its commitment to Islam, Arabism, and people of monotheism.

Rockets of resistance in Gaza no matter how modest they are, they unveil the mask of many faces which always claimed its commitment to Islam, Arabism, and people of monotheism.
As the above two translations show the underlined pronoun 'they', which anaphorically refers to 'rockets of resistance', is redundant introducing an extra subject pronoun.

One student has used the singular pronoun 'it', as in, Rockets of the resistance movements in Gaza, whatever simple it was, it removes the mask from many faces often claimed care of Islam, Arabism and people of Tawheed.

A suggested translation provided by the professional translator would be:
The Gaza resistance movements' missiles, no matter how modest they are, remove the mask off many faces, claiming for long their keen care for Islam, Arabism and people of monotheism.

8.5 Incongruent information (6 errors)

The results have shown that some students have provided information in the TT incongruent with the information provided in the ST. For example, some students wrongly translated the following sentence as follows:

لا هو اختبار لأنظمة ما قبلها، نجحت في البقاء سواءً بوسائلها القمعية، أو بدعم السيدة هيلاري كلينتون وحكومتها وأموالها وأفلامها وحاملات طائراتها.

As it’s a test of the previous system which succeeded in staying either by oppressive means, or supporting Hillary Clinton and her government funds and aircrafts carriers.

He keeps on its humiliation ways by supporting Mrs. Hillary Clinton and her governments and planes carriers.

As it’s a test of the previous system which succeeded in staying either by oppressive means, or supporting Hillary Clinton and her government funds and aircrafts carriers.

As the above translations show the students provided incongruent information in the TT when they changed the meaning of the ST as they considered Ms. Clinton the one who receives the support of the government rather than the one who provides this support, bringing irrelevant information into the TT.

This problem can be attributed to students’ lack of translation competence as they failed to grasp the meaning of the ST and convey it properly in the TT.

However, other students managed to get the information correctly, as seen below:

It is a test for previous organizations which succeeded in staying either with its suppressive tools or with the support of Hillary Clinton and her government’s funds and air-craft carriers.

As it was a test for previous systems that managed to stay whether by its oppressive means or by the support of Hillary Clinton and her government, money, or aircraft carries.

<table>
<thead>
<tr>
<th>No.</th>
<th>Type of error</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>non-parallel structures</td>
<td>46</td>
<td>40%</td>
</tr>
<tr>
<td>2</td>
<td>Omissions</td>
<td>39</td>
<td>34%</td>
</tr>
<tr>
<td>3</td>
<td>lexical repetition</td>
<td>16</td>
<td>14%</td>
</tr>
<tr>
<td>4</td>
<td>redundant pronouns</td>
<td>8</td>
<td>7%</td>
</tr>
<tr>
<td>5</td>
<td>incongruent information</td>
<td>6</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>115</td>
<td></td>
</tr>
</tbody>
</table>

Table 3: A summary of textual problems

9. Discussion

In the previous sections lexical and textual problems faced by Palestinian professional diploma students at the IUG were discussed and analysed, both qualitatively and quantitatively. The results showed that Palestinian students encountered a wide range of lexical and textual problems after translating an argumentative political text from Arabic into English. The analysis of data was based on the linguistic judgements provided by the researcher’s assessment and the model translation provided by the professional translator. The categorization and classification of the translation errors were also based on previous studies in translation problems in general and on English-Arabic translation problems in particular (cf. Section 5, Literature review). The total number of translation errors identified in this study is 265. They are distributed as follows:

9.1 Translation errors committed at the lexical level:
The study has shown that students have committed a considerable number of lexical errors totaling 150. They are wrong word choice or wrong lexis (83) and collocations (67). Errors related to wrong word choice or wrong lexis are more frequent (55.3%), where students chose a semantically wrong word or phrase as an equivalent for the source language word or phrase. This higher percentage of wrong word or wrong lexis may be attributed to students’ tendency to translate literally and the difficulty they faced in finding an appropriate English equivalent for SL lexical items. Students’ dependence on bilingual English-Arabic-English dictionaries such as Al Mawrid English-Arabic Dictionary can also be blamed for the high percentage of this type of lexical errors. This dictionary – which is said to be the most widely used English-Arabic dictionary among Palestinian translators - is not designed for translation purposes. In his evaluation of existing English-Arabic dictionaries such as Al Mawrid English-Arabic Dictionary, Abu-Ssaydeh (1991) concludes that English-Arabic dictionaries are designed for the general language user and for students at the undergraduate level. Students’ translations of lexical items have shown that some of these bilingual dictionaries do not provide the contextual meaning of the lexical item making it difficult for language users to choose the most appropriate meaning for the SL item. In addition, students’ lack of translation skills such as proof-reading skills can also be blamed for this high percentage of lexical errors. By opting for the first dictionary meaning students often produced erroneous translations which fell short of conveying the intended meaning of the source language item. These results accord with previous studies carried out by Farghal (1995), Al Ghussain (2003), Deeb (2005), Al Abbadi (2007), El Haj Ahmed (2009) and Thawabteh and Najjar (2014).

Collocation was the second type of lexical errors committed by the students in this study. The results indicated that student translators committed 67 errors as a result of the wrong use of collocation. These errors may be attributed to the fact that collocations are language-specific and that words in English and Arabic often differ in their collocational ranges (Baker, 1992, Adul-Raof, 2001, Dickins et al, 2002). In addition, students’ tendency towards literal translation resulted in erroneous collocations that are alien to the collocational ranges of Arabic. Bahumaid (2006) classifies translation problems in collocation into intralingual and interlingual problems. Intralingual problems refer to problems in identifying collocations and establishing collocability within a language while interlingual problems refer to collocability across languages as lexemes differ from one language to another. He believes that interlingual problems constitute the translator’s main concern as the translator searches for acceptable collocations in the TL (ibid: 135-6). Another possible reason for the occurrence of collocation errors in students’ translations is the non-existence of English-Arabic-English collocational dictionaries (ibid: 137). The absence of collocational dictionaries leaves Arab translators with no option but to have recourse to bilingual dictionaries producing collocations that are unacceptable in the TL.

9.2 Translation errors committed at the text level:
The study has also shown that students have committed a number of textual errors (115 errors). They are non-parallel structures (46), omissions (39), lexical repetition (16), redundant pronouns (8) and incongruent information (6). Most textual problems might be attributed to lack of comprehension of the source text, lack of translation knowledge and skills, and lack of the strategic knowledge to produce more efficient target texts. It is obvious from the errors found at the textual level that the translators failed to apply correct procedures required for producing a cohesive and coherent English target texts. For example, textual errors related to the use of non-parallel structures can be attributed to the students’ lack of translation knowledge and unfamiliarity with the requirements of a functionally operational text including the two principles of cohesion and coherence. Textual errors related to omissions can also be attributed to lack of comprehension of the source text and lack of translation strategies. The study showed that omission was found in this study to be used as a technique by translators, to avoid solving the problem, to escape the risk of incorrect translation which results in leaving a gap in the translation (Abbadi, 2007). This technique is different from the proper strategy of omission used to reduce a message with justified reasons (Martinez Melis and Hurtado Albir, 2001, Dickins et al, 2002). Lexical repetition errors are mainly related to students’ unfamiliarity with the conventions of Arabic and English as Arabic has a tendency for repetition while English has a tendency for lexical variation (Dickins et al, 2002). Redundant pronouns and incongruent information errors, the least committed errors found in the study, are related to students’ lack of
comprehension and translation techniques as most of the translators are novice translators who lack the translation competence and knowledge required to produce high-quality translations.

10. Recommendations for further research

Based on the findings of the study and taking into account the limitations of the study, the researcher makes the following recommendations:

- The high number of lexical and textual translation problems encountered by student translators in this study calls for more studies to be done on translation problems in general and English-Arabic translation problems in particular.

- The results indicated that bilingual dictionaries have a great impact on the quality of translation resulting in many erroneous translations. It would be worthwhile investigating the role existing bilingual dictionaries have on the quality of translation when compared with other dictionaries that are mainly used for translation purposes such as dictionaries of collocations, idioms and phrasal verbs.

- It would be important to apply the error identification criteria outlined in this study on different sets of texts and further revise the criteria to help future researchers in any study involving the analysis of errors.

- The high number of lexical errors found in this study indicates that translators focused on accessing words rather than sentences or larger segments of texts. This in turn indicates that the translators have been using the bottom-up approach of processing the source texts (micro analysis) rather than the top-down approach or the “macro” or “textual analysis”. So translator trainers should pay attention to issues pertaining to the text analysis approach suggested by Hatim and Mason (1990) and Snell-Hornby (1995).

- Finally, it is hoped that some of the findings of this study may encourage researchers to embark on further research in other types of translation problems, thus bringing more insights on the real causes of translation errors in general and in English-Arabic translation errors in particular.

References


El Haj Ahmed, M. (2009). Lexical, Cultural and Grammatical Translation Problems Encountered by Palestinian EFL Learners at the Islamic University of Gaza,


Nida, E. (1964). AWEJ.

Leiden: Brill.


Source Text

Appendix A

لغة الاختيار الإصعب

المؤلفة في قطاع غزاة يصاحبها التعددية لا تمثل دولة عظمي، ولا تمثل

الساحة حديثة متطرفة، تلبيّة أو خفيفة، ولا تنتمي مثلث من الدول العربية، و

وكلما تمت تطبيق، بما تتبع من إرادة وما يثير ، في تصريف، و

وعقيدة، تذكر الإسرائيليين، إن هذا حاكا معننا في

المستوطنات، وإن، هناك شعب يقول من أجل استمراده. 

أغيد الشهيد أحمد البكري، قائد كتائب عز الدين القسام، الجنائية العسكري

لحركة حماس، لم يكن منكذاً، ولكنه كونه وصل إلى الحقيقة، فقد ارتدت

إلى العدوان المتكرر على القطاع، قد أوجع القادة الإسرائيلية، وعزت

استقرار، وأمن، بدلاً، في المستوطنات العربية، وخلفت حالة من الضرر

والفتير، في صفوفهم.

مجزن أن تتبنى الولايات الأمريكية التي تنتاب أجزاء قطاع غزوة ليل نهار

تعرّض كل حركة، وتسلج كل همسة، بالوصول إلى هذا المعنى العسكري

الذي كبار، فهذه الهالة، خايفة، أنه دخول الإسرائيليين، واجهته أنهم

لأكرمهن من شرير، عام، علّق، فتربوا بالتعقيد، وتبقيهم خلف مدى

أعمال شاذة، واجهتهم في عملية من خلال نفق خلف جنوب

الأرض، بمشاركة الشهيد أبو سهيلة، وألمهم، وبين كل ذلك نجاحه

في إقناعه عن عيون المخابرات الإسرائيلية لأكره من ثلاثين، وهذا

أعمال في دقة، في نجاح ضعف إلى تجارب هذى التي لا تحصل.

كتابات الكمامة تعودت بالالتزام القادها، وثابت أنها ستنتج أيوجه على

الإسرائيليين، وهذه الكتابات كانت صادقة، إذا كانت نقدية، وثابتة للذين

أعتديت على الإسرائيليين بأربع مناطق اختلافات黑色اً، في التوقع القادر

السطورة في نظرة معاينية، تجاه، تجاه، في نهاية، إذا تحدصة

عدم الانتهاء، فثبت أن يتمتع، ويجيد،؟ أم انزالها، ويتمنى

إعادتها، فهل للاحتفاظ،؟ لا كابانات الكمامة، JSON الفضاء، لكي نتبن، في

ومدحتها، واهلاً طابور من الاستشاذين ينتقدون فيما بينهم على

يمكن في أول الطوبر.

تنباهد الذي يذهب إلى إخبارات يرمي إلى مبكرة قرار أن يوضعها في كتابية أخذ

مع حقيقة اليمن المكروه والمتحصين في يعدّ حرباء إسرائيلية، يريد

ينجز، فرزة المسمى من خلال فستة من دعاء إداء قطاع غزة. فأي

ديمقراطية هذه التي تعزز من المخاطر، في تقدير القلق والغضب وشفك

دعا محسور بعض مشروعةℭاً، في جهود السياق، والتزامات، والممارسات، والعوامل،

وكلما أخرج الإخبار الرابع بعد، وكيف يثبت ذلك، في تلك الأحزاب، في

ويكدون من الإخبار الربعي يعتقد، وكيف يثبت أنه، في أي حالة، ولعبه

في ذلك، ومنه، إذا تمتدّ له أو ينتمى، ومن سلسلة صراع، يتنصير

المضادة للطائرات التي حاولت، في القطاع.

لغة تخف ودعاه في وجه المجزرة الإسرائيلية، وهذا الصمود الطويل في

وجه العدوان، وتوتر الحصار بين الكثير من القادة الاعتر، الذي يرون فيه

كلوية، لأن إسرائيل لم تعد تشكل العدو الخطير بمعظمهم، إن لم يكن كله.

صواريخ حركات المقاومة في غزوة، ومنها تنتج دراما للإسرءيل والإرادة، أوه، هذه

ما يجري في غزوة، وما سيجري فيه أيضاً، هو اختيار لاستقراً، الوسط

العبري، ومصر على وجه الخصوص، والتدريج فلسطين، وقد لن تبناه في

تحزت في الإبقاء، فسوا، بوسائل المعاينة، أو بدعمه السيد، نيل كيلوتن

ومعهم، وسعتم في الاختيار، فقط لتمكينها، علّا، أي المستفّه، بالذات، والجهات.
Al-Qassam Brigades vowed to avenge its leader; they said they would open the gates of hell on Israelis; and if these Brigades said, they would fulfill their word, and if threatened they would carry out their threat; it is enough to recall that they threatened the Israelis with four martyrdom operations in retaliation for the assassination of the Resistance Legend Commander, Yahya Ayyash, in the mid-nineties, and they fulfilled their threat. When this writer said to a senior leader of Hamas at the time, "no need to determine the number of operations, for fear of stumble or delay of implementation; this would disappoint your supporters, and gloat your enemies." He said to me, literally, "it's the Qassam Brigades' decision to avenge their companion and leader, and there is a long line of martyrs competing among themselves to be the first in the line."

Netanyahu, who has called for early parliamentary elections, and decided to form a single block with his right-wing extremist ally, Avigdor Lieberman, leader of 'Yisrael Beiteinu', wants to enhance his secured victory by shedding more blood of the people of the Gaza Strip. What a democracy that grants competitors in the elections the right to murder, bomb and shed the blood of a people, besieged and deprived of the most basic requirements of life?

Israeli tanks are moving to the borders of the Gaza Strip, and Israeli spokesperson assert that the ground invasion is imminent, and may start at any moment. There is no surprise about that. Who would challenge or prevent Israeli tanks, and who would send anti-aircraft Stinger missiles to the resistance movements in the Gaza Strip?

The besieged Gaza stands alone in the face of Israeli massacres. This heroic steadfastness in the face of aggression disturbs many Arab leaders, who see it as a nightmare, because Israel is no longer a foe but a friend for most, if not all of them.

The Gaza resistance movements’ Missiles, no matter how modest they are, remove the mask off many faces, claiming for long their keen care for Islam, Arabism and Muslims.

What is happening in the Gaza Strip, and what will come later, is a test for the Arab Spring regimes, and for Egypt in particular. It is also a test of the pre-Arab Spring regimes, who managed to remain in power either through their repressive methods, or the support
of Mrs. Hillary Clinton, her government’s funds and aircraft carriers. It is certain that all of these leaders, or most of them, will fail the test, as long as that target of the massacres and attacks is classified in the category of danger or hostility to America and Israel. Therefore, his blood shall be permitted and his spirit must be wasted.

Arab peoples, and the Egyptian people, in particular, cannot accept this aggression against their brothers and sisters in the Gaza Strip. The Arab Spring loses its name and moral values if it does not make occupied Jerusalem its compass and ending occupation its target. The issue is greater than closing an Israeli embassy or expelling the ambassador. It is the dignity of a nation being humiliated by Israeli aggression against its sons stationed in the holy land to defend such dignity.

Gaza Strip, southern Lebanon, Sinai, and all Arab dignified locations that embraced the resistance movements, defended the usurped right, and rebelled against the US-Israeli oppression, all of them faced over the past sixty years many Israeli incursions, and came out in the end stronger and mightier. Therefore, no new Israeli bloody invasion or aggression will be an exception.

Martyr Ahmed Al-Jab’ari joined a long list of martyrs of Arab, Muslim and world nationalities. He followed the route of his brothers in Hamas, Fatah, Islamic Jihad, Popular Resistance Committees, both Popular and Democratic Fronts, and all other Resistance Movements. It is an inevitably long march as long as occupation persists, aggression aggravates, and hopes for peace recedes.