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✉ educationhumanities1@gmail.com
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utjedh@utq.edu.iq

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المحتويات

ت	اسم الباحث و عنوان البحث
1	نمذجة العلاقات السببية بين الانفعالات الاكاديمية (السارة وغير السارة) المصاحبة للتعليم الإلكتروني لدى طلبة المرحلة الاعدادية م.د. ابراهيم خليل عيدان الجارالله
2	الشعراء الرواد العراقيون نقادًا للغة الشعر الحر م.م. نغم عدنان ناجي أ.د. علي حسين جلود
3	القرآنيّة التوافقية في شعر مهدي النّهيري 1 م.م. عبد الأمير دلي مجباس 2- أ.د. أحمد رضا حيدر يان شهري 3- أ.م.د. يحيى حسن خضير
4	التحولات الفكرية والتوجهات السياسية عند بدر شاكر السياب م . د سلمان رشيد محمد الهلالي
5	قضية الكردية في بيانات حزب البعث والحزب الشيوعي (السرية والعلنية) 1968-1973 (دراسة وثائقية) م . د . مناف جاسب محمد علي
6	شعرية الانزياح في شعر الجواهري م. د. جواد هادي حسين الفضلي
7	الاتجاه الاجتماعي في دراسات الأمثال العربية الحديثة أ.د. عباس جخيور سدخان م.م. وسام مهدي أحمد
8	البعد المكاني للنمو السكاني وتأثيره على المعيار المستدام للمناطق الخضراء في مركز مدينة الناصرية أ.د. حسن جبار هميم سعود خمات صكبان

أثر عمليات التجوية على الطرق البرية في محافظة ذي قار أ . د سرحان نعيم الخفاجي - ابتهاج حامد حسن	9
معاني المدن العراقية الكبرى في معجم البلدان م.م. محمد قاسم فرحان	10
المشاركة السياسية للأمة عند العلامة الشيخ محمد مهدي الآصفي دراسة فقهية ا.م.د. رعد كاظم كاكه الله	11
لغة النُّقْد في التُّرَاث الأدبي كِتَابُ (الْوَشْي المَرْقُوم في حَلِّ المَنْظُوم) لضياء الدين بن الأثير (ت 637هـ) أنموذجاً م.د. صباح حسن عبيد التميمي	12
موقف الأحزاب السياسية العراقية من القضايا الدولية في العهد الملكي م . م . أبازر راضي كريدي العامري	13
طرق المعرفة الاجــــرائية وعلاقتها بمهارات ما وراء الذاكرة م. فاطمة عادل داخل	14
القلق من المستقبل وعلاقته باتخاذ القرار لدى طلبة المرحلة الإعدادية م . د علي رسن شندوخ	15
أسلوب التعظيم في التعبير القرآني/ دراسة دلالية م. د . خالد خضير عباس	16
المقدس التاريخي وأثره في تصدع الظاهرة النقدية للاستشراق مقاربات في كتابات النقد الإسلامية أ.م. د شهيد كريم محمد	17
العلاقات البريطانية - الليبية من الاحتلال الايطالي لنهاية الحرب العالمية الاولى (1911 - 1918) م.م. فلاح علي دليل	18
روايات سالم حميد وخطاب التفكيك ومظاهر التجريب م.د. مسار غازي شناوه	19

المهدية وأحداثها الداخلية والخارجية في عهد عبد الله المهدي الفاطمي 303-322هـ / 915-933م ا.م. د. علي فيصل عبد النبي العامري	20
موجّهات التّلقّي النصّيّة في الخطاب التّفسيري "مواهب الرحمن اختياراً" ا.د. حسين علي عبد الحسين الدخيلي د. علياء حميد الغرابي	21
العلاقات التجارية الأمريكية غير الرسمية مع الاتحاد السوفيتي 1922-1933 ا.م.د. حيدر سلام لازم عزيز	22
الأنا المنكسرة ونسق التعويض في (ما ينقص شاعراً) لعمر الدليمي أ.م.د. حسين علي جبار القاصد	23
التوزيع المكاني للمرائب في محافظة ذي قار لعام 2020-2021 م. م علي عبد الكريم جواد الحجامي	24
شجاعة الرسول (ص) عند شعراء صدر الإسلام م.د. وضاح حسن خضر الحديدي	25
الأبعاد الجغرافية لظاهرة الهجرة الداخلية للسكان في محافظات الفرات الأوسط للمدة 2003 - 2020 م. د. حسام صبار هادي الزيايدي	26
رواية الحفيدة الأمريكية، دراسة في النقد الايديولوجي م. د. واثق حسن مجهول الحساوي	27
العلاقات الأمريكية - الألبانية 1912 - 1939 م. محمد عبود مهاوش	28

رئيسه معوض ودوره السياسي في لبنان (1925 - 1989) م.د.قاسم جبّاري لطيف زاحم المرشدي	29
Misordered Words: A Study in Iraqi EFL Learners' Written Production م. رانية عدنان عزيز م. وفاء حسين جبر التميمي	30
Supporting Communicative Approach Using YouTube to Teach the Apology Strategies to Secondary School Students: An Experimental Study م.م. امال صبار جليد م.م. احمد ابراهيم الطيف	31
The Contextual Uses of the Impoliteness in Ernst Hemingway's <i>The Snow of Kilimanjaro</i> Sahab Salih Fenjan	32
A Discourse Analysis of Sectarian Discourse on Some Selected News Websites Asst. Prof. Saddam Salim Hmood	33
Translation Students Mistakes in translating commonly used English sentences and phrases into Arabic (comparing graduates of the scientific branch with graduates of literary branch) م.م. شهلاء خالد جاسم	34

**الأخطاء التي يرتكبها طلبة الترجمة في ترجمة الجمل والعبارات الإنكليزية الشائعة
إلى العربية (مقارنة بين خريجي الفرع العلمي والأدبي)
Translation Students Mistakes in translating commonly
used English sentences and phrases into Arabic
(comparing graduates of the scientific branch with
graduates of literary branch)**

م.م. شهلاء خالد جاسم Shahla Khaled Jasim

الترجمة – اللغة الإنكليزية- قسم العلاقات الثقافية - رئاسة الجامعة التقنية الوسطى- الجامعة
التقنية الوسطى- بغداد- العراق

**Cultural Relation Department, Presidency of the Middle
Technical University
Middle Technical University- Baghdad-Iraq
shahla.khaled@mtu.edu.iq**

**Key words: Translation, Commonly used English Sentences and
Phrases, Graduates of Preparatory Study Literary & Scientific
Branches.**

الكلمات الأساسية: الترجمة ، الجمل والعبارات الإنكليزية شائعة الاستخدام ، خريجو الدراسة
التحضيرية في الفروع الأدبية والعلمية

المستخلص

تهدف الدراسة إلى تجاوز طلبة قسم الترجمة /المرحلة الأولى في كليات الآداب بالجامعتين
المستنصرية والعراقية الأخطاء في ترجمة الجمل الإنكليزية الشائعة إلى العربية. ولتحقيق هدف
الدراسة ، تناول الباحث جملاً إنكليزية شائعة الاستخدام ومتداولة شملت (20) سؤالاً لترجمتها
بمعناها الدقيق وليس الحرفي من طلبة قسم الترجمة / المرحلة الأولى / كلية الآداب في الجامعتين
المستنصرية والعراقية. وتم وضع درجة لكل سؤال لتكون الاستبانة بالوقت نفسه اختباراً تحصيلياً .
وتم جمع الاستمارات وتصحيحها حيث اعتمدت الدرجة (1) للترجمة الصحيحة ودرجة (0) للترجمة
الخاطئة. واعتمدت الترجمة الكلية للجمل ككل (20) درجة. وتمت مقارنة إجابات الطلبة المبحوثين
من خريجي الفرع العلمي بالدراسة الإعدادية مع خريجي الفرع الأدبي.

مجلة كلية التربية للعلوم الانسانية – جامعة ذي قار المجلد (12) العدد (2) 2022
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توصلت الدراسة ومن خلال مقارنة إجابات الطلبة المبحوثين إلى أن إجابات الطلبة خريجي الفرع
العلمي أعلى من أقرانهم من خريجي الفرع الأدبي الذي يرجع إلى أسباب عدة منها، التحاقهم
بالعديد من الدورات والمحاضرات قبيل الامتحانات الوزارية.

توصي الدراسة قيام تدريسيي أقسام الترجمة بإجراء اختبارات تفاعلية تأهيلية للطلبة بشكل
عام وخريجي الفرع الأدبي بشكل خاص، وكذلك العمل مستقبلا على إعداد دورات تأهيلية للطلبة
المقبولين في قسم الترجمة بهدف إطلاعهم على اختصاص الترجمة والإمكانيات والتحديات
والصعوبات التي تواجه طالب قسم الترجمة قبيل الشروع بالمنهج الدراسي المقرر للطلبة ، وإعداد
محاضرات إلكترونية إضافية للطلبة عموما ولخريجي الفرع الأدبي بصفة خاصة؛ لإثراء معلوماتهم
واكتساب مهارات أعلى في مجال التخصص.

Abstract

The study goal is to bypass the students of the Translation Department /First stage of the Faculties of Arts of the Mustansiriyah and Al Iraqia Universities the mistakes in translating commonly used English sentences and phrases into Arabic.

To achieve the goal of the study, the researcher addressed commonly used English sentences and phrases that included (20) questions to translate in an exact sense not literally by students of the translation department / first stage / Faculty of Arts in the universities of Mustansiriyah and Al Iraqia . The answers of the research sample's students who graduated from the preparatory school/scientific branch were compared with those who graduated from the literary branch.

By comparing the answers of the researched students, the study found that the answers of the scientific branch students were higher than those of the literary branch, which was due to a number of reasons, among which they have enrolled in courses and lectures prior to the ministerial examinations.

The study recommends that translation departments instructors have to conduct interactive qualifying tests for students in general and for graduates of the literary branch in particular, and prepare future training courses for students

admitted to the translation department with a view to informing them to the competence of translation and the possibilities, challenges, and difficulties they may face prior to the commencement of the specialty curriculum. It also recommends that additional electronic lectures be prepared for students in general and for literary branch graduates, in particular, to enrich their information and acquire higher skills in the specialty.

Chapter one : Preliminaries of the Research

1.1. Introduction

The translation learning at Iraqi universities, namely the University of Mustansiriyah /Faculty of Arts/Translation Department, is one of the rare specialized studies , as translation specialty is concerned with the transfer of ideas, knowledge, and culture of two different languages . There are some mistakes made by the translator when he starts the translation process, and they arise from the fact that the equivalent in terms of the meaning in the language transferred may not be transmitted or given the same message written in the source language, or the language format in which the message is displayed in the source language is defective or is not sufficient for that in the target language. If the information and assumptions shared between the reader and the carrier are different, especially if this occurs between two languages that are completely different in cultural terms, such as Arabic and English. In fact, it is not easy to translate from English to Arabic and vice versa; because of the different structure and composition of the two languages. Translation learners and practitioners agreed that one of the greatest problems of translation is their inability to give the exact meaning of the text that he or she has to translate into another language. In order to complete a translation process successfully

and accurately, a specific set of skills is required to overcome language and semantic barriers.

1.2.The Problem of the Research

The problem of the research is the mistakes made by first-stage students in the translation departments / Faculties of Arts in the Mustansiriyah and Al Iraqia universities when translating commonly used English sentences and phases into Arabic.

1.3.Aims of the Research

The research aims to :

- Address mistakes made by students of the translation department/first stage in translating commonly used English sentences and phrases into Arabic.
- Identify and overcome differences by comparing the answers of the students of scientific branch with the students of the literary branch in translating commonly used English sentences and phrases into Arabic.

1.4. Hypothesis of the Research

The research is based on the following hypothesis :

First-stage students in translation departments make mistakes in translating commonly used English sentences and phrases into Arabic.

1.5. The Significance of the Research

The importance of research is the difficulties faced by students of the first stage/ translation department in translating commonly used English sentences and phrases into Arabic.

1.6. Limits of the Research

The research is limited to all first-stage students /translation departments in Al-Mustansiriyah and Al Iraqla universities, as the translation departments of these two universities are located exclusively in the capital Baghdad. As for the research sample, a random sample of (30) students was selected from the First-stage / Translation Department in Al-Mustansiriyah university as a sample in this study.

Chapter two: Theoretical Background

2.1. Translation Definition

Nugroho (2017:1)" believes that "translation is a process of rendering meaning, ideas, or messages of a text from one language to other language. There are some considerations which follow this process, which mainly related to the accuracy, clarity and naturalness of the meaning, ideas, or messages of the translation". (Nugroho, 2017:1) "Translation is basically a process of conveying meaning or meaning of a given-linguistic discourse of a language into other language, more than just transferring words or grammatical structure of the SL".(ibid:12)

Translation is one of the linguistic arts that is indispensable to the advancement of nations, and seeks to transfer sciences of various kinds

from the source language to different languages. It is the transfer of content from the source language to the target language. Osman (2017:1) has defined translation as "a mental activity in which a meaning of given linguistic discourse is rendered from one language to another. It is the act of transferring the linguistic entities from one language in to their equivalents into another language. Translation is an act through which the content of a text is transferred from the source language in to the target language. The language to be translated is called the source language (SL), whereas the language to be translated into or arrived at is called the target language (TL)."(ibid)

Newmark (1988:5) wrote " What is translation? Often, though not by any means always, it is rendering the meaning of a text into another language in the way that the author intended the text. Common sense tells us that this ought to be simple, as one ought to be able to say something as well in one language as in another. On the other hand, you may see it as complicated, artificial and fraudulent, since by using another language you are pretending to be someone you are not" (ibid)

Safi (2011: 3) adopted Koller description of translation as a "text processing activity and simultaneously highlights the significance of 'equivalence:' Translation can be understood as the result of a text-processing activity, by means of which a source-language text is transposed into a target-language text. Between the resulting text in L2 (the target-language text) and the source text L1 (the source language text) there exists a relationship which can be designated as translational, or equivalence relation".(ibid)

Newmark (1988:7) stated that" translation, as a means of communication, is used for multilingual notices, which have at last appeared increasingly conspicuously in public places; for instructions

issued by exporting companies; for tourist publicity, where it is too often produced from the native into the 'foreign' language by natives as a matter of national pride; for official documents, such as treaties and contracts; for reports, papers, articles, correspondence ".(ibid)

2.2. Theories of Translation

Defining the concepts of translation theories, their cognitive origins and ways of employing them in the teaching of translation contributes to solve the linguistic and cultural difficulties faced by translation learners on the basis of the selection imposed by the type of text. It is noticeable that through the interaction between theories, linguistic knowledge and translation practice, a successful didactic act arises. Safi (2011 :47)

stated that according to Newmark "translation theory is concerned mainly with determining appropriate translation methods for the widest possible range of texts or text-categories. It also provides a frame work of principles, restricted rules and hints for translating texts and criticizing translations, a background for problem solving. In a narrow sense, translation theory is concerned with the translation method appropriately used for a certain type of text, and it is therefore dependent on a functional theory of language. However, in a wider sense, translation theory is the body of knowledge that we have about translating, extending from general principles to guidelines, suggestions and hints". (Safi,2011 :47)

Newmark (1988:21) pointed that "the heart of translation theory is translation problems (admitting that what is a problem to one translator may not be to another); a theoretical discussion of the philosophy and psychology of translation is remote form the translator's problem" (ibid).

When conducting a field survey of major mistakes made by junior translators, we certainly reached the point that most of them would rely entirely on bilingual dictionaries for translation, using the best synonyms

for literary translation, transferring all English words of Latin origin, continuous paraphrasing, etc. But they've lost the exact meaning of the sentences or text they want to translate.

Catford (1965:20) argues that "the theory of translation is concerned with a certain type of relation between languages and is consequently a branch of Comparative Linguistics". Thus translating is defined as "the replacement of textual material in one language (SL) by equivalent textual material in another language TL".(ibid)

Catford (1965:19) stated that "the theory of translation is concerned with a certain type of relation between languages and is consequently a branch of Comparative Linguistics. From the point of view of translation theory the distinction between synchronic and diachronic comparison is irrelevant. Translation equivalences may be set up, and translations performed, between any pair of languages or dialects — ‘related’ or ‘unrelated’ and with any kind of spatial, temporal, social or other relationship between them". (ibid)

Newmark (1988:9) wondered "What translation theory does is, first, to identify and define a translation problem (no problem - no translation theory!); second, to indicate all the factors that have to be taken into account in solving the problem; third, to list all the possible translation procedures; finally, to recommend the most suitable translation procedure, plus the appropriate translation. Translation theory is pointless and sterile if it does not arise from the problems of translation practice, from the need to stand back and reflect, to consider all the factors, within the text and outside it, before coming to a decision"(ibid).

Kaheal(2008: 44) refers to "the existence of an Arabic theory of translation, represented by Al-Jahiz and the Book of Animals, which is

based on determining what works in translation between understanding and explanation and determining conditions and efficiency". (Kaheal,2008: 44)

Nida(1991:20) stated that "a theory of translation should be a coherent and integrated set of prepositions used as principles for explaining a class of phenomena . But a fully satisfactory theory of translating should be more than a list of rules- of- thumb by which translators have generally succeeded in reproducing reasonably adequate renderings of source texts. A satisfactory theory should help in the recognition of elements which have not been recognized before, as in the case of black holes in astrophysics. Nida stated that "a theory should also provide a measure of predictability about the degree of success to be expected from the use of certain principles, given the particular expectations of an audience ,the nature of the content ,the amount of information carried by the form of the discourse, and the circumstances of use". (ibid)

In the study of Shaheen, he essentially listed Nida's stages of analysis as follows: (Shaheen, 1991:6)

- (1) lexicogrammatical features of the immediate units,
- (2) discourse context,
- (3) communicative context,
- (4) cultural context of the SL, and
- (5) the cultural context of the receptor language. After analysing the SLT into its basic kernels, the result of the analysis is transferred into the TL. This stage is not as simple as it seems to be.

"In actual practice, the transfer of messages from the SL into the TL takes place at various sub-surface levels depending on the extent to which the two languages under consideration have corresponding semantic and grammatical structures".(Shaheen,1991:7)

2.2.1.Major Theories of Translation

Safi set major theories of translation as in the following: (Safi,2011:22-39)

❖ "-Philosophical Theories

According to Safi (2011:30)," The scholars primarily focus on the psychological and intellectual functioning of the translator mind. They stated that meaning and understanding lie behind the translation process, stressing that a theory of translation is primarily a theory of semantic transfer from SL into TL. (Safi,2011: 30)

❖ -Philological Theories

" Philological theories draw upon "philology" as the study of language development, and classical literary studies. They are basically interested in comparing structures in native and foreign languages ". (Safi,2011:30)

❖ Linguistic Theories

According to Safi," it is only a linguistic translation that can be considered 'faithful', because it "is one which only contains elements which can be directly derived from the ST wording, avoiding any kind of explanatory interpolation or cultural adjustment which can be justified on this basis". There is a three-stage model of the translation process. In this model, S T surface elements (grammar, meaning, connotations) are *analyzed* as linguistic kernel structures that can be *transferred* to the TL and *restructured* to form TL surface elements. This linguistic approach basically bears similarity with Chomsky's theory of syntax and transformational generative grammar ". (ibid)

❖ Functional Theories

"These theories subsume the early work on text type and language function, the theory of translational action, skopos theory and text analysis model".(ibid)

❖ Sociolinguistic Theories

"These theories endeavor to link translation to communicative theory and information theory, with special emphasis on the receptor's role in the translation process. They do not completely overlook language structures, instead they deal with it at a higher level in accordance to their functions in the communicative process".(ibid)

❖ Relevance Theory

"Relevance theory is associated with pragmatics, which is primarily concerned with how language is used in communication, particularly with the way meaning is conveyed and manipulated by the participants in a communicative situation. In other words, pragmatics deals with 'speaker's meaning' and the way it is interpreted by the hearer(s), in what is known as 'implicature'".

❖ Towards a Comprehensive, Applicable Theory of Translation

Safi sets one theory which" caters for both process and product .

This theory is divided into three types of theories of translation:

1. The translation theory as a **process** for (i.e., a theory of translating) . It would include a study of information processing.
2. The translation theory as a **product** for (i.e., a theory of translated texts .It would include the study of text by means of the traditional levels of linguistic analysis.
3. The translation theory by **both process** and **product** as (i.e. the theory of translating and translation. ". (Safi,2011:49)

2.3.The Relation of translating to Translation Theory

Newmark (1988:19) believes that "the purpose of the theory of translation is to be of service of the translator. It is designed to be a continuous link between translation theory and practice; it derives from a translation theory framework which proposes that when the main purpose of the text is to convey information and convince the reader". He has also figured out "two approaches of translating (and many compromises between them):

- 1- You start translating sentence by sentence, for the first paragraph or chapter , to get the feel and the feeling tone of the text, and then deliberately it back, review the position, and read the rest of the SL text.
- 2- You read the whole text two or three times, and find the intention, register, tone, mark the difficult words and passages and start translating only when you have taken your bearings".(ibid:21)

The first approach is suitable for literary text, as it may depend on the translator's intuition. The danger of this method is that it may leave a lot to review in the early part, thus wasting time .While the second approach is suitable for a technical or institutional text, as it may depend on translator's powers of analysis. The danger of this method is that it may inhibit the free play of the translator's intuition.

2.4. Translation Strategies

According to Safi(1997:54), "using a strategy as a word that enters many contexts, many theorists have used the term translation strategies in

translation studies largely but with some obvious differences in meaning and angle through which they look. Baker defined the translation strategy as a procedure for solving a problem encountered in translating a text or a segment of it" (1997:54).

Owji(2013:3) believes that "a translator use a strategy when s/he encounters a problem while translating a text and literal translation is not useful". She also added that " when they translate word for word and use a dictionary ,beginners in the area of translation think they have made a good translation ;they don't understand that a problem still exist and changes must be made at some levels of the translation. Therefore, problem-solving is the most important function of the strategies".

Safi (1997:54) classified the strategies of translation into" **general** and **specific** strategies "as the following: (Safi ,

1- **General strategies:** they are concerned with various text types

2-**Specific strategies:** they are concerned with a certain text type. These strategies are of several sub-categories such as:

a. **Naturalization strategy**, it is used to fill cultural gaps and maintain clarity in line with interpretation approaches that focus on interpretation and give the translator the right to manipulate the text to make it natural, understandable and readable.

B. **Compensation strategy.** Compensation strategy is a translation loss compensation technique for important features of source text (ST) whose effects are close to the target text (TT) by means other than those used in ST, which make up for ST effects achieved by one means through the use of another method in TL.

c. **Elaboration and Explication Strategy.** In order to deliver the original message properly to the recipient, the translator may sometimes resort to detail or explanation.

d. **Approximation and Compromise Strategy:** This strategy seeks to create a balance between the aesthetic and cultural values of the SL that are acceptable or unacceptable in the TL.(ibid:p59)

Most theorists believe that translators adopt translation strategies when faced with a problem with which literal translation does not work. Translation theorists have examined and described translation strategies as they see fit, as they differed in explaining what translation strategies were and when and why professional translators should use them.

2.5.Who's the Translator??

The translator is the link between the Source language writer and a reader who reads in Target language and vice versa , and aims to transfer ideas and opinions from one to another, he contributes to the transfer of civilizations and the exchange of cultures, and creates the right environment for scientists and researchers alike to develop and innovate the experiences and cultures they have reached through translation and to contribute effectively to the development of the process of education and scientific research, especially in the fast-paced world. Of course, a professional translator should have sufficient experience to know when he can use the literal translation of some texts, and also to avoid falling into the trap of literal translation when conveying the meanings of other texts.

According to Shaheen (1991:16) "the translator selects the theory and method of translating that he regards most appropriate to the kind and type of the text he is dealing with".

Newmark (1988:4) stated that "A translator has to have a flair and a feel for his own language. There is nothing mystical about this 'sixth sense', but it is compounded of intelligence, sensitivity and intuition ,as well as of knowledge" . He believes that :a few good translators (like a few good actors) are 'naturals', I suggest that the practical demands on translators are so wide, and the subject still so wrapped up in pointless arguments about its feasibility, that it would benefit students of translation and would-be translators to follow a course based on a wide variety of texts and examples".(ibid:7)

2.6.The essential skills of a Translator

According to Wu (2010: 35), "there are many basic skills that a translator must have in order to do his/her task successfully. They are as follows:

- 1-A wide range of vocabulary in the SL and TL
 - 2- Being quite efficient in grammar, morphology and rhetoric of both languages
 - 3- Comprehensive knowledge
 - 4- Faithfulness in transferring the original thoughts and ideas
 - 5- Patience, since translation requires a long time of practice and training."
- (ibid: 35),

Kelly (2005:64) suggests another" group of skills. They are as follows:

1. Communicative and textual competence
2. Cultural and intercultural competence
3. Subject area competence

4. Professional and instrumental competence
5. Attitudinal or psycho-physiological competence
6. Interpersonal competence
7. Strategic competence"

According to the researcher, there's a lot of being a professional translator and having the ability to speak another language well, and you also need to learn key skills. Thus, any first- stage student in the translation department needs to learn key skills to be a professional translator. The following are the top essential skills:

- A fluent (semi-native) understanding of one or more foreign language (source language)
- A firm understanding of the culture of the source language country, which is usually acquired by living and working there for a sufficient period of time.
- Professional writing skills in his /her own mother tongue
- It is preferable that high knowledge resulting from study and extensive personal knowledge in his/her source language .
- Absolute accuracy and endless curiosity!

Safi (1988:144) argued that "The task of the translator is very multiple: as a decoder ,appreciator ,critic, encoder and creator who maintains an equilibrium to transfer the SL text semantically as well as stylistically by necessity , he reads each word and each sentence in the SL text as carefully as a critic before he transfers and finally compose it in the TL. Such a transference and composition can never be achieved by literal, i.e., word-for -word translation .Such a translation impedes the translator's work and

stifles his creativity which is a manifestation of his competence and intelligence.

2.7. Translation Teaching

Larson (1986: 67) argues that "teaching translation to students who are learning the target language at the same time necessitates taking into account two major issues: first of all, the fact that learning how to cope with translation- related problems is not exactly the same as learning the language itself, although they go hand-in-hand. Second, it is vital to decide which teaching translation method is better to be used along with the method adopted for translation".

Shaheen (1991:71) argues that "Teaching of translation to Arab students is in a deplorable state, owing to the teachers' preoccupation with sentence-based approaches, focusing only on grammar and lexis. This results from the fact that teachers have lost sight of the text as an experiential object, thus ignoring pragmatic, semiotic and other extra linguistic factors essential to the interpretation and analysis of the SL, for the purpose of the finding appropriate TL equivalents".

Tisgam (2009:530) stated that " in order to be accurate in teaching translation, teachers should be able to integrate teaching techniques they may see best for their students with translation teaching techniques. The techniques endorsed for teaching translation have to be chosen with attention to both sides of the translation nature : firstly its goal and theoretical principles and secondly the self-section, which is mainly related to the student's intuition and creativity."

Hung (2015:2-3) argues that " a learning-centered teaching may make student learning easier, and help them to change their conceptual understanding. In a teacher-centered mode , the role of the teacher is a vector, transferring knowledge to the student only, so the student's learning

is not of interest to the teacher. In the student-centered mode, the teacher's role is a facilitator, helping students examine the course content and concepts, and basically the skills are the teacher's concern".

"However, in the learning-focused mode, the teacher's role is like an engager or a guide, developing ways to help students improve through their own reflection and active participation, so here understanding becomes the teacher's concern". (Huang ,2015:2-3)

2.8. Translation Teaching at Arab Universities:

Shaheen noted that "since the great majority of translators are graduates of English departments at Arab universities, let us have a cursory glance at the kind of translation teaching these departments provide. The overall aim is to find out to what extent these syllabuses help the students to have a better command of English and Arabic and improve their translation competence. The aim is also to find whether it is possible to produce well trained translators in these departments. He added that syllabuses given at Arab universities are more often than not criticized for being cram courses. They are 'overcrowded with literature (and more recently with theoretical linguistics) courses, and little attention has been paid to language or translation". (Shaheen,1991:68)

From the researcher point of view, there have been many efforts to improve existing syllabuses. Although , such courses are restricted to the acquisition of a mechanical competence in translating. Many of the first-stage students in the translation Department at Al-Mustansiriya University have suffered from the weakness of the translations they provide, and they stand bewildered in the face of that problem, despite their full commitment to the original text from which they are transferred. In fact, this is the real reason behind the weakness and the lack of translation .Their literal translation leads to the transfer of abstract words without the intended

meaning, so the translation is like the one who has lost its spirit and substance.

2.9.The Vital Role of Translation Teachers

According to Hung (2015:1) ," It is obvious that some translation teachers are more effective than others in teaching and learning translation. There are many causes for this contrast include not only their success in teaching in classrooms, but also other reasons such as teachers' degree of understanding of translation theory and skills, how to explain these skills, and other teaching methods to motivate students to learn independently during and after teaching hours. The teacher personality affects students in their learning path to professionalism, as well as helps students outside the classroom".

" The personal qualities of a translation teacher, include those qualities of any perfectionist teacher as well as of a translator: “energy, curiosity, enthusiasm, ability to work at speed against a deadline, meticulousness in the smallest details, punctuation,” .Basically, in terms of personality, there are three aspects: “personal qualities” that are attractive; “professional qualities and experience” that are reflected in the course design as well as in the materials choice; and “general knowledge of culture” ". (Hung, 2015:4)

According to Newmark (1991, pp. 129-130)" The translation teacher must have the four skills of a professional translator: (a) sensitivity (b) extensive language knowledge and the ordinary use of culture (c) good knowledge of subjects and finally (d) knowledge of two or three foreign languages and cultures".

2.10. An effective translation teacher Qualities

There are three major characteristics for the most effective teachers as Mercer (2000,p.160) believes ; First of all, they use questions not only to test knowledge but also to guide the improvement of understanding. For example, a teacher might use questions to discover students' understanding of content to modify teaching accordingly and encourage students to think about what they are learning in a translation class. Secondly, teachers also teach problem-solving procedures and understand experience. In teaching translation, this may include presentations of problem-solving strategies, clarifications of class activities, and interactions with students to help them to clarify their thinking processes. Thirdly, they embrace learning as a social and interactive process, such as discussions on translation theories , problems, and skills, with students participating as a resource for building "general knowledge" of class so that they can play a more active role in classroom activities. (ibid).

Hung (2015:4) believes that " Since translation is a professional rather than an academic exercise, teachers need to help students learn to apply the skills they acquired in real translation contexts. Furthermore, as translation is not simply dependent on language skills, the relevant pedagogies should not be identical to those applied to language teaching, they should have their unique characteristics instead ".

Therefore, we believe that translation teachers should design different teaching techniques in the classroom to develop the students' knowledge and translation skills. According to Hung (2015:5), " Sainz identifies several translation teaching techniques to carry out classroom activities, which include: the introduction passages , the reverse translation of students' own work, the comparison of student translations with published versions, collaborative translation, group or class reporting, and transcription and translation. Whatever techniques are used, the key is to

enhance classroom discussions and interactions through student-focused guidance".

Chapter three: The Practical Side

Abbreviation table	
TL	Target Language
SL	Source Language
SLT	Source Language Texts
SB	Scientific Branch
LB	Literary Branch

Aveling(2002:1) argues "whether it is still meaningful to consider “mistakes” as a failure to achieve “equivalence, adequacy ,accuracy, etc.,” especially in these postmodern days in which the concept of multiple readings is well established". Part of his argument will also distinguish between what might be initially considered “dumb mistakes” (foolish errors) and “deliberate mistakes”, the latter occurring when a translator specifically chooses to recreate the text in a way that seems to deviate from the literal surface meaning of the source text.

The research dealt with the most important mistakes in translation made by students in the first stage. The researcher, with all collected data, tried to address some of the aspects of these mistakes, which undoubtedly affect the translation process. The mistakes in translation may be due to the student's poor style of mother tongue (Arabic) as well as in Target language (English), which has tended to be literal, meaningless, or may be vague.

Overall mistakes are due to difficulties experienced by translation students in understanding and conveying the exact meaning of the original text .

The difficulties that face the students in studying translation is to choose the appropriate meaning, determine the nature of the use of the word, find the difference between masculine and feminine, or find the equivalent formula for action, etc. With regard to the technical aspect, the difficulties encountered are that students are not familiar with all computer programs assisting in the translation process.

3.1.Data collection

The data were collected through a form included (20) questions targeting the backgrounds of the students of the translation department / first stage / Faculty of Arts / Al-Mustansiriyah University. The researcher addressed commonly used sentences and phrases and asked the respondents to translate sentences into Arabic in an accurate, not literal sense. A score for each question has been assigned to make the form at the same time a learning test. The researcher collected and corrected the forms, adopting the degree (1) for correct translations and the degree (0) for the wrong ones. Twenty (20) degrees have been adopted for the total translation of the sentences as a whole.

3.2. Research community:

The research community includes all students in the translation departments / the first stage in Iraqi universities (Mustansiriyah University and Aliraqia University).

3.3. Research sample:

The researcher chose a research sample of the (30) students of the translation department / the first stage in Mustansiriyah university. It is distributed as follows:

Table (1)

Demographics of the research sample

Gender		Ratio	Branch		Ratio	Number of courses		Ratio
Male	12	40%	Scientific	14	46.7%	Two and a few	12	40%
Female	18	60%	Literary	16	53.3%	More than two	5	16.7
Total	30	100%	Total	30	100%	None	13	43.3%
						Total	30	100%

The table (1) above shows a distribution of the research sample by gender, scientific branch and number of language courses. The research sample was distributed by (12) male students representing (40%) of the sample size , and (18) female students representing (60%) of the sample size. The research sample was distributed by (14) students from the scientific branch with (46.7%) of the sample size, and (16) students from the literary branch with (53.3%) of the sample size. The research sample was distributed by (12) students who participated in two language courses with a ratio of (40%)of the sample size, and (5) students who participated in more than two language courses with a ratio of (16.7%), (13) Students

who did not participate in any translation training courses with a ratio of (43.3%). The analysis of the research sample supports and enhances confidence in the achievement test data.

3.4. Research tool:

The researcher used the research tool, which is a form containing (20) questions that she took from several achievement tests and distributed to (30) students from the first stage in the Translation Department / College of Arts in Mustansiriyah University.

3.5. Validity of the tool

The researcher presented the form paragraphs to several experts from the field of translation in various universities and asked them to express opinions about the paragraphs of the form by deleting or modifying. The researcher took into account the amendments they proposed to the form, and no question was deleted from the form questions to be made up of (20) paragraphs in its final form. Accordingly, the tool is characterized by the validity of the content.

3.6. Reliability:

Reliability in statistical analysis is one of the most important things that helps a researcher verify the validity of his or her findings through his or her analysis, and thus whether or not the results can be circulated to the study community. The researcher tested the reliability of the questionnaire paragraphs using the Reliability Test (Kronbach Alpha) through the SPSS statistical program.

Reliability Statistics

Table (2)

No. of Items	Cronbach's Alpha
20	87.32

In the table (2) above, the results have shown that the reliability rate of the form paragraphs was (87%), which is good, as the reliability rate whenever it is greater than (50%) is good enough for the distribution of the form, the adoption of its paragraphs, and meets the purpose of research. as the rate of persistence greater than (50%) is good for the distribution and adoption of the resolution vertebrae and meets the research.

3.7. the Research Hypothesis Test

T-test is used to test the difference between the answers of the scientific and literary branches . The researcher used the T-test to compare the answers of the research sample (students of the scientific branch and students of the literary branch) through the statistical program (SPSS) and the level of significance (0.5) and shows the following:

In the tables (3) and (4) below, it was found that the average answers of students of the scientific branch were (14,714) with a standard deviation (2.643) and the average answers of students of the literary branch were (10.375) and a standard deviation (1.408), Which indicates that the rate of correct answers tends to be in favor of students in the scientific branch at a significant level (0.5).

Table (3)

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
S.B.mark	14	14.714	2.6437	.7066
L.B.marks	16	10.375	1.4083	.3521

Table(4)

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
S.B.mark	20.825	13	.000	14.7143	13.188	16.241
L.B.marks	29.468	15	.000	10.3750	9.625	11.125

Chapter Four: Conclusions and Recommendations

The researcher reached a number of conclusions and recommendations as follows:

4.1. Conclusions:

- 1- The answers of first-stage translation department students who graduated from the scientific branch are much higher than those who graduate from the literary branch in translating commonly used English sentences and phrases into Arabic.
- 2- The level of students in the scientific branch is much better than the literary branch, as they have enrolled in many courses and lectures prior to ministerial examinations.

- 3- Students take great interest in the literal translation of texts and phrases and fail to convey the contextual meaning of the sentence as a whole.
- 4- The mistake made by some students is due to their failure to understand some compositions in English, although some words are familiar and commonly used, and perhaps the reason for not finding the translation equivalent is because they are not familiar with the appropriate stylistic template.
- 5- The mentality of the student graduates of the scientific branch depends on analysis and conclusion, while the mentality of the student graduates of the literary branch depends on preservation in most cases. Thus, the translation mistakes committed by the students of the literary branch are higher than their colleagues of the scientific branch.

4.2. Recommendations

- 1- It is essential that the translation teacher directs the first-stage translation department students especially literary branch graduates in adopting the right steps in translating commonly used English sentences and phrases into Arabic.
- 2- To prepare training courses for students admitted to the Translation Department (for a period not exceeding two weeks) with a view to informing them of the specialty, possibilities, challenges, and difficulties that are likely to be faced prior to the start of the curriculum of the translation department.

- 3- No matter how powerful the translator is in the language of origin and target, he or she will not be able to produce a good translation unless he or she is familiar with the culture and environment of the people or peoples from which he or she is translated.
- 4- The researcher recommends that the translation teacher ought to conduct diversifying translation exercises, specifically interactive ones. These exercises reduce the differences between students who graduate from the scientific branch and their colleagues of the literary one, and enhances and enriches the vocabulary and its synonyms in the target language for students in general, and adds craftsmanship and accuracy to the translation process in general.
- 5- Preparing additional electronic lectures for students in general and graduates of the literary branch in particular in order to enrich their information and acquire higher skills in the field of specialization.
- 6- The student must be taught how to read the dictionary, including the vocal alphabet, in order to learn accurate pronunciation. They usually underestimate the resources provided by the dictionary and often view them superficially. They are recommended to use both bilingual and monolingual dictionaries, as well as online dictionaries and Internet investigation.
- 7- Students are advised to develop their personal skills because they are the beginning of access to professionalism in translation, which requires perseverance.

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