

Translation II

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HELLO EVERYONE!

I'M HAPPY TO SEE YOU AGAIN. I HAVE TAUGHT YOU BEFORE, SO YOU ARE FAMILIAR WITH MY STYLE AND FAMILIAR WITH WHAT I NEED AND WHAT I WANT FROM MY STUDENTS TO LEARN.

I hope that we are going to work together on some issues related to *Consecutive Translation*. We are going to work on important things required for understanding what we mean by *Consecutive Translation* and what you need to learn concerning translation in general.

For example, you know that I concentrate on issues like **tenses**. In sentences, you have to pay attention to **tenses** because they differ in the translation as well.

A sentence like, for example, (industry witnessed a great development) its translation is different from (industry has witnessed a great development) and different from (industry is going to witness a great development). So, these sentences change according to the tense and the intention of the speaker. **Tenses** can be something tricky when we deal with translation.

Also, we have to pay attention to the **context** i.e. (السياق) which is very important in understanding the meaning. Sometimes, we have **contextual problems** which are problems related to the context, for example, if you are translating a text and you come across a word like (**uncle**), you will have a problem because you don't know how to translate this word.

هل علينا ترجمة هذه الكلمة إلى (عم) أم (خال)؟ ناهيك عن كون (زوج العمّة) و(زوج الخالة) يسمى (uncle) أيضًا.

وكذلك كلمة (cousin) معناها (ابن العم) و(ابن العمّة) و(ابن الخال) و(ابن الخالة) و(بنت العم) و(بنت العمّة) و(بنت الخال) و(بنت الخالة).



In such cases, you have to go back to the context and search for the information to know which one to use.

It's very important to know that when we have a sentence in the passive voice in English, when we translate it into Arabic, there is no need to use the passive voice if the doer of the action is known.

For example:

- The lecture was presented by professor Sami.

Here the doer of the action is known and we don't need to use the passive voice also in the Arabic sentence. You don't need to say,

- قُدمت المحاضرة من قبل البروفسور سامي. ×

والأفضل هو أن نقول:

- قدم البروفسور سامي المحاضرة.

There is no much difference in terms of meaning between the passive voice in English sentence and the active voice in the Arabic sentence.

But if you don't know the doer of the action, then you can use the passive voice in Arabic. For example, we can say,

- قُدمت المحاضرة.

Here we don't know who presented the lecture.

If you know the doer of the action and if it is indicated and stated clearly, then you don't need to use the passive voice in Arabic. If the doer of the action is absent, then you can use the passive voice in Arabic.

You all know from your experience in translation throughout these three years that there are differences between English and Arabic and each one of you should know these differences. When you translate, you have to be aware of the differences. For example, in our Arabic language, you know that the verb should place in the beginning in the Arabic language, whereas in the English language the verb becomes after the subject.

There are structural, grammatical, linguistic, and cultural differences between the Arabic language and the English language.

The cultural difference is huge between the two languages, for example, in one of the texts that I was teaching students once it was an

English text talking about **chess** which is a game and you know that in English they have different names from the names that we use in the Arabic language, for example, they have a **king** and **queen**, but in our culture we don't have a queen; we have what we call (وزير). Also, the **pawn** we call it (بيدق / جندي) in the Arabic language.

So, when you translate such things, you have to pay attention and take into consideration the cultural difference and you have to ask yourselves the following question: do we use these names in our Arabic language? When the answer is (no), we should use other names; I mean we use the names that we use in our Arabic language.

The important thing that I want to teach you is about the question of **accuracy**. Each one of you should be **accurate**; your eyes should be like an eagle and when you look at the sentence, you have to be careful and you should determine the tense, you should determine the structure of the sentence (where is the subject? Where is the object? Where is the verb? Is there a parenthetical sentence? Is there anything additional? etc.), and you should know the main idea of the sentence; all these questions should come to you when you are translating.

- Parenthetical sentence: جملة اعتراضية

Try to be accurate as much as possible and this is a practice that you will need in the exam because you know that you have multiple choice questions and you have to be specific because choices can be misleading sometimes and they are very close sometimes.

One of the other problems that we come across is the question of **pronouns**. Pronouns sometimes are perplexing as to what they refer, for example, when you have (them) in the sentence, you should know to what the pronoun (them) refers. The more perplexing pronoun is (it) and when you have a long sentence; it's difficult to know to what the pronoun (it) refers. So many people go into problems when it comes to translating pronouns, so instead of (them) they put (له) or (لها) and they do so because they don't focus on the sentence.

Pay attention to the **context**, **tenses**, **pronouns**, **cultural differences** when you translate.

Translation needs patience, especially when you translate a very long document and when you lose your focus and attention because of the length of the document. In such cases, try to divide the document

into pieces to don't lose your focus and to be accurate in translating the text.

We have to pay attention also to the **language** which is something that we all deal with daily. Language could be misleading sometimes, especially when it comes to **phrasal verbs which are (verb + preposition)**. For example, (break in) is different from (break out), is different from (break up), is different from (break in) etc., so you have to pay attention when you have phrasal verbs.

Idiomatic expressions are sometimes difficult and they stop us when we are translating, so when you suspect and feel that here there is something idiomatic, then you have to check again and go back to dictionaries that are related to these terms. We have literary terms, legal terms, diplomatic terms, commercial terms, scientific terms etc. and some people spend their lives just in order to master one field of translation and its terms.

We are going to deal with different types of texts. Sometimes, you will find the texts too easy and sometimes you will find them so difficult; this depends on the students.

فمسألة السهولة والصعوبة هي مسألة نسبية تتعلق بالطالب نفسه.

HOMEWORK:

It is never a bad thing, never a thing to be feared, I believe, to be different in geographical position, in religion, in language or in customs and traditions. Indeed, such a difference is required and may be hoped for, as it works for the achievement of complementarity, for identifying that which we lack but which the others have. This the way to development, to the complementarity of knowledge.

«THANK YOU»



Page:

مؤسسة العائدي للخدمات الطلابية

Group:

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