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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.*

المشكلات اللغوية والصعوبات المتعلقة بالنص لدى طلبة الدبلوم المهني في الترجمة في الجامعة الإسلامية بغزة

تهدف هذه الدراسة الى التعرف على الصعوبات والمشاكل اللغوية و الصعوبات المتعلقة بالنص التي يواجهها طلبة الدبلوم المهني في الترجمة في الجامعة الإسلامية بغزة. و اعتمد الباحث في تحليل النصوص المترجمة على أدوات تقييم مختلفة، وخلصت الدراسة الى وجود صعوبات عدة في الترجمة من العربية الى الانجليزية لدى الطلبة، وأوصى الباحث بضرورة ان يتعرف الطلبة على أسباب هذه الصعوبات وإيجاد الحلول المناسبة لها من أجل تفاديها في المستقبل.

كلمات مفتاحية: الجامعة الإسلامية بغزة، أدوات تقييم مختلفة، صعوبات الترجمة اللغوية، صعوبات الترجمة المتعلقة بالنص ، طلبة الدبلوم المهني في الترجمة.

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

Research in translation problems remains ongoing while students continue to commit a wide range of translation errors. A number of studies have discussed translation problems encountered by Arab translators. Some of these have discussed one aspect of the most common translation problems between English and Arabic, e.g. Farghal (1995), Saraireh (2001), Zughoul and Abdul-Fattah (2003), Abu Ssaydeh (2004), Al Jabr (2006), Bahumaid (2006) and Thawabteh and Najjar (2014) (cf. Literature Review: section 5). Others have discussed different types of English-Arabic translation problems such as Al Kenai (1985), Ghazala (1995), Farghal and Shunnaq (1999) Al Ghussain (2003), Deeb (2005), Abbadi (2007) and El Haj Ahmed (2009). 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 discursal 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. Discursal problems were committed due to students' unfamiliarity with discursal 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.

Almubarak (2007) discussed the problems of cultural references in the English translation of Mahfouz's novel *Middaq 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

Bahumaid (2006) investigated problems of collocations in English-Arabic and Arabic-English translation and the procedures employed by translators in rendering them, while Al Jabr (2006) studied the problems syntactically-complex sentences pose for Arab translation students and prescribed some strategies that may help learners overcome them.

The methodology employed in this study is explained as follows:

Following Kussmaul's (1995: 4) product-oriented approach, the study consists of three stages: description of errors (looking at the symptoms), finding the reasons for the errors (diagnosis) and pedagogical help (therapy). The present research starts by describing lexical and textual problems encountered by Palestinian professional diploma students at the IUG, trying to find the reasons behind their errors (sections:7&8) and finally suggesting some pedagogical help for them to cope with these errors (sections:7-9).

The subjects of this study are 13 professional diploma students who were enrolled in a postgraduate one-year programme leading to a professional diploma in translation and interpreting at the IUG. Each one of the students has a BA in English language and literature from Gaza universities. Before joining the programme, the students had already studied two to three courses in translation as part of their undergraduate study requirements. They translated an argumentative political text. The text is the kind of texts that poses the greatest challenges to Palestinian Arab translators, since they are dealing with two languages that are linguistically and culturally unrelated.

In addition to the students' translations the researcher used other instruments of data collection, including the researcher's assessment and a professional translator's model translation. The researcher – a faculty member at the English Department at the IUG with long experience in teaching translation and working as a professional translator –

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.

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:

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

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 *ما يجري في قطاع غزة، وما سيجري فيه لاحقاً، هو اختبار لأنظمة الربيع العربي، ومصر على وجه الخصوص* as follows:

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: 'What 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 قافلة طويلة من الشهداء in

الشهيد أحمد الجعبري انضم إلى قافلة طويلة من الشهداء من كل الجنسيات as:

The martyr, Ahmed Al-Ja'bari joined a long convoy of martyrs of all Arab, Islamic and global nationalities.

Martyr Ahmed Al-Ja'bari joined a long convoy of martyrs from all international, Islamic and Arabic nationalities.

The martyr Ahmed Al-Ja'bari joined the long convoy of martyrs from all the Arab, Islamic and worldwide nationalities.

As can be seen above the English translation 'a long convoy of martyrs' is an unacceptable equivalent of the Arabic قافلة طويلة من الشهداء. In English the collocational ranges of "convoy" include 'trucks', 'lorries', 'freighters', among others; they do not include 'martyrs'. Arabic and English have their own preferences for certain modes of expressions and certain linguistic configurations (Baker, 1992, Dickins et al, 2002).

A suggested translation provided by the professional translator would be:

Martyr Ahmed Al-Ja'bari joined a long list of martyrs of Arab, Muslim and world nationalities.

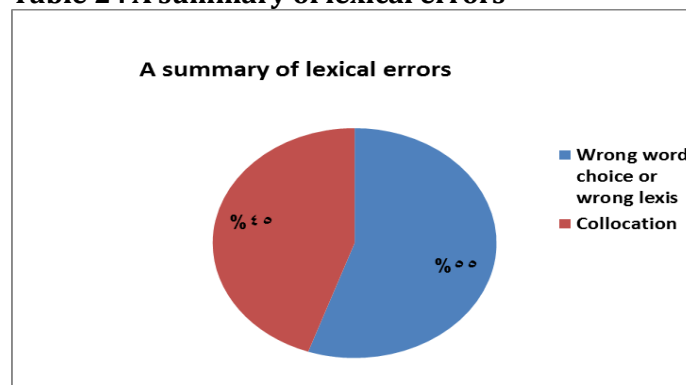
Other collocational errors committed by students are included in the table below:

No.	ST	Erroneous collocations	Suggested translations
1.	وتراجعت آمال السلام	Peace hopes backed	hopes for peace receded
2.	وأوفت بالعهد	performed her pledges	fulfilled their threats
3.	الدول العربية	Arabic countries	Arab countries
4.	حقا مغتصبا	rifled right	usurped right
5.	احتضنت المقاومة	adopted resistance	embraced resistance
6.	توعدت الإسرائيليين بأربع عمليات استشهادية انتقاما...	They threatened to do four martyrdom operations to avenge...	They threatened the Israelis to carry out four martyrdom operations in retaliation...
7.	البقاع العربية الطاهرة	clean Arab lands	Arab sanctified locations
8.	وخلقت حالة من الذعر والرعب في صفوفهم	make a state of terror among them	and created a state of panic and terror in their ranks
9.	الاجتياح البري	land invasion	ground invasion

Table 1: Errors involving collocations

No	Type of error	Number	Percentages
1	Wrong word choice or wrong lexis	83	55.3%
2	Collocation	67	44.7%
Total		150	

Table 2 : A summary of lexical errors



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 **تهان وتذل** and other forms of parallelism belonging to the same semantic fields (semantic field: **near-synonymous words**) **سفير** and **سفارة** , (semantic field: 'diplomatic affairs'), **طرد** and **إغلاق** (semantic field: 'near-synonymous words') and **اسمه** and **وقيمة** (semantic field: near-synonymous words). Here is a student's translation:

ST

الشعوب العربية، والمصرية خاصة، لا يمكن أن تقبل بهذا العدوان على أشقائها في القطاع، والربيع العربي يفقد اسمه وقيمه الأخلاقية إذا لم تكن القدس المحتلة بوصلته وإنهاء الاحتلال غايته، فالمسألة أكبر من إغلاق سفارة أو طرد سفير، المسألة إن كرامة أمة تهان وتذل من خلال العدوان 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 وقيمه**); 'compass and purpose' (corresponding to ST: **بوصلته وإنهاء**); 'embassy and ambassador' (corresponding to ST: **سفارة وسفير**). However, the English TT relayed the Arabic **تهان وتذل** as 'humiliated and disgraced' , introducing unnecessary repetition in the TT. In addition, the text has inappropriately relayed the parallelism in **طرد سفير** أو **إغلاق سفارة** 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 the two parallel structures in the TT are : 'closing an Israeli embassy or expelling the ambassador' . 'Being humiliated' also translated the Arabic **تهان وتذل**, omitting any unnecessary repetition.

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

محزن أن تتجح الطائرات الإسرائيلية التي تستبيح أجواء قطاع غزة ليل نهار، ترصد كل حركة، وتسجل كل همسة، بالوصول إلى هذا العقل العسكري والأمني الكبير، بهذه السهولة.

It's sorrowful that Israeli planes which fly freely in Gaza Strip day and night, observing every activity and record every whisper, have succeeded in reaching this great security and military mind with ease.

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. Dickins 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 **ثقيلة** أو **خفيفة**, as shown below:

المقاومة في قطاع غزة بفصائلها المتعددة لا تمثل دولة عظمى، ولا تملك اسلحة حديثة متطورة، ثقيلة او خفيفة، ولا تنتظر مثلها من الدول العربية.

Resistance in Gaza with its different factions does not represent a big power, does not have modern developed weapons....., and do not wait like these weapons from the Arab countries.

Resistance in Gaza with its various factions does not represent a superpower country, does not have modern developed weapons....., and do not wait like these weapons from the Arab countries.

As can be seen in the above examples the translators omitted key words in the ST, which is unjustified. This omission not only affects the semantic equivalence but it also reduces the total meaning transferred into the TT. The omission above may be attributed to carelessness or failure on the part of the translator to capture the intended meaning and convey it adequately in the TL. Surprisingly, there is nothing in the context to hinder the translation of these words. The whole propositional meaning of the sentence is retained once the omitted parts are translated.

In addition to the omissions found at the sentence level, other cases of omission were reported at the paragraph level. An example of this is the omission seen in the translation of the following ST, as illustrated below:

ST

الشهيد احمد الجعبري انضم إلى قافلة طويلة من الشهداء من كل الجنسيات العربية والإسلامية والعالمية، مثلما انضم إلى اشقائه في حماس وفتح والجهاد ولجان المقاومة الشعبية، والجهتين الشعبيتين والديمقراطية، وكل الفصائل الأخرى. انها مسيرة ستطول حتما طالما بقي الاحتلال وتغول العدوان، وتراجعت آمال السلام.

TT

The martyr Ahmed Al-Ja'bari 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 'عيون' 'eyes', omitting information particularly not important, as in:

والأهم من كل ذلك نجاحه في اخفائه عن عيون المخابرات الإسرائيلية لأكثر من ثلاثة اعوام.

and most importantly his success in hiding him from the Israeli intelligence for more than 3 years

Above all, his success in hiding the soldier from the Israeli intelligence for more than three years.

8.3 Lexical repetition (16 errors)

Arabic lexical repetition posed one of the most problematic textual problems for student translators. An example of lexical repetition is seen in students' translations of the Arabic lexical items تهان وتذل, as in

المسألة إن كرامة أمة تهان وتذل من خلال العدوان على المرابطين من أبنائها. The issue is that the nation is insulted and humiliated through aggression on Gazan resistants.

It's about nation's dignity being humiliated and disgraced through the aggression over the Arab people centering on the front lines .

The issue is that the dignity of the nation is trampled and humiliated by the aggression against the Almoravids of her sons.

As can be seen in the translations above the students translated the Arabic set تهان وتذل as 'insulted and humiliated' respectively, introducing unnecessary repetition in the target text. "The convention which operates otherwise in English that words having much the same meaning are not conjoined is overridden" (Dickins et al, 2002:61).

A suggested translation would be:

It is the dignity of a nation that is humiliated by Israeli aggression against its sons who are living in the holy land.

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، ومهما بلغت درجة تواضعها، تميظ القناع عن وجوه عديدة طالما إدعت حرصها على الإسلام والعروبة وأهل 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:

مثلما هو اختبار لأنظمة ما قبله، نجحت في البقاء سواء بوسائلها القمعية، أو بدعم السيدة هيلاري كلينتون وحكومتها وأموالها 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.

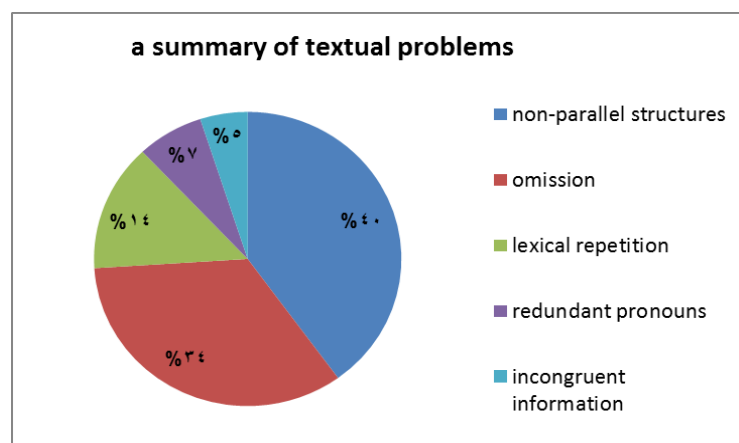
However, other students managed to get the information correctly, as seen below:

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 Hilary Clinton and her government, money, or aircraft carries.

No.	Type of error	Number	Percentage
1	non-parallel structures	46	40%
2	Omissions	39	34%
3	lexical repetition	16	14%
4	redundant pronouns	8	7%
5	incongruent information	6	5%
Total		115	

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.

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Appendix A

Source Text

غزة الاختبار الصعب

المقاومة في قطاع غزة بفصائلها المتعددة لا تمثل دولة عظمى، ولا تملك أسلحة حديثة متطورة، ثقيلة أو خفيفة، ولا تنتظر مثلها من الدول العربية، ولكنها تستطيع، بما تملكه من إرادة وما يتيسر من أسلحة، وما تتبناه من قيم وعقيدة، تذكير الاسرائيليين، وبعض العرب، ان هناك حقا مغتصبا في فلسطين، وان هناك شعبا يقاوم من اجل استرداد.

اغتيال الشهيد احمد الجعبري قائد كتائب عز الدين القسام، الجناح العسكري لحركة 'حماس'، لم يكن مفاجئا، ولكنه يؤكد ان صواريخ المقاومة، التي جاءت ردا على العدوان المتكرر على القطاع، قد اوجعت القيادة الاسرائيلية، وهزت استقرار وأمن مئات الآلاف في المستوطنات الجنوبية، وخلقت حالة من الذعر والرعب في صفوفهم.

محزن ان تنجح الطائرات الاسرائيلية التي تستبج اجواء قطاع غزة ليل نهار، ترصد كل حركة، وتسجل كل همسة، بالوصول الى هذا العقل العسكري والأمني الكبير، بهذه السهولة، خاصة انه دؤخ الاسرائيليين واجهزة امنهم لأكثر من عشرين عاما، بلغت ذروتها في تخطيطه وتنفيذه لخطف الجندي جلعاد شاليط، ومهاجمة وحدته في عملية جريئة من خلال نفق حفر تحت الأرض، بمشاركة الشهيد ابو سميذانة (ابو عطايا). والأهم من كل ذلك نجاحه في اخفائه عن عيون المخابرات الاسرائيلية لأكثر من ثلاثة اعوام، وهذا اعجاز في حد ذاته، وانجاز يضاف الى إنجازات هذا الشهيد التي لا تحصى.

كتائب القسام توعدت بالانتقام لقائدها، وقالت انها ستفتح ابواب جهنم على الاسرائيليين، وهذه الكتائب اذا قالت صدقت، واذا هددت نفذت، وبكفي التذكير انها توعدت الاسرائيليين بأربع عمليات استشهادية انتقاما لاغتيال القائد الاسطورة في نظر مقاومتها، يحيى عياش، في منتصف التسعينيات، ووافت بالعهد، حتى انني قلت لأحد قياديي 'حماس' الكبار في حينها، لا داعي لتحديد عدد العمليات، خشية ان يعتز او يتأجل التنفيذ، ويخيب أمل انصاركم، ويشمت اعداؤكم، فقال لي بالحرف الواحد، انه قرار كتائب القسام للانتقام لرفيقهم وقائدهم، وهناك طابور طويل من الاستشهاديين يتنافسون فيما بينهم على من يكون في اول الطابور.

نتنياهو الذي دعا الى انتخابات برلمانية مبكرة قرر ان يخوضها في كتلة واحدة مع حليفه اليميني المتطرف افيغدور ليبرمان زعيم حزب 'اسرائيل بيتنا'، يريد ان يعزز فوزه المضمون من خلال سفك المزيد من دماء ابناء قطاع غزة. فأي ديمقراطية هذه التي تخول المتنافسين في انتخاباتها حق القتل والقصف وسفك دماء اناس محاصرين مّوجعين محرومين من ابسط متطلبات الحياة الاساسية؟ الدبابات الاسرائيلية تندفق الى حدود قطاع غزة، والمتحدثون الاسرائيليون يؤكدون ان الاجتياح البري بات وشيكا، وقد يقع في اي لحظة، ولا غرابة في ذلك، فمن الذي سيتصدى لها او يمنعها، ومن سيرسل صواريخ ستينغر المضادة للطائرات الى حركات المقاومة في القطاع؟

غزة تقف وحدها في وجه المجازر الاسرائيلية، وهذا الصمود البطولي في وجه العدوان، وتحت الحصار يزعج الكثير من القادة العرب، الذين يرون فيه كابوسا، لأن اسرائيل لم تعد تشكل العدو بل الصديق لمعظمهم، ان لم يكن كلهم. صواريخ حركات المقاومة في غزة، ومهما بلغت درجة تواضعها، تميط القناع عن وجوه عديدة طالما ادّعت حرصها على الاسلام والعروبة وأهل التوحيد. ما يجري في قطاع غزة، وما سيجري فيه لاحقا، هو اختبار لأنظمة الربيع العربي، ومصر على وجه الخصوص، مثلما هو اختبار لأنظمة ما قبله، نجحت في البقاء سواء بوسائلها القمعية، او بدعم السيدة هيلاري كلينتون وحكومتها واموالها وحاملات طائراتها. ومن المؤكد ان هؤلاء جميعا، او معظمهم، سيسقطون في الاختبار، فطالما ان المستهدف بالمذابح والهجمات

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يصتّف في خانة الخطر أو العداء لأمريكا واسرائيل، فدمه مباح وروحه يجب أن تهدر. الشعوب العربية، والمصري خاصة، لا يمكن أن يقلل بهذا العدوان على اشقائه في القطاع، والربيع العربي يفقد اسمه وقيمه الاخلاقية اذا لم تكن القدس المحتلة بوصلته وإنهاء الاحتلال غايته، فالمسألة اكبر من إغلاق سفارة أو طرد سفير، المسألة ان كرامة امة تهان وتذل من خلال العدوان على المرابطين من ابنائها. قطاع غزة وجنوب لبنان وسيناء، وكل البقاع العربية الطاهرة التي احتضنت المقاومة، ودافعت عن الحق، وتمردت على الظلم الامريكي - الاسرائيلي، واجهت وعلى مدى السنين عاما الماضية الكثير من الاجتياحات الاسرائيلية، وخرجت في نهاية المطاف اقوى واصلب عودا، ولن يكون اي اجتياح او عدوان دموي اسرائيلي جديد استثناء. الشهيد احمد الجعبري انضم الى قافلة طويلة من الشهداء من كل الجنسيات العربية والاسلامية والعالمية، مثلما انضم الى اشقائه في حماس وفتح والجهاد ولجان المقاومة الشعبية، والجهتين الشعبية والديمقراطية، وكل الفصائل الأخرى. انها مسيرة ستطول حتما طالما بقي الاحتلال وتغول العدوان، وتراجعت آمال السلام.

Appendix B The Model translation

Palestinian resistance in the Gaza strip with all its factions is not a super power; it does have heavy or light modern sophisticated weapons, nor does it expect the same from Arab States. Nevertheless, the Palestinian resistance, armed with its own determination, weapons available, values and doctrine, is capable of reminding Israel, and some Arab states that there is a right usurped in Palestine and that there is a people resisting in order to restore that usurped right.

The assassination of martyr Ahmed Al-Ja'bari, the commander of Izz al-Din al-Qassam, the military wing of Hamas Movement, was not a surprise, but it confirmed that the rockets of the resistance, which came in response to the repeated aggression on the Gaza Strip, have hurt the Israeli leadership, and rocked the stability and security of hundreds of thousands in the southern settlements, and created a state of panic and terror in their ranks.

It is sad that the Israeli fighters, violating the air of Gaza Strip ,day and night, monitoring every movement, and recording every whisper, managed so easily to hunt this big military and security mind; a mind that dazed the Israelis and their security agencies for more than twenty years, culminating in planning and implementing the kidnap of Gilad Shalit, attacking his unit in a daring operation through a tunnel dug under the ground, with the participation of martyr Abu Samhadana (Abu Ataya). Most significant of all was his success in hiding him from the eyes of the Israeli

intelligence for more than three years; this in itself was unique, a feat added to the countless achievements of this martyr.

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 they 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.