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Mentouri University-Constantine
Faculty of Letters and Languages
Department of Languages

**LONG SENTENCES IN ARABIC-ENGLISH TRANSLATION
THE CASE OF 3rd YEAR STUDENTS IN THE DEPARTMENT OF
ENGLISH AT MENTOURI UNIVERSITY CONSTANTINE**

Dissertation Submitted in Partial Fulfilment of the Requirements for the Master Degree in
Applied Language Studies

Candidate:

Rabha Mehenni

Supervisor:

Dr. Kaouache Salah

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Dedication

I first thank God who makes this work possible

Especially for my father Abd El Karim

Especially for my mother Samia

Especially for my grandmother

Especially for my aunt Nadira

Thank you for your constant support, unconditional help and continuous encouragement

For my best friends: Kherbache Hanane and Bouhaka Malika

My brothers: Lokman and Imad

My sisters: Meriem, Imene and Bouchera

Thanks for your help, each one in his/her own way

Special thanks to my room-mates for their encouragement and support

Special thanks to my friends: Amina, Rokia, Asma and Souad.

To all who knows me

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Abstract

Although translation across Semitic-Germanic languages is possible, it is rather difficult especially when it comes to long sentences.

The present research work aims at investigating whether Algerian students of English who already have a background knowledge of translation, are able to translate long sentences from Arabic into English or not. To achieve that, the types used and the mistakes made by the informants in their translations of the sample sentences have been analyzed to check their ability of translating this particular type of sentences appropriately.

Because this study deals with translation; theories and types of translation, sentence structures, and types of texts are aspects which have been introduced to this research work to stand as a theoretical support for the analysis of the subjects 'data.

List of Abbreviations and Symbols

SL: source language

ST: source text

SLT: source language text

TL: target language

TT: target text

TLT: target language text

Vs.: versus

n^o: number of sentence

P%: percentage

/: and or

/ /: transcription slashes

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Transcription Symbols Table

The following transcription system has been used when representing Arabic script in the dissertation. The scheme is as in Saad (1982: 4).

Arabic sounds	Transcription	Arabic sounds	Transcription
<u>Consonants</u>			
ء أ ب ت ث ج ح خ د ذ ر ز س ش ص	? b t th j h x d dh r z s sh s	ط ظ ق ك ل م ن ه و ي	d t z c gh f q k l m n h w y
<u>Vowels</u>			
ا و ي	a u i	ا و ي	ā ū ī

Note :

-The definite article will always be transcribed as /al-/ in spite of the fact that it has a **hamza** /ʔ/ in the Arabic system of writing.

-We doubled the letter in case there is a **shadda** (ّ) in Arabic.

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Introduction

1. Statement of the Problem

Arabic and English are two quite different languages with different systems and structures. This difference may be problematic for students to translate across these two languages. The present study is mainly concerned with the difficulties of converting texts containing long sentences from Arabic into English. Despite the fact that third year students of English have got some theoretical background knowledge on translation from Arabic into English, they still find it hard to translate long sentences in Arabic-English translation.

2. Questions of Research

This research will be an attempt to answer the following questions:

- 1) How can students of English overcome the problem of converting long sentences in Arabic into English?
- 2) What theory do they have to apply to maintain the basic meaning and the style of the target language?

3. Aims of the Study

The main objective of the study is to shed some light on the students' ability to translate long sentences from Arabic into English. The study will be carried out on the basis of the following points:

- Students translate long sentences as a block, or split them into short sentences and give each of its units dictionary equivalents.
- Students' ability to select the suitable type of translating such a type of sentences.

4. Hypothesis

In view of the differences between languages in their systems and structures, we hypothesize that eventhough students already received a particular theoretical knowledge on strategies and types of translation; they are still unable to render long Arabic sentences into English correctly and accurately.

5. Methodology of Research

This study is based on testing. The testees are twenty five 3rd year students from the department of English. They have been chosen on the basis of the theoretical and practical knowledge they have had about translation. The subjects who participated in this study were asked to translate fourteen long sentences from Arabic into English. These sentences chosen are of different subjects and average difficulty.

6. Structure of the Study

The study consists of two chapters:

Chapter one is devoted to the theory of translation where definitions of translation and types of translation are reviewed. Since this study is concerned with translation from Arabic into English, further discussions on language types and structures of Arabic and English are provided.

Chapter two is devoted to the analysis of students' translations and the interpretations of the results obtained.

A general conclusion follows to end the dissertation.

Chapter One
Translation and Language Structures

Chapter One

Translation and Language Structures

Introduction

In this chapter we attempt to draw together the threads of what have been said so far from different perspectives on some aspects of the theory of translation. In addition, some principles of translation from Arabic into English will be introduced. This chapter will be a brief reference to certain basic theoretical competence of translation. Definitions and theories of different types of translation will be tackled. The types of texts of Source and Target languages, the types of languages, a brief account on the structures of the Arabic and the English languages will also be considered. Finally, we shall go through the most problematic issue investigated throughout this dissertation. It is the translation of long sentences from Arabic into English.

I.1. Translation: Definitions and Theories

I.1.1 Translation Definitions

Many definitions are introduced by scholars to the term translation, considering various concepts. Ghazala (2002: 1), for example, write:

As a subject, translation is generally used to refer to all the processes and methods used to convey the meaning of the source of the source language into the target language, by means of using: (1) words which already have an equivalent in the Arabic language; for example, speak (يتكلم); (2) new words for which no ready-made equivalent was available in Arabic before; for example, satellite (قمر اصطناعي); (3)

foreign words written in Arabic letters; for example, aspirin(أسبرين); and (4) foreign words changed to suit Arabic pronunciation, spelling and grammar; for example, democracy(الديمقراطية).

Sager (1994), on the other hand, stresses the importance of adapting a kind of equivalence between SL and TL in defining translation, whereas others focus on the importance of preserving the effect of the original text, such as Nida and Taber (1969/1982: 12) who define it as “translating consists in reproducing in the receptor language the closest natural equivalent of the source language message; first in terms of meaning and second in terms of style”.

Although these definitions of the term translation are valid, Catford’s definition seems to be the most workable one. He defines it as “the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)” (Catford, 1965:20). This definition highlights two concepts “textual equivalent” and “textual material.” That is, replacing a SL textual material by its TL equivalent textual material and not the entire text (Ibid).

I.1.2 Theories of Translation

As languages live in this universe, so does translation. According to Holmes (1988e: 73), a theory of translation is “a full, inclusive theory accommodating so many elements that it can serve to explain and predict all phenomena falling within the terrain of translating and translation, to the exclusion of all the phenomena falling outside it.” Depending on this complete description of the term translation theories, scholars tackle them from different perspectives. Aziz and Lataiwish (2000), for example, divide

translation theories into: Literary theories of translation, and linguistic theories of translation.

In literary theories of translation, translation is considered and viewed as a paramount activity for comparative study of literature. Theories of such kind seek a more subjective basis for translation studies.

In linguistic theories of translation, on the other hand, scholars use linguistic theories and exploit basic linguistic categories in investigating problems of translation. Such theories are characterized by being more objective.

Shuttleworth and Cowie (1997) tackle translation theories from a different perspective. They deal with Holmes' division of translation theories in two branches: general and partial. The first refers to such theories that include different elements in explaining all phenomena found in the area of translation, while excluding what is outside it. According to them, such a theory will usefully be highly complex and highly formalized. The second, however, refers to theories that deal with a limited number of phenomena found within the discipline of translation studies. These theories, therefore, may be put together to form a general theory translation.

I.2. Types of Translation

Different types of translation are introduced by scholars. Actually, we shall discuss the most frequently used types such as Jakobson's three types of translation: interlingual, intralingual, intersemiotic translation. Full vs. partial translations, total and restricted translations; and free and literal translations will also be examined.

I.2.1 Jakobson's Types of Translation

Any linguistic sign may be translated into an alternative sign in which it is more fully developed. In his article "On Linguistic Aspects of Translation", Jakobson (1959/1966) makes a distinction between three types of translation which he labels as:

- 1- Intralingual translation or rewording is an interpretation of verbal signs by means of other signs of the same language.
- 2- Interlingual translation or translation proper is an interpretation of verbal signs by means of some other language.
- 3- Intersemiotic translation or transmutation is an interpretation of verbal signs by means of signs of non-verbal sign systems.

According to Shuttworth and Cowie (1997), intralingual translation depends on using approximate synonyms or context that necessitates rewording the message in the language of the original. As an example, it may be necessary to simplify the technical linguistic signs of a particular text to a non-specialist reader, as it may take place in order to reword or simplify texts that belong to Shakespeare's language (old English), for example, using modern English terms. The intralingual type of translation, however, can form some difficulty to the translator due to the distance in time and place even synonymy between the two stages of language. That is, the amount of information in the original text message may be affected during the reformulation process.

Similarly, in interlingual type of translation, there is no full equivalence between the units of different codes. According to Shuttworth and Cowie (1997), this problem of

equivalence makes Jakobson views translation from one language into another as a kind of reported speech. In other words, since no full equivalence is possible, messages can be considered as adequate interpretations of foreign messages. For Jakobson (1959/1966: 233), “the translator recodes and transmits a message received from another source.” Moreover, Gorfée (1994) claims that the main concern of this type of translation is to break-up and dislocate familiar sign-structures in a language and rearrange them meaningfully in the new language. Hence, interlingual translation makes languages meet, interact and interconnect resulting in new contextual structures in addition to exhibiting the similarities and differences across language systems (Shuttleworth & Cowie, 1997).

The third type of translation is intersemiotic translation. According to Shuttleworth and Cowie (1997), the definition provided by Jakobson does not refer to the standard meaning of translation but transmutation of a verbal amount of information of a message into another means of expression. Despite the fact that this type of translation raises loss of information when translating, it does have the advantage of widening the context of translation, in terms of comparing it with alternative processes. Furthermore, it enables the generalization of the way in which signs are altered into other signs.

Another classification of translation types is introduced by Catford (1965). He distinguishes four types of translation: full, partial, total, and restricted.

I.2.2 Full vs. Partial Translation

The distinction made by Catford between full and partial translations is in terms of extent.

In full translation, the entire text of SL is rendered into the TL text material. Or “every part of the SL text is replaced by TL text material” (Ibid). Hence, no elements of SL text will be included in the TL text.

In partial translation, on the other hand, parts of the text are left untranslated (usually lexical items). In this case, the term “untranslated” is in a sense true. This type is frequently used in literary translation with lexical items either to exhibit the untranslatability of such items or to include the flavour of SLT into the TL one.

I.2.3 Total vs. Restricted Translation

The distinction made between total and restricted translations is based on the levels of language used in translation.

Total translation is what is generally meant by common use of *translation*. Yet, formally, it is defined as “replacement of SL grammar and lexis by equivalent TL grammar and lexis with consequential replacement of SL phonology / graphology by (non-equivalent) TL phonology / graphology” (Catford, 1965: 22). Hence, though language is composed of four levels, only grammar and lexis are translated into their equivalents in TLT. Exceptions may occur in film “dubbing” and poetry translation where phonology and graphology are translated into partial equivalents in the TL.

Restricted translation, on the other hand, is defined as “replacement of SL textual material by equivalent TL textual material, at only one level” (Ibid). This type of translation stresses the performance translation only at one level of the four linguistic levels: phonological, graphological, grammatical, and lexical. Consequently, restricted translation at one of these levels is defined respectively as “the SL phonology of a text is replaced by equivalent TL phonology” (Ibid); i.e. lexis and grammar are left untranslated. “SL graphology is replaced by equivalent TL graphology, with no other replacements” (Ibid). For instance, letters in language A can be replaced by letters in language B, not that have the nearest sounds but that relatively resemble them in appearance. “The SL grammar of a text is replaced by equivalent TL grammar, but with no replacement of lexis” (Ibid). As an example, grammatical translation of the English sentence: *This is the man I saw* is converted into French as *Voici le man que j’ai see-é* results in rendering grammatical items but not lexical ones *-man* and *see-* (Ibid). Also, “the SL lexis of a text is replaced by equivalent TL lexis, but with no replacement of grammar” (Ibid). If the previous example is rendered lexically, we will have: *This is the man I saw; This is the homme I voi-ed*. That is, lexical items are replaced by their equivalents but not grammatical ones (Ibid).

I.2.4 Literal vs. Free Translation

I.2.4.1 Literal Translation

Linguistically speaking literal translation can be defined as a translation “made on a level lower that is sufficient to convey the content unchanged while observing TL norms” (Barkhodarov, 1969: 10). Actually, this type of translation is variously understood and applied. In his model, Ghazala (2002) summarizes the different understandings and

a noun into a noun, an adjective into an adjective, an idiom into an idiom, a proverb into a proverb. For instance:

a- He is a young man. He is kind-hearted (هو يكون شابا. هو يكون طيب القلب)

instead of (هو شاب طيب القلب)

b- My neighbours are good (جيراني طيبون) instead of (جيراني يكونون طيبين)

c- This mission is a can of worms (هذه المهمة تكون عتبة مصائب)

instead of (هذه المهمة مشكلة عويصة/ بالغة الصعوبة)

(Ghazala, 2002: 8)

This type can be more acceptable than word-for-word translation. But, sometimes it is not so, due to its ignorance of the TL grammar and words. Additionally, it insists on the type and the number of words of SL. This may lead to a non-existing type in the TL. For instance, the English collocation *shake hands* does not exist in Arabic /yusāfihu bi al-?aydī/ (يصافح بالأيدي); we have only /al-musāfaha/(المصافحة).

Literal translation of meaning or direct translation is a type of translation in which the TL grammar word order, metaphorical and special uses of language, in addition to context are taken into account. In other words, the meaning is to be as close, precise and complete as the SL one. It is a kind of full translation of meaning. Furthermore, literal meaning, when adapting this type of literal translation, is the meaning of combinations of words in context, not that of single decontextual words and, therefore, is considered as the best type of literal translation. Examples of such type are given by Ghazala (2002: 10-11):

a- “To turn a company”

(بدير شركة)

- b- “In the long run” (على المدى البعيد)
- c- “To run short of money” (ينفذ ماله)
- d- “The runs” (إسهال)
- e- To run through (يتصفح/ يمر مرور الكرام)

The word *run* does not have only one literal meaning/*yajrī*/ (يجري), because in each of these examples, its literal meaning goes with the context in which it occurs. In example (a), *run* does not mean /*yajrī*/ (يجري) but/*yudīru*/ (يدير) according to its context. It would be wrong to be translated as/*yajrī* ?aw yarkudu sharikatan/ (يجري أو يركض شركة). Hence, literal meaning can be both metaphorical and non-metaphorical as illustrated by figure 1 (Ghazala, 2002: 12):

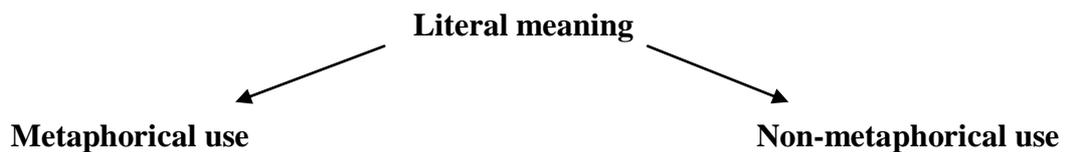


Figure 1: metaphorical and non-metaphorical use of literal meaning

Free translation, on the other hand, takes other different characteristics.

I.2.4.2 Free Translation

In linguistic terms, free translation can be defined as a translation “made on a level higher than is necessary to convey the content unchanged while observing TL norms” (Barkhudarov, 1969: 11). According to Shuttworth and Cowie (1997), it is a type of translation in which the translator pays more attention to producing a natural reading TT

rather than preserving ST wording intact. This type of translation gives the translator enough freedom to translate something the way he understands it, regardless of the text and context, and even the available meaning of words and phrases (Ghazla, 2002: 13-14). It may be classified into two sub-types: bound and loose.

I.2.4.2.1 Bound Free Translation

Translation in this type is based on the context. In other words, the translator renders something as he understands it from the context it occurs in. Examples of such type are:

- | | |
|------------------------------|-------------------------------|
| 1- He got nothing at the end | (عاد يخفي حنين (خالي الوفاض)) |
| 2- Swearing is a bad habit | (سباب المسلم فسوق) |
| 3- She had a new baby | (رزقها الله بمولود جديد) |
| 4- Are you lying to me? | (أتفتري على الله كذبا؟) |

What commonly characterizes these examples is the formality of the Arabic versions. Additionally, in translating these examples, different verses are used to have the exact meaning: The Holy Coran in 4, Sunnah (the prophet's tradition) in 2, popular religious expressions in 3, and proverbs in 1.

I.2.4.2.2 Loose Free Translation

In this type, some TT versions do not have a direct relation with the original. That is, the interpretations and implications are left to readers to conclude according to the society, religion and culture they descend from. Examples:

- 1- No bacon with my breakfast, please (أنا مسلم)
- 2- Honesty is the best policy (أنت خنت الأمانة)
- 3- You should buy a lock for your car (سرقة السيارات منتشرة هذه الأيام/الأمان معدوم)
- 4- Have you got classic records? (سحقا للموسيقى الحديثة/ فن هذه الأيام منحط)

A glance at these examples makes it apparent that the TT versions (Arabic) provide indirect, pragmatic versions, in which the reader is the one supposed to conclude the exact implied meanings. In 1, for instance, *no bacon* indicates that the speaker is “Muslim” since Islam forbids eating pig’s meat but not Christianity. Therefore, /ʔanā muslimun/ – “أنا مسلم” – I am a Muslim means, by definition, without bacon. Example 2 shows an indirect comment on a direct act by the hearer. Thus, /ʔanta khunta al-ʔamāna/ “أنت خنت الأمانة” means dishonesty. In the third example, the widespread car theft is implied. Finally, in 4 it is understood that the speaker gets bored of modern music, and is much interested in classic music.

Having discussed the different types of translation introduced by scholars, it is agreed that the third type of literal translation; i.e. literal translation of meaning, is the most suitable method that should be followed owing to its directness (Ghazala, 2002).

I.3. Text Typology in Translation

Since translation is the replacement of a text by another in two different languages, the type of this text certainly influences the way in which it is translated (Catford, 1965). Depending, on the purpose of translation, Reiss (1977/1989) introduces three main types of texts that may stand as guidelines for translators: informative, expressive, and operative texts.

I.3.1 Informative Texts

In informative texts, the basic aim of the translation is to convey the information to the receiver. That is, priority is given to the content of the text than turning to the aesthetic form or the style of expressing it (Catford, 1965). “Plain communication facts” (Munday, 2001) such as: business letters, official documents and academic articles can be examples which represent this text type.

I.3.2 Expressive Texts

Expressive texts, on the other hand, is a term used by Reiss to refer to the type of texts in which the author “exploits the expressive and associative possibilities of the language in order to communicate his thoughts in an artistic, creative way” (Ibid, 1977/1989: 109).in other words, the elementary aim of the translation in expressive texts is to stress the aesthetic form of language, as well as the aesthetic effect on the reader or hearer. According to Munday (2001), the author of such a type of texts uses the aesthetic dimension of the language to express his thoughts and opinions. Instances that belong to the expressive, or as Catford termed it, “creative” texts include: literary essays, novels, plays, and poetry.

I.3.3 Operative Texts

Reiss’s third type of texts is labeled: operative. The translator’s main aim is to produce a TT as persuasive as ST. This means that the effect of the SLT on the reader or the hearer should be the same as the TLT. Texts of such a type include messages that persuade the receiver to act in a particular way. In other words, “including behavioural responses” (Munday, 2001: 224) such as buying a specific product or voting for a

particular political party would be good examples of the persuasion force on the receiver. Hence, in such texts “both content and form are subordinated to the extralinguistic effect which the text is designed to achieve” (Nord, 1996: 83).

If knowing the type of the text plays a paramount role in the process of translation, it seems more important to recognize the types of language which the two parts of translation, TL and SL, descend from.

I.4. Language Types

Languages may show lexical, syntactic, and phonological differentiation. Yet, differentiation in the grammars of languages of the world plays a big role in defining human language. In grammar, particularly in morphology, languages seem to be grouped into three main types: isolating, agglutinating, and inflecting.

I.4.1 Isolating Languages

In isolating languages, single morphemes constitute the word (Schendl, 2001). The isolating character of languages is highly typified by Chinese, which lacks derivational and inflectional processes. In other words, such sort of languages does not inflect verbs for person, number, tense, or nouns for number. Compared to these characteristics, the English language is considered as partially isolating since a considerable number of morphemes can equal one word such as: the, can, red, call ...etc. Furthermore, the uninflected morpheme *will* that expresses the future tense certainly exhibits the isolating character of the English language (Frmkin & Rodman, 1978).

I.4.2 Agglutinating Languages

In agglutinating languages, more than one separable morpheme, which maintains a single distinct meaning, constitute words (Ibid, 2001). In other words, in these languages words are built up from sequences of units, each of which expresses a particular grammatical function (Ager, 1997). This type stresses the overuse of affixes in the formation of new words. Turkish and Swahili are highly agglutinating languages; the former mostly by prefixing, the latter mostly by suffixing. The agglutinating character of the Turkish language is illustrated by the following examples; the equivalent of *tooth* and *house* in Turkish are *dis* and *ev* respectively:

dis “tooth”	disim “my tooth”	disimde “in my tooth”
ev “house”	evim “my house”	evimde “in my house”

(Fromkin & Rodman, 1978: 336)

These examples show that the prefixes *im* and *de* can be attached to most of the words to mean *my* and *in* respectively. Similarly, a whole sentence, in Turkish, can be a “polymorphemic word”. That is, a stem plus a number of suffixes. For example:

Kir + il + ma + di + lar + mi (kirilmadilarmi)

Were they not broken?

That is:

Kir = “break” ⇒ break

il = “passive voice” ⇒ to be broken

ma = “negative” ⇒ to not be broken

di = “past tense” ⇒ (it) was not broken

lar = “plural” ⇒ (they) were not broken

mi = “interrogative” ⇒ were they not broken ?

(Fromkin & Rodman, 1978: 336)

Although English is not an agglutinating language, it has an almost agglutinating character by adding the suffix *ness* to adjectives to have nouns: goodness, kindness, tiredness. Similarly, the prefix *in* to express negative adjective: incomplete, incorrect, indecisive (Ibid).

Swahili, on the other hand, is a language that has an agglutinating character by “prefixing” rather than “suffixing”. This can be illustrated through the following examples:

ni + na + penda “I” + present tense + “love” (“I love”)

ni + na + sema “I” + present tense + “speak” (“I speak”)

ni + li + penda “I” + past tense + “love” (“I loved”)

(Fromkin & Rodman, 1978: 338)

These examples show that many languages use suffixes and few use prefixes as their *additive elements*.

I.4.3 Inflectional Languages

In inflectional languages, words have additional endings to exhibit grammatical relationships (Ager, 1997). According to Fromkin & Rodman, an inflectional language is a language in which “a word or morpheme undergoes a change in form when its grammatical function in the sentence is changed” (Ibid, 1978: 338). These additional morphemes which are added to lexical stems have no independence. Languages of such type are Greek and Latin. In Latin, for example, the verb is inflected for person, number and tense; these elements cannot stand as independent units:

amo	first person, singular, present tense	“I love”
amas	second person, singular, present tense	“you love”
amat	third person, singular, present tense	“she/ he loves”
amamus	first person, plural, present tense	“we love”
amatis	second person, plural, present tense	“you love”
amant	third person, plural, present tense	“they love”

(Ibid, 1978: 339)

By examining these examples, one can say that English seems to have an inflecting character. The *s*, for example, is added to verb stems to express the present tense, person and number:

I hit	you hit	he/ she hits	we hit	they hit
-------	---------	--------------	--------	----------

I love you love he/ she loves we love they love

A good target text can be said to be produced, when there is a good mastery the target language.

The next discussion will be devoted to the issue of different structures of source language (Arabic) and target language (English). In other words, how Arabic and English sentences are structured.

I.5. The Structure of Languages

Syntactically speaking, translation is a “conglomerate of two structures” (Bassnett, 1980/1991: 159). In other words, languages differ in their syntactic structures. Arabic and English, in particular, have different sentence-structure properties because of their different origins.

I.5.1 Structure of Arabic

In Arabic, sentences are of two types: nominal or equational sentence; *جملة اسمية* /jumla ?ismiya/, and verbal sentence *جملة فعلية* /jumla fi liya/.

A nominal sentence is a sentence which does not contain a verb, because the verb or the copula “to be” (كان) /kāna/ is implicitly stated or understood. Its main components are: subject and predicate. The subject; or the topic (*المبتدأ* /al-mubtada? /), is usually a noun (phrase) or pronoun in the nominative case that initiates the sentence. The predicate (*الخبر* /al-xabar/), the piece of news, can take the form of a noun (phrase), pronoun, an indefinite adjective or an adverb of place or time (Abu- Chakra, 2007). In other words, an equational, nominal sentence starts with a topic, noun (phrase), pronoun, completed by

comment- adjective, pronoun, or prepositional phrase. According to Ryding (2005), the reason these sentences are named “equational” is that the subject and the predicate equate with each other and have a sort of balance between the two components in a complete preposition. Moreover, the predicate agrees with the subject in number and gender but not definiteness. Examples of such sentences are as follows:

- 1- Noun + adjective (phrase): العالم قرية صغيرة الطريق طويل
- The world (is) a small village the road (is) long
- 2- Noun (phrase) + adjective: قصر الملك ضخم كلها أفلام سياسية
- The king’s palace (is) huge All of them (are) political films
- 3- Pronoun + adjective (phrase): هو ذكي هي أمريكية من أصل عربي
- He (is) intelligent She (is) an American of Arabic origin

(Ryding, 2005: 60-61)

A verbal sentence, on the other hand, is a sentence which is composed of a verb and an object in addition to the subject. Its basic word order is: verb + subject + object or complement. This structure implies that the subject is in the nominative case. The object exists when the verb is transitive. This type of sentences is illustrated by the following examples:

- | | |
|--------------------|--------------|
| A student went out | خرج طالب |
| | S V |
| A dog ate bread | أكل كلب خبزا |
| | O S V |

(Abu-Chakra, 2007: 33)

If the subject is a personal pronoun, it does not appear in the structure of the sentence because the verb is conjugated for the person, number, and gender of the subject:

I met a friend

قابلت صديقا

Actually, the structure of Arabic phrases and clauses are affected by two main syntactic principles: agreement (or concord) and government. Agreement, or concord, refers to the property where in words of a sentence show a sort of matching between their features. In other words, features of a word are reflected in the other. For instance, if the subject is masculine singular, the verb should be masculine singular. If the noun is feminine singular, it takes a feminine singular adjective.

Despite the fact that agreement and concord are used synonymously, there is a slight difference in between. Concord refers to matching between nouns and their dependents; adjectives, nouns, or pronouns. Agreement refers to matching between the verb and its subject. In Arabic, concord and agreement are at the level of these categories of nouns and adjectives: gender, number, and person.

The other syntactic principle is government. In this situation, words are caused to inflect in specific ways as a result of the governing word and not as an agreement with it (Ryding, 2005).

The Arabic language seems to be based on rather long structures. A paragraph may consist of one long sentence only. These long structures are made longer and related by means of the coordinating conjunctions "و" and "ف" less commonly "ثم" (Dickins, Hervey & Higgins, 2002).

I.5.2 Structure of English

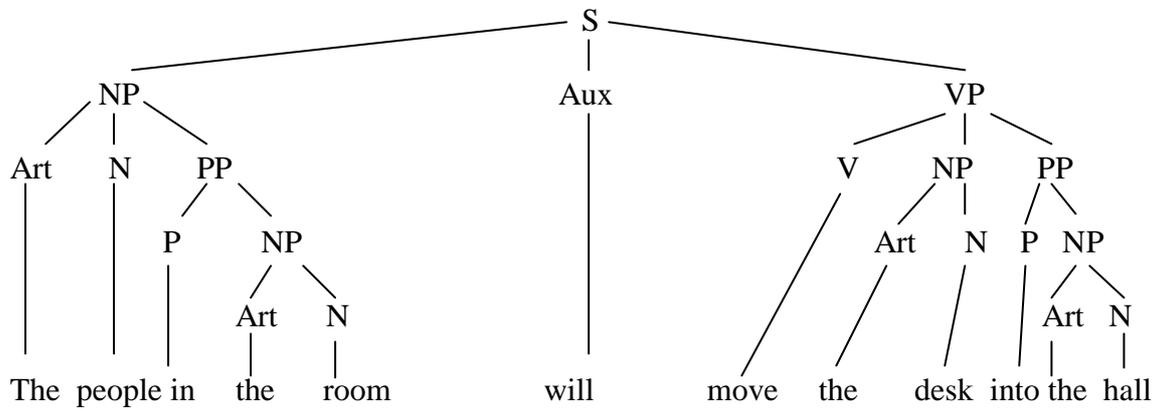
“A sentence may be thought of as a string of words which has certain elements such as a subject, a verb and sometimes an object or complement, and perhaps one or more adverbials” (Kennedy, 2003: 259).

Aiming at understanding how sentences are internally structured and how their units are distributed, three major properties of sentence structure should be taken into account:

- 1- Linearity: Sentences are produced and received in a linear sequence.
- 2- Categoriality: Sentences are made up of parts which belong to a set of distinct categories, each with its special characteristics.
- 3- Hierarchy: sentences are hierarchically structured; that is they are not simply sequences of individual words but are made up of word groupings, which themselves may consist of lesser groupings.

(Jacobs, 1995: 35)

These three types of structural information are better explained by Akmajian, Demers, Farmer & Harnish (1995: 158) through the following tree diagram:



S= Sentence, NP= Noun phrase, N=Noun, Art= Article, P= Preposition, PP= Prepositional phrase, Aux= Auxiliary, V= Verb, VP= Verb phrase.

Figure 2: tree diagram of English sentence structure.

In this diagram, each word of the sentence is assigned to a certain lexical category (or part of speech); *the* is an article, *people* is a noun; *in* is a preposition...etc. Furthermore, by reading the diagram from left to right, it is quite apparent that words, of different lexical categories, are connected in a particular linear order. Thus, this diagram suffices to show the linear order of words as well as the categorization of words into parts of speech.

The third type, however, can be shown as follows: by referring to the subject phrase, it consists of the article *the* + the noun *people* standing as one single constituent namely “noun phrase”. In addition, the preposition *in* + the article *the* + the noun *room* stand for a single constituent namely “prepositional phrase”. Hence, these two different constituents, in turn, seem to form one single constituent; i.e. the subject phrase. Similarly, the verb phrase (VP) is composed of the sequence V- NP – PP; i.e. to form one single constituent. Finally, the highest level of the three exhibits that the sequence NP - Aux – VP forms a single constituent namely “a sentence”.

Additionally, English sentences seem to fall into two types: simple sentences, and complex sentences.

A simple sentence is the one that consists of one single clause with a verb phrase. It represents the basis of complex structures. The main elements that constitute a simple sentence clause are: subject, predicate, object, complement, and adverbial. The subject usually initiates the sentence structure. It may take the form of a noun, noun phrase, or pronoun. The predicate, in English sentences, is all the elements that follow the subject. It takes the form of one or more of these elements: verb, complement, adverbial (Kennedy, 2003).

This type of English sentences may take the following patterns:

- 1- Subject + intransitive verb (SV)
- 2- Subject + transitive verb + object (SVO)
- 3- Subject + stative verb + complement (SVC)
- 4- Subject + verb + adverbial (SVA)
- 5- Subject + verb + object + object (SVOO)
- 6- Subject + verb + object + adverbial (SVOA)

Although all these patterns are used, 1 and 4 seem to be the most frequent ones (Ibid: 2003:119).

A complex sentence, on the other hand, is the one that consists of more than one clause. Complex sentences, in turn, consist of the main clause in addition to the subordinated or the coordinated clause. In English, coordination links two units belonging to the same word class; such as nouns, verbs, adjectives and adverbs by means of a coordinating conjunction in a form of compound sentence:

- 1- I grow grapes and kiwifruit
- 2- They could have been killed or injured
- 3- I brought some old and dusty books
- 4- She spoke quickly but clearly

(Kennedy, 2003: 261)

In addition to coordination that links clauses of equal status, subordination links clauses, in which the ones beginning with a conjunction are considered to be subordinate to the main clauses, for example:

He will help her if she asks him.

Finally, complex sentences may consist of several clauses:

Sue hopes that the person who took the bike which was outside her house
returns it because she needs it so that she can ride to work

After a brief account in which different structures of Arabic and English have been discussed, principles of translating sentences from Arabic into English will be the focal issue of the next discussion.

I.6. Translation of Sentences

Discussing the principles of translating sentences from Arabic into English requires having some insights on the different styles that characterize each of them. Arabic style is characterized by the following features:

- 1- An Arabic text is composed of different meaningful units –sentences, which are linked by coordinating conjunctions namely /wa/ “و”, “ف” and less commonly /thumma/ “ثم”.
- 2- In Arabic, the unit that contains the main subject of sentence stands initially; takes the initial position.e.g. /sha^ʿara bilhuzni li?annahu ?i^ʿtaqada sihhata al-ttaqārīr allatī ?afādat marada qā?idihim/ (شعر بالحزن لأنه اعتقد صحة التقارير التي أفادت مرض قائدهم) instead of /li?annahu i^ʿtaqada sihhata attaqārīr allatī ?afādat marada qā?idihim faqad sha^ʿara bilhuzni/(لأنه اعتقد صحة التقارير التي أفادت مرض قائدهم فقد شعر بالحزن).
- 3- Passive form is not used unless the subject is omitted.
- 4- Sentences take the word order: V+ S +O.

Whereas, the English style is characterized by:

- 1- The overuse of complex sentences.
- 2- The unit that contains the main subject generally takes the final position.
- 3- Eventhough the subject is obviou, English prefers the use of passive.
- 4- Nouns are generally preceded by a number of adjectives in addition to using a number of adverbs with verbs.

According to these differences in styles between Arabic and English, the main principle of translation –in the case of Arabic English direction- is that the style of the source language is changed to suit the style of the target language (Najib, 2005).

In addition, Arabic sentences seem to be rather longer than the English ones. That is to say, Arabic sentences, as stated before, are characterized by the overuse of the coordinators “و”, “ف”, and “ثم”. Hence, “و” is translated into “and” in English. Yet it has no English equivalent when it initiates the sentence in Arabic. Furthermore, if “و” is used as a coordinating conjunction in a rather long sentence in Arabic, it is more suitable that the sentence is cut into two or more sentences in English (Dickins, Hervey & Higgins, 2002).

Conclusion

In a nutshell, translation is not an easy task as one might believe, especially when it occurs across two languages of different origins (Semitic (Arabic) and Germanic (English)).

Arabic-English translation may go through different types. Jakobson’s types – intralingual, interlingual and intersemiotic- full, partial, total, restricted, literal and free types of translation have been introduced. Moreover, this chapter tackles informative, expressive and operative types of texts, aiming at having some insights on the texts of the SL (Arabic), and the TL (English).

Arabic and English languages have two different sentence structures. A discussion of word order and sentence construction is provided in addition to the types of language that these two languages belong to. Additionally, sentence translation has been dealt with at the end of this chapter.

Chapter Two

The Analysis of Students' Production of Long sentences in Arabic- English Translation

Chapter Two

The analysis of Students' Production of Long Sentences in Arabic-English Translation

Introduction

This chapter aims at testing the above mentioned hypothesis: Students are unable to translate long sentences from Arabic into English correctly and accurately. It also attempts to show the types of translation that students use in translating long sentences from Arabic into English and the most effective type through which meaning is converted and the style of the target language is used.

II.1. The Test

II.1.1. The Sample

The population of this study consists of twenty five students at the Department of English, Faculty of letters and languages, Mentouri –University –Constantine.

These students have all had a module of translation in the second year and are, therefore, familiar with the task of translating long sentences in Arabic-English translation.

II.1.2 Description of the Test

The thesis consists of fourteen long sentences to be translated into English These long sentences are of different subjects and average difficulty; they are far from being complicated or ambiguous.

II.1.3 Procedure of Analysis

Data analysis will be organized in the following way: each of the fourteen sentences will be analyzed separately in terms of whether subjects respect the rules of translating long sentences or not, and then to determine the type of translation adopted in each.

This procedure of analysis will be maintained with all sentences to end up with concluding which type is the most workable and successful in keeping the meaning of the original sentences.

II.2. Analysis of the Students' Data

Knowing that translation is a demanding activity, we tried to keep Arabic sentences unambiguous and as simple as possible both semantically and structurally, except for their length, hoping that students would not feel linguistic pressure and focus more on the problematic issue in rendering these sentences.

In fact, the subjects seem to have some problems with the selected sentences. The results may be summed up in the following table (further discussion is provided after the table):

Number of sentences	Number of students		Percentage	
	Translated	Untranslated	Translated	Untranslated
Sentence n° 1	24	01	96	4
Sentence n° 2	23	02	92	8
Sentence n° 3	12	13	48	52
Sentence n° 4	25	00	100	0
Sentence n° 5	15	10	60	40
Sentence n° 6	16	09	64	36
Sentence n° 7	06	19	24	76
Sentence n° 8	11	14	44	56
Sentence n° 9	06	19	24	76
Sentence n° 10	12	13	48	52
Sentence n° 11	00	25	00	100
Sentence n° 12	00	25	00	100
Sentence n° 13	00	25	00	100
Sentence n° 14	00	25	00	100

Table 01: Number and percentage of the students' production of the sentences.

The above table exhibits that sentences 11-14 have not been translated by the subjects. The nature of subjects dealt with in these sentences, carelessness of the subjects or time constraints would be the main reasons of such a situation. An extended analysis on each sentence of the table will be provided in the following discussion.

II.2.1 Sentence n° 1

و من المعروف أن هذا التعاون المتبادل لا يتوفر في المدينة إلا في بعض الأحياء الشعبية ذات الطابع الريفي أو بين أسر محدودة أتاحت لها الظروف أن تتعارف معرفة وثيقة ببعضها لفترة طويلة من الوقت أما فيما عدا ذلك فإن الأسر في المدينة تكاد لا تتعارف على جيرانها إن لم تكن لا تتعارف فعلا.

Subjects rendered this sentence in four different ways:

- a) It is known that this exchanged cooperation is not provided in the town, only in some public cities which are characterized in the country side or between families members, conditions allow them to know each other well known between each other for long time. Families in the town do not know their neighbours.
- b) It is known that this cooperation is not available in the city, except in some folk streets that have rural characteristics or between limited families that have the opportunity to know each other for a long time. Whereas, the families in the city almost they don't know their neighbours if they don't know each other indeed.
- c) And it is known that this exchanged cooperation is unavailable in the city except in some country-shaped ghettos, or between limited number families that had the right circumstances to socialize for a long period of time. Whereas, other than that, families in the city almost do not socialize with neighbours, if they don't indeed!
- d) Except those who are living in some rural streets or amongst certain families, corporated consolidation exists. It is the fact that families living in cities barely know their neighbours if they know each other.

As far as the first sentence is concerned, it can be noted that all subjects agree on dividing it into two short sentences. The fact that proves their awareness of that particular rule of dividing long sentences into different shorter sentences. In addition, subjects prove their awareness of that active voice in Arabic can be rendered into passive voice in English: /lā yatawaffaru / “لا يتوفر” as “*is not provided /is not available*”.

In (a), (b) and (c), the subjects used word-for-word translation in translating the first sentence, thinking that it is the right type of translation that serves to render the exact meaning. In (a), the subjects rendered /ʔahyāʔan shaʕbiyatan/ “أحياء شعبية” into *public cities* instead of *public quarters*. This is because they do not know the equivalent *quarter*. Furthermore, /dhāta ttābiʕ errīfi/ “ذات الطابع الريفي” is translated into “*are characterized in the country side*” which is not the exact meaning instead of *that have a country side character*. Also, subjects translate /ʔusarin mahdūdatin/ “أسر محدودة” as “*limited families*” which is a word-for-word translation instead of “*a limited number of families*”.

In (b), /ʔahyāʔan shaʕbiyatan/ “أحياء شعبية” is translated into “*folk streets*” which seems to be equivalent but rather informal. In (c), subjects use a clear literal translation in the beginning of the sentence. The initiating coordinator “و” is translated into “and”. That is, the subjects violate the rule which states that there is no English equivalent for the coordinator “و” when it initiates the sentence. In this particular translation, the subjects seem to focus on the meaning of the original sentence. They use rather successful equivalents according to the SLT. Moreover, translation (d) shows that the subjects translate /al-ttaʕāwun/ “التعاون” as “*consolidation*” with its French meaning instead of “*cooperation*”, because they ignore it in English. In addition, the subjects focus on the aesthetic level of language, and therefore, being expressive.

In a nutshell, this sentence shows the students awareness of dividing long sentences into short sentences, in addition to the ability of rendering active voice in English. Moreover, using word-for-word translation may affect the meaning of the original sentence negatively.

II.2.2 Setence n° 2

لقد تزايدت هجرة العقول العربية في العقود الأخيرة لأسباب كثيرة منها عدم توفر الظروف المادية و الإجتماعية التي تؤمن مستوى لائقا من العيش، بالإضافة إلى ضعف الإهتمام بالبحث العلمي، و عدم وجود مراكز لهذا البحث بالقدر الكافي، إلى جانب المشاكل السياسية و الإجتماعية، و عدم الإستقرار الذي تعاني منه أقطار عربية مختلفة.

This sentence is translated into four various ways:

- a) Arabian brain drain has increased in the last decaes for many reasons, such as: the unavailability of social and material conditions that insure a good living level, in addition to the weakness of interest with scientific research, and the unavailabilty of centres to this research, inside to political and social problems.
- b) In the last decades, the immigration of Arabic minds has increasedv for many reasons. Among these reasons, the lack of social and material conditions which secure a suitable level of living. In addition, the reduction of givng importance to scientific research and unavailability of centres to this research, besides political and social problems.
- c) In the last decades, Arab mind's immigration has increased due to various reasons such as absence of social circumstances that insure acceptable standard of life, weakness of scientific research and the absence of centres for this research, in addition to political and social problems as well as the absence of stability in many Arab coutries.
- d) The immigration of Arab brain drains has increased in the latest decades because of many reasons: lack of financial and social conditions which provide an acceptable standard of life. In addition to the carelessness of the scientific research and the

absence of its institutions. Besides the social and political problems and also the absence of stability which are suffered from in different Arabian countries.

What is common to all translations of the second sentence is the use of the present perfect, since the rule states that sentences starting by /laqad/ “لقد” in the Arabic sentence should be translated in the present perfect in English. Additionally, the subjects divided the sentence into two shorter sentences in (b) and (d) but not in (a) and (c). In the latter cases, the subjects translated the sentence as a single block because they may not be able to cut it off.

Referring to translation (a), the subjects gave each single unit in the Arabic sentence a dictionary equivalent in English. That is, /māddiyat/ “مادية” is translated as “*material*” instead of “*financial conditions*”, “*a good living level*” is given as an equivalent of /mustawan lāʾiqan mina al-ʿayshi/ “مستوى لائقا من العيش” instead of “*a good standard of living*”. Also, they translated /duʿfu al-ʾiḥtimām/ “ضعف الاهتمام” as “*weakness of interest*” instead of “*lack of interest*”, and /ʾila jānibi/ “إلى جانب” as “*inside*” instead of “*together with*”. Consequently, we can notice that these translations show the students’ negation of the context; they decontextualize the units of a sentence in their translations. Moreover, we can notice that a sort of one-to-one translation is adapted. That is to say, a noun is rendered into a noun, a verb into a verb, an adjective into an adjective, and a preposition into a preposition. The second sentence, therefore, is translated as a single block of units.

Similarly, in translation (c) informants translated this sentence as a one unit. In addition to that they do not cut it into shorter sentences. The words are translated out of their contexts. “*centre*”, for example, is given as an equivalent of /marākiza al-baḥthi/ “مراكز البحث” instead of “*institutions*”.

Unlike (a) and (c), informants in (b) and (d) stress rendering the meaning of the original sentence. By dividing the sentence into three shorter ones, they avoid misleading the reader. Additionally, they try, as much as possible, to keep the original meaning of the sentence by selecting equivalents that suit the context of words. For instance, by selecting “*the reduction of giving importance to scientific research*” to be the equivalent of /du^cf al-?ihtimām bi al-bahthi al-^cilmi/ “ضعف الاهتمام بالبحث العلمي”. The subjects try to render the meaning of the statement as a whole and not as single words in the sentence. Hence, this translation is a sort of literal translation of meaning (direct translation) despite their use of dictionary equivalents of some words such as “*centres*” that shows their ignorance of the wanted word.

Translation (d) is a clear literal translation of meaning. That is to say, most words are translated according to their context in the sentence: It is not clearly stated in the Arabic sentence that there is a lack of financial and social conditions, yet the subjects conclude it from the context. Furthermore, we can notice the selection of right equivalents of the words /mustawan lā?iqan mina al-^caychi/ “مستوى لائقا من العيش” and /marākiza/ “مراكز” as “*an acceptable standard of life*” and “*institutions*” respectively.

The above analysis shows that the subjects use two types of translation in rendering the second sentence: one-to-one translation and literal translation of meaning.

II.3 Sentence n° 3

تقدر خسارة العرب بسبب هجرة العقول العربية سنويا بأموال طائلة، ففي الوقت الذي (تدفع فيه الأوضاع العلمية و الإجتماعية إلى هجرة الأدمغة) العربية، نجد دول الغرب و الولايات المتحدة خصوصا تسعى لاستقطاب هذه الأدمغة من خلال تقديم الإغراءات المادية، لكي توظفها في خدمة البحث العلمي و الصناعي، فهي تسعى بجميع

الوسائل للإحتفاظ باللامعين من العقول الأجنبية المتخرجة من جامعاتها، و منها تيسير الحصول على بطاقة الإقامة للمتخرجين في التقنية العالية.

As table 1 shows, 48% of the total number of students translated the third sentence. Only those which fall into our analysis have been taken into account.

- a) Arabs lost a lot of money because of the immigration of its minds. In the time in which the situation and social situations push to the immigration of the Arab minds, we find that west countries and USA especially work to bring these brains by financial temptations, and employ them in the service of scientific and industrial researches. USA does its best to keep the brilliant minds graduated from its universities and give residence for graduated people in high technology.
- b) The loss of Arabs because of the immigration of Arab geniuses has caused a loss of lots of money yearly. Where the scientific conditions push the geniuses to immigrate, we find that the western countries and especially USA are seeking to attract these geniuses by giving them money to employ to serve the individual and scientific research they look for to preserve the foreigners' geniuses who graduated from their universities and to facilitate to get the residence.
- c) Arab world loses a lot of amount of money yearly; as a result of minds immigration. At the same time, the scientific and social circumstances push to the immigration of Arab minds, the west and the USA are appealing to have those minds by giving them chauvinism and appoint them in their scientific and individual research. They appeal with all means to keep perfect foreign minds who graduate from their universities. Thus, they simplify getting the residency for specialists in scientific domains.

d) The Arab countries lose huge amounts of money yearly due to brain drain. While the scientific situations and social ones push them to do so, western countries, especially United States try to attract those minds through financial temptations to exploit them in the service of industrial and scientific research. They do their best to keep those genius brains, graduated from their universities. One point is to facilitate getting residence cards for those who graduate in superior techniques.

Except for (b), the subjects in these translations agree to divide the third sentence into three shorter sentences. The beginning of all translations seem to be a literal translation of meaning because informants do not use a dictionary equivalent for each word except in (a) and (b) in which they select “*minds immigration*” to be the equivalent of /hijratu al-^uqūli/ “هجرة العقول”. Yet, in (b) a more acceptable term that seems to be rather suitable in this context “*Arab geniuses’ immigration*” has been used. The term “*brain drain*” chosen in (d) is the most suitable equivalent for this word. The rest of the translation in (a) and (b) seem to be rather a literal translation of words or word-for-word translation: The words /tadfa^u/ “تدفع”, /hijratu al-[?]admighati al-^carabiyati/ “هجرة الأدمغة العربية”; and /najidu/ “نجد” as “*push to*”, “*the immigration of Arab minds*” and “*we find*” respectively have been used because the meanings of these words, as isolated from their contexts, have been given. In(c) and (d), on the other hand, the subjects focus on keeping the same meaning of SLT (Arabic). Hence, they make reference to technical terms that seem to be suitable but rather formal such as: “*chauvinism*” as an equivalent of /[?]ighrā[?]āt/ “إغراءات” and “*appeal*” as an equivalent of /al-[?]ihtifādi/ “الاحتفاظ”.

Thus, the translations of the third sentence result in the use of literal translation of meaning in the beginning of the translations, in addition to word-for-word translations.

Furthermore, the subjects follow the rule of cutting the sentence into shorter sentences, where others don't.

II.2.4 Sentence n° 4

تعتبر الزراعة القاعدة الأساسية للبناء الإقتصادي فهي التي توفر الحاجات الإستهلاكية الغذائية للأفراد وهي التي تمد الصناعات بالجزء الغالب من الخدمات اللازمة لها، وهي فوق كل هذا و ذلك تحدد حجم معاملاتنا مع العالم الخارجي.

This sentence, as table 1 shows, is translated by the total number of subjects, since it tackles an important and so frequently used subjects' translations, they seem to fall into four translations:

- a) The agriculture is considered as the basic rule for the economic construction. It provides nutritional consumptions needed by persons, and it gives manufactures the main part of principle services and on this and that, it precise our dealing with extern universe.
- b) Agriculture is considered as the fundamental basis of economy .It provides all consumption alimentary stuffs to the individuals, and supplies the industries with the lion's share of needed services, and over all these, it precise the size of our treatments of the external world
- c) Agriculture is considered as the fundamental basis of economy. It provides people with nutriture and industry with the greatest part of its needs. Also, more than that, it specifies our relationships with foreign world.
- d) Agriculture represents the fundamental basis for the economic construction. It provides the nutritional needs of people. And it supplies the industries with most of their necessary services. Above all, it precises the rate of treatments of the outside.

If we consider the translations of the fourth sentence, all informants agree to divide it into shorter sentences. The verb in the first shorter sentence in (a), (b), and (c) is rendered as it is; i.e. the passive voice of the Arabic sentence is preserved in the translations in English: /yu^ʿtabaru/ “تعتبر” as “*is considered*” owing to keep the same meaning and voice of the original text. In (d), on the other hand, the informants prefer to use a sort of synonym in the active form; “تعتبر” as “represents” because they seek to select the suitable equivalent in that particular context. Additionally, the phrase /al-qā^ʿidatu al-ʿasāsiyatu lilbināʿ al-ʿiqtisādi/ “القاعدة الأساسية للبناء الإقتصادي” is translated into “*a basic rule for the economic construction*”. It is a clear one-to-one translation: /al-qā^ʿidat/ “القاعدة” as “*rule*”, /al-ʿasāsiya/ “الأساسية” as “*basic*”, “لـ” as “*for*”, /al-bināʿ/ “البناء” as “*construction*” and /al-ʿiqtisādi/ “الاقتصادي” as “*economic*”. This literal translation seems to be problematic because the Arabic word /al-qā^ʿidat/ “القاعدة” does not mean *rule* in English in this context. The subjects in (b) seem to have a more suitable equivalent of that particular phrase; “*the main base of the economy*”, since it has the contextual meaning but not the lexical one only. Besides, in (a), the phrase /al-xadamāt al-lāzima/ “الخدمات اللازمة” is rendered as “*principle services*”. Because of the influence of their second language (French), they use the word “*principle*” as an adjective while, in fact, it is not. The most suitable equivalent of this phrase can be the one provided in (b) “*the needed services*” because it really has the meaning of the original.

Considering the translation of the statement /wa hiya llatī tamudu al-ssinā^ʿāti biljuzʿi al-ghālibi/ “وهي التي تمد الصناعات بالجزء الغالب” as “*it supplies the industries with the lion’s share of needed services*”, it can be noted that this translation is a sort of bound free translation. The subjects resort to using an idiomatic expression “*the lion’s share of*” that fits the context to be equivalent of /al-juzʿi al-ghālibi/ “الجزء الغالب”. Although this

translation has gone beyond the context, it is still bound to the linguistic context. This is why it is considered as an acceptable type of translation. Furthermore, the literal translation of the expression /fawqa kulli hādhā wa dhāk/ “فوق كل هذا و ذلك” as “*on this and that*” proves lack of competence of the TL (English) because this expression does not exist in English. Thus, it is unacceptable owing to its effect on the structure and, therefore, the aesthetic level of the English language is affected.

In short, different types of translations are used by the informants to translate the fourth sentence: one-to-one literal translation and bound-free translation.

II.2.5 Sentence n° 5

يمكن أن تقسم برمجيات الحاسوب إلى نوعين عريضين، برمجيات الأنظمة و برمجيات التطبيقات. أما الأول فإنه كثيرا ما يشار إليه باسم الأنظمة فحسب، و عندما تدخل هذه الأنظمة في الذاكرة الداخلية فإنها توجه الحاسوب للقيام بمهام مختلفة و أما الثاني فإنه عادة ما يتم التزود به جنبا إلى جنب مع الجهاز الرئيسي من المصدر الذي يزودنا بالأنظمة.

Despite the simplicity of this sentence and familiarity of students with such subject - /al-hāsūb/ الحاسوب or computer, the informants do not produce good translations of it. The translations which fall in our investigation have been considered.

a) Computer programming can be divided into two wide kinds: systems programming and application programming. Concerning the first, in most of time it is referred to as systems only. And when these systems enter the internal memory, it orders the computer to do different missions. While the second is usually provided to in accordance with the principle apparatus from the source that supplies us with the systems.

b) Computer is seen to be divided into two main programs: The software and the hardware. The software is considered as the system part only. When those programs enter the inside memory, they direct the computer to do different functions. The second is the hardware, usually available with the central unit from the providing source of systems.

As far as the fifth sentence is concerned, both (a) and (b) reflect the informants awareness of cutting up the sentence.

In (a), the first sentence is a one-to-one translation:

Computer programming can be divided into two wide kinds: system programming

برمجيات أنظمة نوعين عريضين إلى تقسم يمكن برمجيات حاسوب

and application programming

برمجيات تطبيقات و

Instead of

“Computer programs are of two broad types/ kinds: software and hardware”

The subjects refer to the first meaning of the dictionary in each word, because of their ignorance of technical terms in Arabic; that is, they know “*software and hardware*” but they ignore their equivalents in Arabic. Furthermore, the beginning of the third sentence of (a) proves the influence of informants by their mother tongue: /wa ʿindamā tadxulu.../ “و عندما تدخل...” is translated as “*and when...*” instead of “*when...*” i.e. “و” is not translated. Also, /yuwajjihu/ “يوجه” is translated as “*orders*” and /mahāmin muxtalifatin/ “مهام مختلفة” as “*different missions*” instead of “*directs*” and “*different functions*” respectively. The translation applies the sentence, where the influence of the second

language on the students through the use of the word “*principle*” as an adjective can be noticed. Sentence (b), on the other hand, can be taken as a more suitable translation because the informants try to prove the right selection of equivalents. They translate the sentence as whole, not individual words.

Hence, this sentence is translated literally in (a) and meaningfully in (b) with respect to the rules of translating long sentences.

II.2.6 Sentence n° 6

ادن كما قال الرئيس الراحل هواري بومدين "الأزمة أزمة رجال" ، ومن أراد القضاء على هذه الأزمة و الظفر بخيرة الرجال لوطنه فما عليه إلا ببناء شباب محب لوطنه، معتر بماضيه، عامل في حاضره، مستبصر بمستقبله، مستقبل الجميع في هذا الوطن الحبيب...

The fifteen informants who have translated this sentence produced the following two different translations:

- a) As the previous president Houari Boumadian said: “the crisis is for men”, and who wants to put an end to this crisis and gain good men for his country, he has just to build young who love their country, proud of its past, work in their present, hopeful of the future, all future in this lovely country.
- b) So, as the former president Houari Boumadian said “the crisis is a crisis of men”, and who wants to finish this crisis and have the best men for his country, he has to create a generation that loves its country and be proud of its past, worker in the present.

What is common to both translations is that the subjects violate the rule of sentence division. In spite of the fact that (b) can be considered as literal translation, it seems to be

workable in this situation. Except for the statement /bināʔi shabābin/ “بناء شباب” which is translated as “*to build young*”, and /mustaqbali al-jamīʔ/ “مستقبل الجميع” which is rendered as “*all future*” instead of “*to raise the youth*” and “*future of the whole community*” respectively, the informants preserve the meaning of the original sentence. Similarly, this sentence is literally translated in (b). The influence of the mother tongue is quite apparent in translation /al-ʔazma ʔazmat rijāl/ “الأزمة أزمة رجال” as “the crisis is a crisis of men”; that is word-for-word translation. Also, the informants adapted the same strategy by using the coordinator “و” and “*and*” to link the two parts of the sentence. In fact, they could have cut up the sentence in that point without using the coordinator. The second part of the translation seems to be a bound-free translation since the informants translate it the way they understand it: /bibināʔi shabābin/ “ببناء شباب” is rendered as “*to create a generation*”.

Two types of translation are adapted in the translations of this sentence: literal and bound-free translations. In addition, there is no division of the sentence into shorter ones.

II.2.7 Sentence n° 7

مند لا يقل عن ثلاثة آلاف سنة زحف التوارق على الصحراء الكبرى و استوطنوها، لم تكن صحراء اليوم هي صحراء
 الأمس، لقد كانت تتوفر على مناطق كثيرة تكسوها الخضرة و وفرة في المياه و المراعي، لكن مع تغير المناخ جفت
 مناطق المياه و زالت الأراضي الخضراء الرعوية و حل محلها الرمال و الصخور

According to table 1, this sentence is translated by 24 % of the total number of informants.

Hence, only the ones that really deserve to be analyzed are selected:

- a) 3000 years ago, Twareg lived in the big desert; today’s desert is not yesterday’s one, it had a lot of green places and lots of water, but with the change of climate, the water is gone, green lands disappear, it was replaced by rocks and sands.

- b) Since more than 3000 years, the Twareg crip on the vast desert and lived in it. The desert of today was not the one of yesterday. It was full of areas covered by plants and waters. But by the climate change, the water dries, green lands become desert.
- c) For more than 1000 years, Twareg have been settling down in the great desert. This desert was not the same in the past. It was green lands with a lot of water sources and vast praries. But as the climate changed, the water sources disappeared and the praries were replaced by sand and rocks.

Except (b), in (a) and (c) the informants agree to cut up the sentence into different shorter sentences. What is common to all these translations is the translation of the word /al-ttaawāriq/ “التوارق” as “Twareg”. This may be because, even in Arabic, they ignore that its meaning is “*the inhabitants of the desert*”, besides, they may think that it is a proper noun, therefore, it is translated as it is, using English letters. In (a) and (b), informants literally translate the statement /lam taakun sahrā?u al-yawmi hiya sahrā?u al-?amsi/ “لم تكن صحراء اليوم هي صحراء الأمس” as “*today’s desert is not yesterday’s one /the desert of today was not the one of yesterday*”. In these particular translations, each word is translated separately; that is, out of its context. Hence, a clear word-for-word translation is used. In (b), translating /zahafa al-ttawāriku ʿala al-ssahrā?i al-kubrā/ “زحف التوارق على الصحراء الكبرى” as “*the Twareg crip on the vast desert*” seems to be rather strange for the English style. They could have translated it as “*the Twareg settled in the vast desert*” which can be more appropriate as an English structure. The next short sentence can be considered as bound-free translation. That is to say, the informants translate /kānat tatawaffaru ʿalā maanātiqa kaathīra taksūhā al-xudratu wawafratu al-miyāh/ “كانت تتوفر على مناطق كثيرة تكسوها الخضرة” as they understand it “*it was full of areas covered by plants and water*”.

Similarly, translation (c) seems to be bound-free translation; the informants read the sentence, understand it and extract its meaning, therefore, produce a translation which is bound to the original linguistic context. For example, in translating /lam takun sahrā?u al-yawmi hiya sahrā?u al-?amsi/ “لم تكن صحراء اليوم هي صحراء الأمس” as “this desert was not the same in the past”, the meaning is translated, but not individual words.

Literal translation of words and bound-free translation are the two types of translation that informants resort to in order to translate the 7th sentence.

II.2.8 Sentence n° 8

قررت الحكومة إنشاء لجنة تتولى تفنيش البضائع المتلفة أو ذات الإقامة المطولة على مستوى الموانئ التجارية، وذلك بقصد تطهير الموانئ والمساحات المخصصة للاستقبال البضائع، حيث تسبب ضيق هذه المساحات، استقبال البضائع، حيث تسبب ضيق هذه المساحات، مرات عديدة، في خسارة بالملايير للمتعاملين و أحيانا حتى للخزينة العمومية بالنسبة للسلع و البضائع التي يستوردها و سطاء الدولة.

44 % of the total number of subjects produces the following two translations:

- a) According to many observers, in Europe the phenomena of racism is increasing in the last years and especially Muslims are suffering from this aggression against their religion, customs, and traditions beginning by veil.
- b) From few years, Europe has seen, according to many of the followers, the increase of racism and enemies of Islam, and Muslims are toward their religion, traditions and customs, starting with veil, mosques and clothes.

Because this sentence is not very long, all informants agree not to cut it up. They prefer to translate it as a block of units.

If we consider translation (a), it is a translation in which the informants respect the English style. The literal meaning is the one that is stressed in this situation. “*Observers*”, for example, is a quite suitable equivalent of /mutatbbi^ḥina/ “متتبعين” in this sentence, in addition to rendering /hamalātin mutawāsilatin/ “حملات متواصلة” as “*aggression against*”. The influence of the Arabic style, on the other hand, may appear in proceeding to use “*and*” as the equivalent of “و”. The situation that may mislead the reader of such a translation. Thus, instead of tackling the second part of the sentence /bal yata^ḥarradūna lihamalātin mutawāsilatin/ “بل يتعرضون لحملات متواصلة” as a separate short sentence, they join it to the first part by “*and*”. The translation of (b), however, is a literal translation of words, some elements of structure and even punctuation: as it is in the Arabic structure, the parenthetical phrase is put after the first parts or elements of the sentence; in addition to the word-for-word translation when using “*according*”, “*to*”, “*many of*”, and “*the followers*” as equivalents of /al-mutataabbi^ḥina/ “المتتبعين”, /mina/ “من”, /al-^ḥadīdi/ “العديد”, /hasba/ “حسب” respectively. The punctuation of the Arabic sentence almost takes the same positions in the English one. Also, the informants of this translation left a blank for the phrase /lihamlātin mutawāsilatin/ “لحملات متواصلة” because they totally ignore what the equivalent phrase or word for this phrase can be in English.

Despite the simplicity of words and structure of the Arabic sentence, students find some difficulty in its translation. Two types of translation have been used in this situation: literal translation of words, and literal translation of meaning, in addition to the violation of the division rule.

II.2.9 Sentence n° 9

عرفت أوروبا منذ سنوات قليلة، حسب العديد من المنتهجين، تنامي ظاهرة العنصرية و العداء للإسلام، بل إن المسلمين يتعرضون لحمات متواصلة ضد دينهم، و تقاليدهم و عاداتهم، بدءا بالحجاب إلى المآذن و اللباس.

This sentence does not really draw much of the students' attention. 24 % of the total number has dealt with it but only two of them deserve to be analyzed:

- a) Despite the fact that global warming is necessary for life on Earth, because it holds the temperature from going down in the night, but human activities participated in the increase of the gases in the air what makes more heat, thus an increase in the heat of the Earth.
- b) Despite the fact that global warming is necessary to the continuum of life on Earth, because it prevents the temperature from becoming very low at night, but the humans activities associated in increasing the quantity of gases in atmosphere which lead to the increase of Earth temperature.

Both translations prove the unawareness of dividing the sentence into two or more shorter ones in English. Despite its length in Arabic, it is translated in the same length in English. Besides, both translations exhibit that the informants are really influenced by their mother tongue' structure: they start the translations by “despite the fact that..., but...” like the Arabic version /wa ma^ʿa ?anna...?illā ?anna.../ “و مع أن... إلا أن...”. These two translations show a negative transfer on the students' translation.

A speaker whose mother tongue is not Arabic finds it really difficult to extract what the sentence exactly means through these English translations because of its length, and word-for-word translation, the English version is completely destroyed.

II.2.10 Sentence n° 10

و مع أن الإحتباس الحراري ضروري لاستمرار الحياة على الأرض لأنه يمنع درجات الحرارة من الإنخفاض الكبير في الليل إلا أن النشاط الإنساني قد ساهم في زيادة كمية الغازات المنبعثة في الجو مما أدى إلى احتباس المزيد من الحرارة و بالتالي يؤدي إلى ارتفاع تدريجي في حرارة الأرض.

The carelessness of the subjects prevents them from producing good translations that deserve analysis. Two translations have been selected:

- a) Football is considered as an exemplar means in orienting the young because its techniques and also its progress, it is for all people it becomes a social fact that make people enthusiastic but sometimes it causes crisis.
- b) Football is considered as a perfect way to guide youth because it is the foremost sport in the world because of its development and it is the hand of all people. It became a social fact that gives people energy even if sometimes makes blind reactions.

The subjects do not make any effort to produce better translations. They adapt the one-to-one type of translation in which each word in Arabic has its dictionary direct equivalent. For example, /wasīlatun mithāliyatun/ “وسيلة مثالية” is translated as “*exemplar means*” instead of “*a good means*”, and /ʔinfīc̣ ālātun ʕamyāʔun/ “انفعالات عمياء” is rendered as “*blind reactions*”. Also, /fī mutanāwali al-jamīʕi/ “في متناول الجميع” is translated as “it is in the hand of people”. This latter translation proves the informants’ influence by their first language.

Conclusion

In this chapter, we have dealt with how Algerian students translate long sentences in the Arabic-English direction. The analysis of students' translations has resulted in the use of different types of translation and, therefore, various mistranslations have been produced. Bound-free translation, literal translation of meaning, and one-to-one literal translation have been adapted. A dominant use of the word-for-word type of translation has been noticed throughout the analysis; that is what in fact, affects the exact meaning of the source language when converted into the target language.

General Conclusion

In the present study, attempt has been made to investigate the ability of translating long sentences from Arabic into English by Algerian third year students in the department of English.

The difference in origins between Arabic and English proves the difficulty of translation across these two languages. The situation necessitates a good knowledge and mastery of word order, sentence construction and both systems in general.

Although different types of translation have been adopted by the subjects, the literal type seems to be the dominant one. This type has led them to produce bad translations of the Arabic sentences. Hence, the subjects' bad selection of the right type reflects their lack of knowledge of both languages (Arabic and English). In other words, through their translations of the Arabic sentences, the subjects need to practice more in order to have a good knowledge of both languages. In addition, the subjects show their influence by their mother tongue (Arabic) and to some extent by their second language (French). For example; the initiating coordinator “و” in the Arabic sentence is rendered into the coordinator “and” in English. This really affects the meaning of the sentence and shows the influence of Arabic on the subjects. Furthermore, in the case of having long sentences in Arabic, the subjects translate them as a block of units. That is, without cutting them into shorter sentences.

This study confirms that 3rd year students of English (Applied languages) still have to work on long sentences in Arabic-English direction.

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Appendix

ترجم ما يلي إلى الإنجليزية :

1. و من المعروف أن هذا التعاون المتبادل لا يتوفر في المدينة إلا في بعض الأحياء الشعبية ذات الطابع الريفي أو بين أسر محدودة أتاحت لها الظروف أن تتعارف معرفة وثيقة ببعضها لفترة طويلة من الوقت أما فيما عدا ذلك فإن الأسر في المدينة تكاد لا تتعارف على جيرانها إن لم تكن لا تتعارف فعلا.
2. لقد تزايدت هجرة العقول العربية في العقود الأخيرة لأسباب كثيرة منها عدم توفر الظروف المادية و الإجتماعية التي تؤمن مستوى لائقا من العيش، بالإضافة إلى ضعف الإهتمام بالبحث العلمي، و عدم وجود مراكز لهذا البحث بالفدر الكافي، إلى جانب المشاكل السياسية و الإجتماعية، و عدم الإستقرار الذي تعاني منه أقطار عربية مختلفة.
3. تقدر خسارة العرب بسبب هجرة العقول العربية سنويا بأموال طائلة، ففي الوقت الذي (تدفع فيه الأوضاع العلمية و الإجتماعية إلى هجرة الأدمغة) العربية، نجد دول الغرب و الولايات المتحدة خصوصا تسعى لاستقطاب هذه الأدمغة من خلال تقديم الإغراءات المادية، لكي توظفها في خدمة البحث العلمي و الصناعي، فهي تسعى بجميع الوسائل للإحتفاظ باللامعين من العقول الأجنبية المتخرجة من جامعاتها، و منها تيسير الحصول على بطاقة الإقامة للمخرجين في التقنية العالية.
4. تعتبر الزراعة القاعدة الأساسية للبناء الإقتصادي فهي التي توفر الحاجات الإستهلاكية الغذائية للأفراد وهي التي تمد الصناعات بالجزء الغالب من الخدمات اللازمة لها، وهي فوق كل هذا و داك تحدد حجم معاملاتنا مع العالم الخارجي.
5. يمكن أن تقسم برمجيات الحاسوب إلى نوعين عريضين، برمجيات الأنظمة و برمجيات التطبيقات. أما الأول فإنه كثيرا ما يشار إليه باسم الأنظمة فحسب، و عندما تدخل هذه الأنظمة في الذاكرة الداخلية فإنها توجه الحاسوب للقيام بمهام مختلفة و أما الثاني فإنه عادة ما يتم التزود به جنبا إلى جنب مع الجهاز الرئيسي من المصدر الذي يزودنا بالأنظمة
6. ادن كما قال الرئيس الراحل هواري بومدين "الأزمة أزمة رجال" ، و من أراد القضاء على هذه الأزمة و الظفر بخيرة الرجال لوطنه فما عليه إلا ببناء شباب محب لوطنه، معتز بماضيه، عامل في حاضره، مستبصر بمستقبله، مستقبل الجميع في هذا الوطن الحبيب...

7. منذ لا يقل عن ثلاثة آلاف سنة زحف التوارق على الصحراء الكبرى و استوطنوها، لم تكن صحراء اليوم هي صحراء الأمس، لقد كانت تتوفر على مناطق كثيرة تكسوها الخضرة و وفرة في المياه و المراعي، لكن مع تغير المناخ جفت مناطق المياه و زالت الأراضي الخضراء الرعوية و حل محلها الرمال و الصخور.

8. قررت الحكومة إنشاء لجنة تتولى تفتيش البضائع المتلفة أو ذات الإقامة المطولة على مستوى الموانئ التجارية، وذلك بقصد تطهير الموانئ والمساحات المخصصة للاستقبال البضائع، حيث تسبب ضيق هذه المساحات، استقبال البضائع، حيث تسبب ضيق هذه المساحات، مرات عديدة، في خسارة بالملايير للمتعاملين و أحيانا حتى للخزينة العمومية بالنسبة للسلع و البضائع التي يستوردها وسطاء الدولة.

9. عرفت أوروبا منذ سنوات قليلة، حسب العديد من المتتبعين، تنامي ظاهرة العنصرية و العداء للإسلام، بل إن المسلمين يتعرضون لحملة متواصلة ضد دينهم، و تقاليدهم و عاداتهم، بدءا بالحجاب إلى المآذن و اللباس.

10. و مع أن الإحتباس الحراري ضروري لاستمرار الحياة على الأرض لأنه يمنع درجات الحرارة من الإنخفاض الكبير في الليل إلا أن النشاط الإنساني قد ساهم في زيادة كمية الغازات المنبعثة في الجو مما أدى إلى احتباس المزيد من الحرارة و بالتالي يؤدي إلى ارتفاع تدريجي في حرارة الأرض.

11. و تعتبر كرة القدم وسيلة مثالية لتوجيه الشباب، باعتبارها الرياضة الشعبية الأولى في العالم بسبب فنيتها و تطورها البارِع، و لأنها في متناول الجميع، و قد أصبحت واقعا اجتماعيا يبعث حماسة الناس، و إن كان أحيانا يثير انفعالات عمياء.

12. ألعاب الحاسوب هي طريقة مهمة لتطوير مجال الرفاهية لدى الناس، فبواسطتها يمكن للاعب، أن يتذوق ألوانا مختلفة من الرفاهية، و أن يشعر بأحاسيس مختلفة و متنوعة.

13. إن هذا الإرتفاع المهول في عدد السكان سيؤدي حتما إلى اختفاء الغابات و المراعي، و تآكل التربة و انخفاض إنتاجية الأرض و منسوب المياه الجوفية، و جفاف الآبار، و يؤدي ذلك بدوره إلى انخفاض الإنتاج الغذائي و دخل الأفراد، و يفجر دورة حلزونية متجهة إلى الأسفل في عملية نصفها بالمصيدة السكانية.

14. إن التطور الذي شهده قطاع تكنولوجيا الإتصالات على المستوى العالمي و المحلي ساهم بشكل مباشر في تقريب المسافات بين الدول و المجتمعات، كما غير الكثير من المفاهيم و القيم الإجتماعية و التربوية، و أصبح العالم قرية صغيرة، حيث مكن من إيجاد وسائل حديثة و سهلة و غير مكلفة في الإتصال بالآخرين الذين يبعدون عنا مئات بل آلاف الكيلومترات.