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9

The Last Lecture

Dictionaries

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HELLO EVERYONE!

Actually, today will be our final lecture. We are going to finish the handout that you already have with you.

What did we talk about last lecture?

Student: translation and levels of translation.

Instructor: ok. We talked about something that is pretty important which is the ways to check the quality of translation. What were these ways?

Student: back translation, knowledge testing, and performing testing.

Instructor: very good. We said that **back translation is mostly used**.

Today, we will continue talking about translation and we will basically talk about something is called **DICTIONARIES LOOKUP STRATEGIES**. What do you think is meant by this?

It means **how to use a dictionary**.

Firstly, as you know translator training is now gaining more and more popularity. We always see a course whose main interest is training translators. What is done, in general, in these courses? What do they teach?

Student: strategies of translation.

Instructor: one of the things that are taught in such courses is **how to use a dictionary**. Of course, it's not the only thing, but it is one of the things and it is considered important.

Actually, using dictionaries themselves comes with different problems. For you, as translators, what are the difficulties or the challenges that you feel you are always faced with when you use a dictionary?

Student: to choose the best meaning.

Instructor: very good. To choose the best meaning for the context from many of translations offered in the dictionary is one of the challenging.

Student: idioms, collocations, phrasal verbs.

Instructor:

We'll actually go through these problems you've mentioned, as well as other challenges.

The first real and actual problem is that **dictionaries might make translators less resourceful.** Basically, it's because we usually take the translation offered in the dictionary as the only solution, and that's why we may not look further and we may not try to search more, so that's why it might make us less resourceful.

You will find this lecture is a little bit messy, so just try to study the main ideas of it.

The meaning of any word whether is presented in a dictionary or not should have two sides. We call them the **denotation** and the **connotation**.

The **DENOTATION** is the **literal meaning** of the word.

يعني الـ (denotation) هو الـ (primary meaning) أو معنى الكلمة لوحدها (without a context).

The **CONNOTATION** is the **feeling or the idea** that the word **involves** in addition to the denotation or the primary meaning.

- Denotation: المعنى حرفي
- Connotation: المعنى الضمني

We should always focus on both of these meanings.

لا يمكننا أن نأخذ فقط بالـ (literal meaning) لأن ترجمتنا ستكون (it wouldn't make sense).

We need to focus on the two sides of the meaning of the word and this is one of the challenges.

Of course, a translation cannot be accurate and cannot be even true if it doesn't have at least a layer of connotation, so we should always focus on the connotation of the word regarding its context and not only the primary meaning.

على ماذا يدل هذا الكلام؟

This means there are dictionaries better than the others, why? Because **a better dictionary would involve all the meanings and include the connotations of the words.**

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Another problem is that **transferring the meaning from one language to another actually might be a bit tricky** because as we said earlier **we need to have knowledge of both languages and of contextual uses of words.**

We also talked about this earlier I guess; we might have what we call **divergence between the two languages** or **differences between the source language and the target language.** Of course, we also said that this would cause a problem for translators, especially if these languages were not related (like Arabic and English), for example, sometimes we have an English word that doesn't have an equivalent in Arabic and this is a big problem.

Sometimes also the problem comes with our way of using dictionaries. Sometimes we have **more than one equivalent from which we need to**

choose the most appropriate one for the context. There is an example presented in the handout you have. It is (زوج من الأحذية) and of course it would be really odd to translate it as (husband) even though it might be the first equivalent or the first translation seen in a dictionary, so here comes another problem in which how to choose the best equivalent of the word for the given context.

DICTIONARIES LOOKUP STRATEGIES FOR ARABIC-ENGLISH TRANSLATION

Translator training is gaining weight and momentum nowadays, and has become an integral part of translation studies. Much significance has been attached to translator training by placing it within the ambit of applied translation studies. A blossoming area in such training is dictionary use, which is very much needed by either novice or fully-fledged translators in any translation activity. In translation classes, dictionaries constitute irresistible temptation to student translators— for example, when sitting for a translation test, they are obsessively addicted to dictionaries. In addition, a dictionary tends to make the students less resourceful, because they take the entry as the final word, and do not explore other possibilities.

Therefore, lexicographers have left no stone unturned in the search for emerging lexis to compile in specialised or general dictionaries with a view to maximizing interlingual/intralingual communication among language users. A dictionary is "a book consisting of translations, mostly of individual words and phrases. A dictionary is therefore unconcerned with the effect a translation may have on a more extended stretch of language." More precisely, a dictionary is defined by *Collins Cobuild Advanced Learner's English Dictionary* (CCALED) (2003) as "a book in which the words and phrases of a language are listed alphabetically, together with their meanings or their translations in another language." Two key terms are worthy of mentioning here. First, 'meaning' is usually based on denotation and connotation. The former involves "the relationship between lexical items and non-linguistic entities to which they refer, thus [...] equivalent to referential, conceptual, propositional, or dictionary meaning." The latter, however, refers to "an aura of ideas and feelings suggested by lexical words," our strong, weak, affirmative, negative, or emotional reaction to words. Or, in the words, connotation refers to "additional meanings which a lexical item acquires beyond its primary, referential meaning." A translation can then never be called a

translation without a minimal layer of conceptual meaning of original text— "in a non-literary text the denotations of a word normally come before its connotations." However, translation goes far beyond the denotative meanings to include connotative meanings. A good dictionary is the one that caters for both layers of meaning. It ensues, therefore, that dictionaries are the fulcrum of any translation activity. It is more often than not that the translators are stumbled on new and/or unfamiliar words in the course of translation, thus it becomes necessary for them to consult a dictionary in order to complete a translation task

effectively. Second, translation is the transferring of meaning from one language into another. Transferring implies SL, the language from which translation occurs and the TL, the language into which translation takes place. In such a case, divergence between the SL and TL emerges because languages often cut linguistic reality quite differently. The translation of (un)related languages implies intimate intricacies as it might be seen is an "evaporation of the beauties of the original."

In spite of their significance, dictionaries are a double-edged sword indeed; they would either be user-friendly or user-unfriendly. Combining elegance with accuracy is usually epitomised by the right use of a dictionary. What is important at this particular juncture, however, is that a user-friendly dictionary may be turned out to be a user-unfriendly one when a student translator misuses it. Unless the student translator is well-prepared in the use of dictionaries, a run-of-the-mill translation is likely to emerge. A case of failure in cross-cultural communication may be explicitly shown in the translation of the polysemous Arabic زوج ('a husband' or 'a pair of) in زوج أحذية)('a pair of shoes') into English as 'a husband of shoes', a translation that definitely raises our eyebrows'. Roberts (1992: 50) highlights that "students both in professional translation courses and in academic translation courses have constant recourse to dictionaries, which they use incompetently, so, the need for teaching dictionary use seems obvious."

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We also have a problem that translation students are faced with which is knowing what to look up in a dictionary. We sometimes may not know what we are actually searching for. Here we need what we call dictionaries lookup strategies to help us.

Firstly, such strategies would be **familiarization** and **familiarizing** ourselves.

وهذا ما كنا نقوم به بعد كل درس حيث كنا نمسك القاموس ونجرب أن نبحث فيه معاني كلمات لنرى إن كنا نعرف كيف نستخدم القاموس أم لا.

Basically, the first thing that we should do is **familiarizing ourselves with different types of lexical items and also with different types of entries in a dictionary.**

We also need to **analyze the source text.**

كيف يمكن أن نعرف ما الـ (context) الذي بين يدينا وما الشيء الصحيح الذي يمكننا استخدامه فيه؟

To do so **I should analyze it.**

After that I start consulting the dictionary i.e. after I become familiar with the types of entries and familiar with how to use the dictionary and after analysing the text, I start using the dictionary.

This is the basic strategy for using a dictionary.

يعني حتى في الامتحان وفي امتحان أي مادة لا تبحثوا عن معنى أي كلمة جديدة تجدونها في طريقكم، بل عليكم أولًا قراءة كامل النص وفهم فكرته الأساسية لأن البحث عن معاني الكلمات دون فهم النص ككل هو مضيعة للوقت لأن تركيزكم سينصب على الكلمات بشكل مفرد بمعزل عن النص وبمعزل عن السياق وبذلك ستضيعون وسيضيع وقتكم لأن لكل كلمة في القاموس عدة معاني ولن تتمكنوا من اختيار المعنى الصحيح والمناسب للسياق بسبب عدم فهمكم للنص وللسياق.

In case you read the text and you weren't able to understand it, search for the words you don't know. Basically, I guess what we usually do is trying to guess the meaning of the unknown words.

لكن الـ (concept) لدي هو أنني إذا قرأت نص ولم أفهم منه شيء أبدًا لا أتخيل أن ترجمة الكلمات الجديدة بالنسبة لي ستساعدني على فهم النص وترجمته.

Dictionaries Lookup Strategies

Since languages the world over have propensity for divergence, difficulties aggravate. This may be especially true with genetically unrelated languages, e.g. Arabic and English. The problem translation students are faced with in using dictionary incompetently, namely "knowing what to look up in a dictionary; knowing where to look for lexical information; knowing how to interpret lexical information provided; and knowing when and how to consult dictionaries during the translation process." Based on these problems, there are four strategies suggested for improving dictionary use, namely familiarisation "with different types of lexical items; [...] dictionaries; [...] dictionary entry formats; and illustration of ways to combine text analysis, translation and dictionary consultation." in order to effectively look up a word in a dictionary, the translator should bear in mind that the potential meaning

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| reached at should be worked against the text.

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Let us move to **Addiction to Dictionaries** which is a problem that most dictionaries students are faced with. We tend to use dictionaries more that we actually should. I believe all of us have experienced this. We could say that overusing a dictionary is seen when you, as we were talking earlier, when you translate a word before reading the whole text.

معظمكم أخبرني أن الوقت لا يكفيه في امتحانات الترجمة والسبب في ذلك برأيي هو (you overuse a dictionary) وهنا لا أستطيع أن أقول إن هذا اسمه (misusing) لأنكم قد تستخدمون القاموس بشكل صحيح ومفيد لكن كثرة استخدام القاموس تضيّع وقتكم في الامتحان.

Regardless of the importance of using dictionaries, in some cases they might be what we call a **stumbling-block**.

يعني أحيانًا القواميس تكون عائق بدلًا من أن تساعدنا في الترجمة وذلك لأننا نستخدمهم في بعض الأحيان (more than we should).

Student: there is a lot of information in this subject.

Instructor:

Actually, I know, so **try to focus on the important points**.

لأنني لن أسأل عن (details) كثيرًا وخصوصًا في محتوى محاضرة اليوم.

As a lecture, today's lecture has important information which we need to just keep in your mind, but **for the TEST I would say this is the least important lecture**.

Addiction to Dictionaries

Dictionary consultations are important for student translators and may be deemed as a virtuous circle in the course of translation, but excessive use of dictionaries unknowing what to look up is viewed as stumbling-block rather than a merit— a vicious circle, as it were. Such use gives rise to addiction to dictionaries. Moreover, the higher number of dictionary consultations by novices is directly related to the lower content of their [frequent lexis stores]. It is incumbent upon student translators to minimise lookup strategies, not more than a 'hit-and-run strategy'.

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How would we use a dictionary effectively?

أحيانًا نرى أن في الـ (dictionary) أشياء لا نفهمها أو أشياء لا تفيد الـ (context) التي بين يدينا وهذا يعني أن القاموس لا يفيدنا في بعض الحالات، فماذا علينا أن نفعل في مثل هذه الحالات؟ إحدى الاستراتيجيات المتبعة في مثل هذه الحالات هي (using bilingual dictionaries) ثم الانتقال إلى (monolingual dictionaries)، يعني إذا مرت معي كلمة

لم أفهم معناها أستخدم (bilingual dictionary) وبعد أن أفهم معناها بالعربي أعود للبحث عن معناها بـ (monolingual dictionary) وذلك كي أعرف الـ (uses) لهذه الكلمة، فالقاموس الـ (monolingual dictionary) بالإضافة إلى أنه يعطينا معاني الكلمة وأين نستخدمها هو أيضًا (corpus-based) يعني أنهم يأتون بنصوص من الـ (daily life) ويرون ما هي أكثر الكلمات المستخدمة فيها ويضعونها في القاموس.

يعني إحدى الاستراتيجيات المساعدة هي استخدام الـ (bilingual dictionary) أولًا ثم استخدام الـ (monolingual dictionary).

Lookup strategies may <u>start at bilingual dictionaries moving towards monolingual dictionaries</u> with varying degrees of success, relying on students' mastery of a foreign language. Categorically, '<u>bilingual dictionaries first, monolingual dictionaries follow</u>' is perhaps a good lookup strategy, very much encouraged in translator training settings. In other words, look up every word <u>"first bilingual encyclopaedic dictionary, then in a monolingual."</u>[1]

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To complete the translation activity the student translator is up to, he/she should resort to a bilingual dictionary. This should, or even must, not be the end of the story. Usually student translators are not competent enough in the TL; therefore, consulting monolingual dictionaries turns out to be important because many monolingual dictionaries are corpus-based. Needless to say, looking up discrete words in a dictionary is doomed to failure. Dictionary consultation should also be concomitant with 'text analysis.' To illustrate the point, take Example 1 below:

Example 1

(SL) كما أن العلاقات الاقتصادية الجوهرية فيما بين الدول العربية كمشروع السوق العربية المشتركة وحرية انتقال الأموال ...لم يتطرق إليها المجلس الاقتصاد التابع للجامعة العربية.

هنا لدينا مثال وما يهم في هذا المثال هو ترجمة (حرية انتقال الأموال) وإذا بحثنا في قاموس (bilingual) عن معنى (الأموال) سنجد أنه سيعطينا الخيار (monies) وهذا المعنى (is not correct here) لأن هذه الكلمة لها (different meaning).

يعني فتحنا (bilingual dictionary) فوجدنا فيه (monies) و(capitals) كيف يمكن أن نعرف أي الكلمتين علينا أن نختار؟

في هذه الحالة نعود إلى الـ (monolingual dictionary) فنجد أنه أعطانا أمثلة تتضمن كل من الكلمتين وهنا علينا أن نختار الكلمة الأنسب للـ (context).

Student:

هل من الممكن أن نقول (monies) بالجمع؟

Instructor: yes, in some cases we can do so.

- Monies: amounts of money that are put together in order to form a bigger amount of money.

كذلك كلمة (people) تجمع عندما نقصد (شعوب) وكلمة (fish) تصبح (fishes) عندما نتحدث عن أنواع السمك، ومعنى (monies) هو (أموال جاءت من مصادر مختلفة وجُمعت مع بعضها).

> (TL) Furthermore, the economic ties among the Arab countries (e.g., the Arab
>
> Union Market, freedom of moving monies) were all not addressed in Arab league-run Economic Council.
>
> Closer scrutiny of the highlighted SL phrase انتقال الأموال وحرية shows awkward translation, i.e. 'freedom of moving monies'. The student translator seems to have opted for a wrong lexical choice, i.e. 'monies' as الأموال can translate into 'monies', 'capital', etc. The need for a monolingual dictionary is urgent. 'Monies' "is used to refer to several separate sums of money that form part of a larger amount that is received or spent," whereas 'capital' "is a large sum of money which you use to start a business, or which you invest in order to make more money." A myriad of signs (e.g. 'the economic ties" and 'the Arab Union Market') in the SL text in Example 1 is inextricably woven together to stress 'capital' rather than 'monies'. A suggested translation may be something like "Moreover, the economic ties among the Arab countries (e.g., the Arab Union Market, freedom of capitals..." The student translator should carry out bilingual and monolingual dictionaries consultations conscientiously.

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Another problem that translation students face is the **Lack of Comprehension of the Source Text.**

As we said earlier, the first step would be **analyzing the text.**

إذا قرأت النص ولم أفهمه أول ما نقوم به هو (try to guess the meaning from the context) وغالبًا تنجح هذه الطريقة.

Basically, we should try to comprehend the source text by trying to analyze it and trying to guess the unknown meaning of the words.

وبعد كل هذا إذا لم نفهم يمكن أن نعود للـ (dictionary).

أحيانا يكون الـ (dictionary) هو السبب في الـ (lack of comprehension) لماذا؟

It is because sometimes dictionaries might have information more than we need.

كلما كان هناك (information) أكثر في القاموس كلما أصبحت عملية الـ (comprehending) أصعب فبسبب كثرة الشرح وكثرة الأمثلة يصبح من الصعب علينا أن نقرر ما هو الصحيح.

Lack of Comprehension of the SL Text

We may perhaps assume that initial translator training should start at honing translation students' skills to better comprehension of the SL text before actual translation takes place. "In principle, a translational analysis of the SL text based on its comprehension is the first stage of translation.". When the meaning for a SL word is sought in a dictionary, the translation student should be able to negotiate different meanings taking the SL text into full consideration, and eventually recourse to the most appropriate one although, arguably, the more information is packed into dictionaries, the greater the dilemma of these students, for they are unable to find what they need in the mass of information provided. In addition, SL text comprehension is important as "unless a [SL text] has been well understood, a good translation cannot be produced." The following elements are likely to enhance basic comprehension: "knowledge of the language", "extralinguistic knowledge" and "analysis."

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دعونا نرى مثالًا آخر:

Let us now look at a further example to explore how English polysemy is rendered by our student translators.

Example 2

(SL) For weeks police were puzzled by repeated thefts from suitcases firmly locked inside the luggage compartment of a coach travelling between Girona Airport and Barcelona.

ما معنى (coach)؟

إذا فتحنا القاموس سنجد عدة معاني لهذه الكلمة هي: (trainer/tutor/bus/horse-drawn cart) وكلمة (bus) هي الكلمة الصحيحة في هذا السياق، وأحيانًا كثرة الكلمات والمعاني هي التي تضيّع مستخدم الـ (dictionary).

مهما كانت الترجمة جيدة لن تكون (equivalent) للـ (source text)، وأحيانًا كلمة واحدة بالعربي تغنينا عن كلمتين بالإنكليزي وتغطي معناهما والعكس صحيح، وهناك تنوع وفروق بسيطة أو كبيرة نجدها في الـ (dictionary) تكون سببًا في ضياعنا، فمثلًا في اللغة العربية نقول (هدف) و(مقصد) و(غاية) وفي اللغة الإنكليزية يوجد (object) و(goal) ولمعرفة الترجمة

الصحيحة لكل كلمة يجب أن يكون لدينا بالأصل (background knowledge) باللغتين.

في بعض الأحيان يعلق في بالنا معنى معين لكلمة ما فنظن أن هذه الكلمة ليس لها إلا هذا المعنى وهذا الكلام خطأ طبعًا لذلك علينا أن نعرف عدة معاني للمفردة الواحدة وعلينا أن نضع الـ (context) في الحسبان دائمًا.

ومن الضروري جدًا قراءة كامل النص وفهمه بشكل عام وفهم الـ (context) وأكبر خطأ هو أن ينصب اهتمامكم على البحث عن معاني الكلمات الجديدة مباشرةً دون قراءة النص أو فهمه.

(TL) وكانت الشرطة في حيرة من أمرها جراء السرقات المتكررة من حقائب محكمة الإغلاق المدرب/المدرس/حافلة/ عربة تجرها الخيول يسافر من مطار خيرونا إلى مدينة برشلونة.

The context in Example 2 above plays a crucial role in determining the intended meaning. It is posited that the SL text reads smoothly, and it should be so in the translation. The dictionary helps the translation student to look for a suitable meaning, typically one among several. In view of the multiple meanings, he/she should select the most salient one for a maximum communication purpose. The highlighted study item in Example 2 above seems to be challenging as it translates into Can. مدرب 1 ('trainer'), Can. مدرس : 2 ('tutor'), Can. حافلة : 3 ('bus') and Can. 4

الخيول تجرها عربة ('horse-drawn cart') respectively. Happily, only one out of these renderings does the trick namely, i.e. حافلة ('bus'), i.e. Can 3, whereas the others may all be recalcitrant to the communication in the translation.

Mastery of English may pave the way for better understanding of the SL text in approaching a translation like the one we have in Example 2, what assumptions does TL audience make? To reflect this, analysis should then be aptly made, with 'extralinguistic knowledge' of the SL text as an important determinant of appropriate lexical choice in consideration. Odd as it may sound, 'horse-drawn carts", as Can. 4 may show, are used to transport goods or people from Girona Airport to el centro de la ciudad or la plaza de Cataluña, etc. in the busiest city in Spain. Can. 1 and Can. 2 are also really bizarre as they kill the massage intended in the SL stone-dead, and farther create a TL text with plenty of opportunities for the TL readers to forge their own interpretations, i.e. thefts are from a trainer's suitcase(s) in the former and from a tutor's in the latter. Neither is true. The choice for Can. 1 and Can. 2 seems to be formally-motivated on the one hand, or is due to negligence on the part of the student translators on the other. On the other hand, Arab

translation students normally opt for formal equivalence. In addition, opting for "functionally (dynamic) equivalence solves the problem."

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Another big problem that we face or a mistake we do is selecting the first meaning presented in a dictionary. In a dictionary, the word (coach) has many meanings and only one of them was the right one.

يعني يجب أن نفهم النص أولًا ثم يجب علينا فهم المعاني التي يقدمها القاموس بمعنى أنه ليس علينا أن نستخدم أول كلمة نراها في القاموس دون تفكير فقد تكون الكلمة المناسبة هي الكلمة الأخيرة، وغالبًا القاموس يرتّب المعاني بحسب الاستخدام.

علينا دائمًا أن نقرأ كل المعاني المقترحة ثم نختار الكلمة الأنسب للنص وللسياق، في مثال الـ (coach) المعنى واضح لكن في حالات أخرى قد يكون لدينا مشكلة في فهم الـ (source text) أصلًا ثم تأتي مشكلة تقارب المعاني الموجودة في القاموس بشكل كبير وهنا حقًا نكون أمام مشكلة معقدة.

First Meaning Selection

The translation students should be meticulous enough not to take the first meaning they come up with. Instead, they should take time to read through the meanings offered slowly and carefully. In Example 2 above, the choice for Can. 1 is a case of first meaning selection in which the student seems to take the first meaning for granted, a selection that never comes to his/her rescue. A "formidable problem can be attributed to [...] the student [who] often takes the first meaning provided by the dictionary for granted or copy the sentence without paying attention to its anomalous structure." Example 2 above illustrates how a translation student has erroneously opted for the first meaning provided for the item 'coach', thus giving rise to an unnatural translation (see Table 1 below). Table 1 shows a number of meanings offered by the dictionary for 'coach' in order. It is crystal-clear that the student seems to have opted for an unsatisfactory solution. What the student has done is no more than pay lip service to his/her view. The selection for a sport-bound word in Arabic, i.e. مدرب ('trainer'), to render a text about robbery defies description. Perhaps skimming for the right meaning for the jargon of the SL text may be helpful insofar as the student translator is concerned. Highlighted are the items that are indicators of the text type (and the jargon) through which the student can skim ('team'; 'sport'; 'sports'; 'baseball'; 'teaching'; 'examination'; 'bus'; 'train'; 'horses').

To elaborate more on the point, consider Example 3 below in which

the highlighted Arabic item المؤتمرات has at least two English equivalents, namely 'conferences' and 'summits'.

Example 3

(SL)ولكن لم تسفر المؤتمرات الاقتصادية العربية التي عقدت في عواصم مختلفة عام 1961عن نتائج إيجابية في ميدان التعاون الاقتصادي الشامل المنشود.

(TL) However, the Arab economic conferences held in different capitals in 1965 didn't bring about positive results in the aspired comprehensive economic cooperation.

It is obvious from the context in Example 3 above that a meeting of chiefs or leaders of Arab governments is intended, thus the latter rather than the former should be used.

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Another mistake that we do is **Scant Attention to the Examples Provided by Dictionaries.**

ومعنى الـ (Scant Attention to the Examples) هو أننا لا نهتم بالـ (examples) بل نقرأ المعاني المقترحة فقط وهذا خطأ، فمن المفترض أن ننتبه للـ (examples) لأنها توضح لنا كيفية استعمال الكلمة التي نبحث عن معناها.

ولأن الـ (learner's dictionaries) هي (corpus-based dictionaries) فإن هذه الـ (examples) تكون من الـ (real life situations) لذلك قراءة الأمثلة تجعلنا نفهم كيف تستعمل هذه الكلمة وهذا كله يساعدنا على معرفة إن كانت هذه الكلمة مناسبة لهذا الـ (context) أم لا.

So, that's why we should always pay attention to the examples provided by a dictionary.

Scant Attention to the Examples Provided by Dictionaries

Corpus-based dictionaries like Collins Cobuild Advanced Learner's English Dictionary/CCALED (2003)/ highlight examples for any word because the more examples, the more the task for translation becomes easy. The examples provided by a dictionary are intended to illustrate the definitions of a word in terms of the syntactic structure, meaning, pragmatic etc. Having decided on 'summit' in Example 3 above for instance, the student translator may do more to look into the word language-wise. Having indulged a little bit in these examples in terms of semantics, syntax, culture and pragmatics, the student translator can take cue from the sentences above bringing about the following suggested translations, other things being equal:

However, the Arab economic summits held in different capitals in 1965 concluded with no positive results in the aspired comprehensive economic cooperation (based on example 1 above).

In the Arab economic summits held in different capitals in 1965, however, there is little push forward in the aspired comprehensive economic cooperation (based on example 5 above).

However, the Arab economic summits held in different capitals in 1965 are scarred by no positive results in the aspired comprehensive economic cooperation (based on example 3 above).

In their Arab economic summits held in different capitals in 1965, however, the Arab leaders came up with no plan for the aspired comprehensive economic cooperation (based on example 4).

As can be seen, CCALED may provide the student translator with a wealth of vocabulary that can not only help him/her narrow the lexical gap between the language pairs, but it also makes the translation sound more natural.

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Another mistake or another problem is **Prioritising Scanning over Skimming.**

الـ (scanning) والـ (skimming) عبارة عن (quick reading).

- **Skimming**: when you read the whole text in order to get the general idea.
- **Scanning**: when you read the text for specific information.

لا يمكن أن نقارن أو نقول أي الطريقتين أفضل لأن كل طريقة لها هدف مختلف عن الآخر، وطبعا تعريف الـ (skimming) والـ (scanning) موجود في الـ (handout).

عندما نريد أن نبدأ بالـ (translation) هل علينا أن نبدأ بالـ (scanning) أم بالـ (skimming)؟

علينا أن نبدأ بالـ (skimming) كي نعرف الـ (general idea) ونأخذ فكرة عامة عن النص ونفهم عن ماذا يتحدث، وعندما نبدأ بالترجمة يأتي دور الـ (scanning) وذلك كي نبحث عن (specific information we need) كي نفهم أكثر.

وكذلك عندما نريد أن نعرف ما هي الكلمات التي لا نعرف معناها نستخدم الـ (scanning)، وفي كثير من الأحيان نقوم بـ (scanning) ونبحث عن تفاصيل وهذا لوحده (won't lead to the intended results)، كذلك لا يمكن أن نقول أن علينا الاعتماد على الـ (skimming) فقط ولكن (we should start with skimming).

هذا الكلام قد يكون مكرر ولكن لا يمكننا ألا نقوله ولكن فيما يتعلق بالـ (test) هو (not that important).

Prioritising Scanning over Skimming

Scanning is looking through written material "quickly in order to find important or interesting information" (CCALED, 2003). In contrast, skimming a piece of writing is to "read through it quickly" (CCALED,

2003). Scanning rather than skimming is likely to be the suitable reading strategy when it comes to dictionary use. Although the translator is always limited with deadlines, skimming may be a good reading strategy because it tends to save time. Instead, it is time consuming unless there is a good reason for using it. Some student translators are fond of extending their repertoire of new words. Therefore, scanning may be considered a means by which they can build a wealth of vocabulary for future career. Looking up a word in a dictionary, students may glance through (or skim) the previous and subsequent words in a dictionary, but should, or even scan for the intended word. By the passage of time, the students may find themselves fine- tuning the linguistic skills by building day-to-day vocabulary. Sooner or later, the vocabulary that is unneeded for a given translation task for today would become highly needed in another future translation task. Consider Example 4 below:

Example 4

(SL) Before the bus pulled into the stop in Barcelona he had zipped himself back into his hiding place.

(TL)وقبل وصول الحافلة إلى الموقف في برشلونة، يكون اللص قد رجع إلى مخباه في الحقيبة.

A mere glance at the translation of the highlighted word 'zipped' would immediately reveal the degree of challenge the student translator is faced with. Having consulted CCALED (2003), 'zip' refers to "a device used to open and close parts of clothes and bags. It consists of two rows of metal or plastic teeth which separate or fasten together as you pull a small tag along them." Deletion strategy for زمام(lit. 'zip') is opted for by the student translator as it may be too difficult for the TL audience to imbibe. It is important for the student translator to read between the lines in search for optimal translation, rather than mere skimming. Perfect translation, as it were, requires patience. While looking up a word, the student should not rush. We may then safely assume that nothing untoward happens. A meaning that is rushed out may be disastrous as can be shown in Example 4 above.

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Another thing is the Disregard for Collocations, Idioms and Proverbs.

لن نتحدث كثيرًا عن هذه الفكرة لأننا تحدثنا عنها سابقًا منذ المحاضرة الأولى.

We should pay attention to collocations and we should be familiar with

collocations that are used in the source language and the target language.

وذلك كي نتمكن من إيصال الفكرة الصحيحة والرسالة الصحيحة للنص وكذلك كي لا تكون ترجمتنا (strange/odd).

مثلًا في اللغة العربية نقول (حدا خدودو حمر) وأما في اللغة العربية فلا يقال (red cheeks) وهذا يبدو (odd)، هم يقولون (rosy cheeks) لأن (the word 'rosy' collocates with 'cheeks')، طبعًا المعنى مفهوم من قولنا (red cheeks) لكن في اللغة الإنكليزية لا يقولون ذلك، وهنا تأتي أهمية أن يكون لدينا (background knowledge) في الـ (both languages).

Disregard for Collocations, Idioms and Proverbs

Granted, an item may have more than one meaning, and determining the meaning relies on the context. In the SL text, it is posited that SL text reads smoothly and it should be so in translation. Dictionaries help the translator to look for a suitable meaning, particularly "to indicate the semantic ranges of words as well as, through collocations, the main senses." One of the problematic areas in translation, particularly in languages of little linguistic and cultural affinity as is the case in Arabic and English, is translating collocations, idioms and proverbs. Arguably, collocations refer to "a phenomenon in language whereby a lexical item tends to keep company with other words. It is a lexical relation of occurrence that binds words together with varying degrees of strength." The source of difficulty in translating collocations is attributable to the fact that "each language appears to have its own collocation patterns." It is true that "the use of appropriate word combinations shows awareness of the idiomatic nature of language." Take Example 5 below:

Example 5

(SL) وكنا نأمل أن نتوصل الدول العربية خلال عام 1961 إلى عقد اتفاق تجاري على نطاق واسع فيما بينها

(TL) We hope that the Arab countries arrive to a large scale commercial agreement with each other during 1965.

Other things being equal, the Arabic collocation نتوصل... إلى عقد اتفاق (lit. 'to reach an agreement') seems to be difficult for the student translator to translate as he/she fails to appropriately use the dictionary. The words that collocate with اتفاق 'agreement' are numerous as CCALED (2003) shows:

1. It looks as though a compromise agreement has now been reached.
2. The two countries signed an agreement to jointly launch satellites.
3. The two men had not reached agreement on any issues...

4. The judge kept nodding in agreement...

5. The clinic doctor will then write to your GP to get his agreement.

6. The president was in full agreement with the proposal.

7. Many other surveys have produced results essentially in agreement with these figures.

The highlighted segments are all possible collocations for 'agreement'. Arguably, no.3 may furnish the student translator with the possible collocation. Based on that, the following is a possible translation: "We were hoping that the Arab countries reach a large-scale commercial agreement in 1965." For more illustration, consider Example 6 below:

Example 6

(SL) Police are reported to have described the crime as an 'open and shut case'.

(TL)ونقلت التقارير عن الشرطة وصفها هذه الجريمة بأنها إ'حالة فتح واغلاق'2/ 'جريمة فتح الحقيبة وإغلاقها'

A clear distortion of SL text is discernible in Example 6 above in which the translation choices for highlighted idiomatic expression are so diffused, obscure and overwrought. Can.1, i.e. حالة فتح وإغلاق (lit. 'open and shut incident') falls short of the SL. Similarly, Can. جريمة فتح الحقيبة وإغلاقها 2 (lit. 'the crime of opening and shutting the case') is detrimental to the SL. The students seem to fail to grasp the meaning of the idiom. Jettisoning the translations at the first glance is likely to be justifiable. CCALED (2003; emphasis in original) aptly defines the idiom as "[i]f you describe a dispute or a legal case as open-and-shut, you mean that is easily decided or solved because the facts are very clear." A suggested translation can be

ونقلت التقارير عن الشرطة وصفها هذه الجريمة بأنها واضحة وسهلة

Police are reported to have described the crime as easily solved.

It is clear that failure to recognise the segment as proverbial, collocational or idiomatic may give rise for awkward translations as seen in Example 5 and Example 6. The onus is on translator trainers to draw the attention of the student translators to these areas of difficulty.

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What about the **Conextualised Meaning?**
قلنا إن هناك كلمات تأتي في سياقات معينة وينبغي علينا دائما أن نختار الكلمة المناسبة للسياق

Contextualised Meaning

Occasionally, it happens that a dictionary does not include the item intended for search. Or, a SL item lacks an equivalent in the TL, thus leading to lexical incongruence as is the case with English and Arabic. In such cases, reliance on the context may be a way out for the student translator. Contextual factors are of paramount importance in deciding on the underlying meanings, in which case translation may go smoothly. Take Example 7 below:

Example 7

(SL) With the help of an accomplice, who was also arrested, the six-foot contortionist had crammed himself inside.

(TL) كان اللص البالغ طوله ستة أقدام قد حشر نفسه في الحقيبة بمساعدة شريك له تم اعتقاله أيضًا.

It happens that a dictionary does not include the item intended for search. Or, a SL item lacks an equivalent in the TL, thus leading to lexical incongruence as is the case with unrelated languages. English and Arabic stand as a perfect example. In such cases, reliance on the context may be a way out for the student translator. The heavenly dream of equivalence that the translator has in mind is circling the square as shown by contortionist. First, the highlighted 'contortionist' is the production of SL culture, more or less difficult for the SL to coin an equivalent except through loan translation, i.e. concept level; hence, it can be translated into something like بهلوان.

The item in question is gender-free in English, not quite known whether it is male or female. By means of intertextuality, nevertheless, we, as text receivers, can make out of it through a sign at the outset of the text: "Police in Spain have arrested a man who stole valuables from people's luggage while they were on a bus heading for Barcelona." In Example 7 above, the student translator has made decision 'contortionist' into اللص (lit 'thief').

***

Student:

هل يمكن أن نقوم بالتسطير تحت بعض المعلومات المهمة من محاضرة اليوم؟

Instructor:

عليكم التركيز على تعريف الـ (denotation) والـ (connotation) في الفقرة الأولى، والتعريفان ليسا مكتوبان (very clear) لكن نحن قلنا إن الـ (denotation) هو الـ (literal or

idea or feeling associated with) وال (connotation) هو (primary meaning
this)، وبصراحة تتمة الفقرة وفقرة (Dictionaries Lookup Strategies) ليس لهما
أهمية.

وبالنسبة لفقرة (Addiction to Dictionaries) مهم أن نعرف الفكرة الأساسية منها وهي
أننا أحيانًا (we overuse dictionaries) وأننا إذا أردنا أن نستخدم (bilingual
dictionary) و(monolingual dictionary) علينا أن نستخدم (bilingual
dictionary) أولًا ثم نستخدم (monolingual dictionary) وهذا الكلام موجود في بداية
الـ (handout) في الـ (page 20).

في فقرة (Lack of Comprehension of the SL Text) يكفي أن نفهم الفكرة العامة
والـ (example) وإذا جبتلكن (example) ما رح يجي نفس الـ (example) بس الـ
(example) شارح الفكرة.

بالنسبة لفقرة (First Meaning Selection) حرفيًا يهمنا منها العنوان فقط، ويمكن أن
أسألكم:

What are the mistakes that translators do?

هنا يمكن أن تقولوا (not paying attention to examples) و(scanning more than
skimming texts) وكل هذا يهمنا منه العناوين فقط
(to be honest).
بالنسبة للـ (TEST) ستكون الأسئلة نظرية وغالبًا هي ٤ أو ٥ أسئلة، وسأقيس مدى فهمكم
للمادة بمعنى (you don't need to study anything by heart).
هذه الأسئلة يمكن أن تكون (compare) ويمكن أن أسألكم عن رأيكم بأي شيء له علاقة
بهذه المادة وذلك كي أعرف إن فهمتم ما قمنا بدراسته أم لا.

Student:

هل ستطلبين منا أن نختار اربعة اسئلة من خمسة؟

Instructor:
لا أعرف ولم أضع الأسئلة بعد ولكن إذا كان هناك سؤال صعب ومعقد سأجعله اختياري.
يمكن أن أقول لكم (compare) وممكن أن أقول لكم برأيكم ما هي الـ (problems) أو ما هي
الـ (mistakes) التي يرتكبها المترجم.

إذا كتب طالبان نفس الأفكار وكان لديهما نفس الفهم للأمور ولكن أحدهما لديه أخطاء كتابية
والآخر لا بكل تأكيد لن يحصلا على نفس العلامة، إذا نسيتم حرفًا في كلمة ليس هناك مشكلة
ولكن يكون هناك مشكلة عندما تنسون ٥٠٠ حرف مثلًا.
الفكرة هي أن هل الأخطاء التي قمتم بها كارثية وتؤثر على فهمي كما كتبتموه أم لا؟

Student:
ماذا لو كان لدينا أخطاء في الـ (countable) والـ (uncountable) وأخطاء في الـ
(articles)؟

Instructor:
بالنسبة للـ (countable) والـ (uncountable) هذا يتوقف على الكلمة بحد ذاتها، فمثلًا كلمة
(information) معروف أنها (uncountable) وأما (feedback) فيمكن أن أسامحكم إذا قلتم
(feedbacks) على الرغم من أنها (uncountable) وذلك لأن هذه الكلمة لا تتكرر معكم كثيرًا
مثل كلمة (information) التي أصبح معروف أنها (uncountable).

سياتي نص في الامتحان وساطلب منكم أن تعطوني الـ (definition) للكلمات المحددة ومكان الـ (stress) والـ (part of speech) بالإضافة إلى الـ (label) والـ (synonyms) والـ (antonyms) إن وجدوا، والأهم من ذلك كله هو المعنى العربي بحسب الـ (context).

ملاحظة: كل الفقرات التي وردت ضمن الإطارات هي الفقرات الموجودة في الـ (handout) كما هي، وكل الكلام خارج الإطارات هو شرح الأستاذة.

ملاحظة هامة جدًا:

نوع امتحان مادة المعاجم: مؤتمت (وليس تقليدي)

موعد الامتحان الثلاثاء ٢٣ آب ٢٠٢٢ الساعة ١٢.

Thank you

Wish you all the best

احذر المحاضرات المسروقة!

إمكتبة العائدي لا تنشر محاضراتها على الإنترنت ونحن لا نتحمل مسؤولية أي نقص أو تشويه أو تزوير تجده في تلك المحاضرات، فالمرجع الرئيسي للمحاضرات هو المحاضرات الورقية فقط والتي يمكنك الحصول عليها من مقر مكتبة العائدي في المزة – نفق الآداب|