1. **Translation Strategies Test**
2. **Translation Test**

Name: …………………………………………………………………

**Instructions:**

Dear Student:

* This translation strategies test is intended to measure your knowledge and awareness of translation strategies and their effect on your proficiency in translation.
* It has no relation to your final exam but helps measure the effectiveness of the current suggested program of the study, so don’t worry about the mark you will get.
* The total score of the test is **30** points.
* This test includes three main questions:

1. Choose the correct answer (5 items-5 points).
2. Say whether the following sentences are true or false and rewrite the false ones (5 items-10 points).
3. Fill in the blanks (5 items-15 points).

* Read the questions, think well and answer at your own speed.
* Answer all the questions, and don’t leave any item without an answer.
* You have **one** hour to complete the test.

**Good Luck**

**Translation Strategies Test**

**Answer the following questions:**

1. Choose the correct answer: (5 points)
   1. Adaptation occurs when something specific to one language culture is expressed in ………………………..that is familiar or appropriate to another language culture. It is a shift in cultural environment.
      1. a totally different way
      2. the same way
      3. a literally typical way
      4. an accurate way
   2. The strategy that involves replacing a culture-specific item or expression with a target-language item which has a similar impact on the target reader is ……………………………………………
      1. Literal translation
      2. Calque
      3. Substitution
      4. borrowing
   3. In order to compensate for the semantic loss resulting from leaving a certain item in the source language untranslated or incompletely translated, the translator…………………………, not necessarily in the same position within the target text as it was found in the original text.
      1. transmits the same information through another means
      2. inserts more information in the target text
      3. omits the certain item in the source language
      4. changes the place of the certain item
   4. Transposition is in a sense a shift of ………………….as grammatical structures are not often identical in different languages.
      1. word meaning
      2. word order
      3. word punctuation
      4. word spelling
   5. When a literal translator wants to recreate the original text in a target language, his strategy is ................................, following the most exact meaning of the source-text words.
   6. Reordering the sequence of items of the source language text
      1. Inserting borrowed items into the target language text
      2. Replacing source language structures and items with target language equivalents
      3. Explaining the semantic and cultural elements of the source language
2. Say whether the following sentences are true or false and rewrite the false ones: (5 points)
   1. Calque means writing the targeted items and words according to their pronunciation in the source language. ( )

………………………………………………………………………………………………………

* 1. Borrowing is a strategy used in translating certain cultural-specific concepts by preserving them in their source language.( )

………………………………………………………………………………………………………

* 1. Substitution and transposition are kinds of addition strategies. ( )

………………………………………………………………………………………………………

* 1. The actual meaning of an idiom or a fixed expression is the total of the meaning of its individual parts. ( )

………………………………………………………………………………………………………

* 1. Paraphrase is not the suitable choice in translating proverbs, idioms, rhetorical phrases or poetry. ( )

………………………………………………………………………………………………………

1. Fill in the blanks: (15 points)
   1. Compensation has four types,
      1. ……………………………………………………………………..
      2. ……………………………………………………………………..
      3. ……………………………………………………………………..
      4. ………………………………………………………………………

(4 points)

* 1. Translation strategies are ………………………………………………………… ………………………………………………………………………………………………………….............................................................................................................................................................................................

(2 points)

* 1. ………………………… is a type of word-to-word relation between the source language and the target language and this means that a term in the SL can be translated the same way all times as in …………….. and ………… terms.

(3 points)

* 1. Translation problems related to meaning of lexical items are called ………………………………., Translation problems related to culture differences are called ………………………………………, and Translation problems related to grammar and vocabulary are called …………………………….

(3 points)

* 1. Adaptation is important in translating certain language items like ………………………………, …………………………….., and …………………………………..

(3 points)

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**Good Luck**

**Answer Key and Scoring Guide of**

**Translation Strategies Test**

Total score (30 points)

1. Choose the correct answer: (5 points- one point for each item)
   1. (a) in a totally different way
   2. (c) substitution
   3. (a) transmits the same information through another means
   4. (b) word order
   5. (c) Replace source language structures and items with target language equivalents
2. Say whether the following sentences are true or false and rewrite the false ones: (10 points)

(Two point is given to each item: one point for the right answer and one point for correcting the false one. Any other suitable answers that bear the same meaning is accepted)

* 1. (False) it is transliteration not calque, defining calque is also accepted.
  2. (True).
  3. (False) substitution is a modification strategy while transposition is a reordering strategy.
  4. (False) An idiom is a fixed group of words with a special meaning that is different from the meanings of the individual words.
  5. (False) It is obligatory for many culturally conventional formulas that do not allow literal translation. It is used for example in the translation of proverbs, idioms, rhetorical phrases or poetry

1. Fill in the blanks: (15 points)
   1. Compensation has four types (4 points)
      1. Compensation in kind. (1point)
      2. Compensation in place. (1 point)
      3. Compensation by merging. (1 point)
      4. Compensation by splitting. (1 point)
   2. Translation strategies are a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it, or a basic task of choosing the foreign text to be translated and developing a method to translate it or a series of competencies, a set of steps or processes that favor the acquisition, storage, and/or utilization of information. (2 points)
   3. Equivalence is a type of word-to-word relation between the source language and the target language and this means that a term in the SL can be translated the same way all times as in scientific and technical terms. (3 points)
   4. Translation problems related to meaning of lexical items are called semantic problems, Translation problems related to culture differences are called pragmatic problems, and Translation problems related to grammar and vocabulary are called syntactic problems. (3 points)
   5. Adaptation is important in translating certain language items like titles, commercials, and advertisements. (3points)

**Instructions:**

Dear Student:

* This translation test is intended to measure your proficiency in translation and your ability of using translation strategies.
* It has no relation to your final exam but helps measure the effectiveness of the current suggested program of the study, so don’t worry about the mark you will get.
* This test includes two main sections:
  + - Section One: Translate sentences; it includes three main types of translation difficulties and each type includes 5 sentences to translate. (60 points)
    - Section Two: Translate passages; it includes 4 passages: two Arabic passages to be translated into English and two English passages to be translated into Arabic. You have to give analytical answers for two questions by identifying five difficulties for each question and stating strategies you may use as solutions. (90 points)
* The total score of the test is 150 points.
* Read the questions, think well and answer at your own speed.
* Answer all the questions, and don’t leave any item without an answer.
* You have **three** hours to complete the test.

**Good Luck**

**Translation Test (Form A)**

Section One: Sentence Translation (60 points)

Read the following sentences, identify the problems you find in them, explain the solutions you suggest, and finally translate the English sentence into Arabic and Arabic sentences into English. (Give the answer as shown in item "a". Arabic statements of problems and solutions are accepted as long as they are appropriate).

1. Syntactic problems: (20 points)
   1. It was not until 1973 that Egypt settled the idea of inclusive work in economy and policy.

Problem: .………………………………………………………………………………………………………….

Solution: …………………………………………………………………………………………………………

Translation: ……………………………………………………………………………………………………

* 1. The meeting will be held tomorrow, according to the British officials.
  2. The President recommended that a committee should be formed for handling that matter**.**
  3. **استعرض المؤتمرالذي عقد بالامس ما تحقق من تقدم فيما يجري تنفيذه من برامج.**
  4. **على الرغم مما يتسم به من قسوة ، إلا أنه يبدي في بعض الأحيان ما ينم عن رقة منقطعة النظير**

1. Semantic problems: (20 points)
2. **تدفقت المياه تدفقا غزيرا من النهر.**
3. **أصاب الرجل في حديثه كبد الحقيقة.**
4. **ستذهب جهود محمد أدراج الرياح** **اذا ما حاول انجاز هذا العمل**.
5. As part of efforts to cut down class sizes Cairo University plans to broadcast lectures on the two satellite TV channels owned by the university.
6. His soft words flatter my emotions.
7. Pragmatic problems: (20 points)
   1. The girl is as fair as Snow White.
   2. Haste makes waste
   3. Birds of a feather flock together.
   4. **أقسم الحاج عبد الصمد طلاق ثلاثة انه لن يعطي ابنته الا لرجل من عائلة كبيرة.**
   5. **كنت اظن حديثي معها سيريحني ولكن للاسف كل يغني علي ليلاه.**

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Section Two: Passage Translation (90 points)

1. Read the following passage: (25 points)

We all suffer from illusions, and Samuel Shimon, the author of the autobiographical novel “An Iraqi in Paris”, believes that "without illusions life would be hell". One of the most common illusions is that our lives are unique, and the more extreme one's life has been, the deeper this illusion. The style in which Shimon's book is written is as down to earth as his adventures are out of this world. Shimon's bare style makes reading An Iraqi in Paris a true adventure, the style giving the book an immediacy that compensates for the strangeness of the main character and the unlikelihood of the events that he lives through, events that are, nevertheless, real. This combination of a realist style with content more akin to the adventures of Sindbad helps to make An Iraqi in Paris a modern Arab fable, sustaining the moral such a fable requires: follow your dreams and you will succeed.

1. Identify five difficulties you encountered in the passage and the strategies you used to solve them. (5 points)
2. Translate the passage into Arabic. (20 points)
3. Read the following passage: (25 points)

**وهكذا، فى كل دول العالم، ما إن يحصل عالم أو أديب على جائزة نوبل حتى يتحول إلى رمز وطنى كبير. لأنه بحصوله على الجائزة لا يثبت فقط تفوقه ونبوغه وإنما يؤكد استحقاق الأمة كلها للتكريم والتقدير.. وقد حصل على جائزة نوبل مصريان عظيمان هما الأديب العملاق نجيب محفوظ والعالم النابغة الدكتور أحمد زويل.. والذين يعرفون الدكتور زويل شخصيا يدركون مدى حبه وإخلاصه لمصر واستعداده الكامل لأن يبذل جهده ليفيد المصريين بعلمه.ففى عام 1999، أعلن رسميا عن فوز الدكتور أحمد زويل بجائزة نوبل فى العلوم. كانت أول مكالمة تهنئة تلقاها من الرئيس مبارك. وبعد أن شكر زويل الرئيس على مكالمته أخبره أن فى عنقه لبلاده دينا لا ينساه وأن لديه مشروعا كبيرا سينقل مصر علميا لتكون من أهم الدول فى البحث والتكنولوجيا. ومع ذلك فإن مصر لم تستفد شيئا من علم الدكتور زويل،فما السبب؟**

1. Identify five difficulties you encountered in the passage and the strategies you used to solve them. (5 points)
2. Translate the passage into Arabic. (20 points)
3. Translate the following passage into English: (20 points)

**فرحة غامرة، وسعادة لا نظير لها، وتبريكات متوالية وابتسامات وأفراح ودعوات وابتهالات بحفظ العروس عندما تُزف إلى بيت الزوجية. تملأ هذه الفرحة قلوب الآباء والأمهات وهم يرون بنتهم وثمرة فؤادهم تتهادى بين قريباتها في هناء وحبور وسعادة غامرة تملأ قلبها لتدخل بيت الزوجية وتتحمل مسؤولية المرأة الراعية في بيت زوجها ومسؤولية الزوجة والأم المربية والمعلمة والموجهة. تلعب منذ ذلك اليوم العديد من الادوار وأبرز تلك الأدوار هي القيام بالمهام المنزلية ومتطلبات الحياة الزوجية لتحقيق الاستقرار لزوج يعود منهكاً من عمله يبحث عن وجبة ساخنة ونظرة حانية وابتسامة راضية. وهنا يجب أن تعمل كل أم على صقل موهبة بناتها وتعليمهن الأعمال الأساسية للمنزل، وعدم الاعتماد على الخادمة في كل شيء فإن الرجل عندما تكون معه زوجة فاشلة في الأعمال المنزلية فإن ذلك ينعكس على حياتهما الزوجية. كما أن سبب فشل الزوجات في حياتهن الزوجية في إدارة المنزل على وجه العموم والمطبخ على وجه الخصوص هو الاعتماد الكلي والمطلق على الخدم في كل أمور الحياة، كبيرها وصغيرها، وإضاعة الوقت أو إماتة الوقت فيما لا فائدة منه من حديث عن الموضات والأزياء والتقليعات والخروج للأسواق بحاجة، أو من غير حاجة، وكذلك فشل الأمهات وعدم قيامهن بواجبهن تجاه بناتهن وتربيتهن التربية الجادة التي تسهم في صياغتهن وإعدادهن لخوض حياة الزوجية.**

1. Translate the following verse lines into Arabic: (20 points)

The light of Ahmed when created   
The ray of love in heavens was emitted   
O Beloved!   
O Sultan of hearts   
No words have I for your praise   
Your mention makes my hair rise   
Here I sit to write about you   
Unsure of what words shall befit you   
My readers got used to your sweet lines   
It is you they seek in between the lines   
O Beloved!   
You are the honey hidden in my poetic hive   
You are the pearl laying deep in my sea   
O Mustafa!   
You are the champion of my dream and pride   
Paradise comes second when you stand beside

**Instructions:**

Dear Student:

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  + - Section One: Translate sentences; it includes three main types of translation difficulties and each type includes 5 sentences to translate. (60 points)
    - Section Two: Translate passages; it includes 4 passages: two Arabic passages to be translated into English and two English passages to be translated into Arabic. You have to give analytical answers for two questions by identifying five difficulties for each question and stating strategies you may use as solutions. (90 points)
* The total score of the test is 150 points.
* Read the questions, think well and answer at your own speed.
* Answer all the questions, and don’t leave any item without an answer.
* You have **three** hours to complete the test.

**Good Luck**

**Translation Test (Form B)**

Section One: Sentence Translation (60 points)

Read the following sentences, identify the problems you find in them, explain the solutions you suggest, and finally translate the English sentence into Arabic and Arabic sentences into English. (Give the answer as shown in item "a". Arabic statements of problems and solutions are accepted as long as they are appropriate).

1. Syntactic problems: (20 points)
   1. Not only are schools responsible of teaching and learning, but also for spreading culture and morals**.**

Problem: ………………………………………………………………………………………………….

Solution: ……………………………………………………………………………………………………

Translation: …………………………………………………………………………………………………

* 1. According to George, she's really a good teacher.
  2. I should like to make a slight reference that the University has lavishly given out insignificant prizes to all graduates.
  3. **تعدل قانون المرور اكثر من مرة لضبط سلوك السائقين ولكن لا حياة لمن تنادي**
  4. **وكلما تنافس الإنسان مع نفسه كلما تطور ، بحيث لا يكون اليوم كما كان بالأمس ، ولا يكون غداً كما هو اليوم.**

1. Semantic problems: (20 points)
2. **إذا كنا نجحنا فالفضل لحرب أكتوبر‏,‏ وإذا كان الجيل الجديد أشجع‏,‏ فالفضل أيضا لأكتوبر‏..‏ وفي جميع الأحوال نحن جميعا مدينون لأكتوبر‏!**
3. **أن الأمس هو شيك تم سحبه ، والغد هو شيك مؤجل ، أما الحاضر فهو السيولة الوحيدة المتوفرة ، لذا فإنه علينا أن نصرفه بحكمة.**
4. **سمع العالم صوت جهاد الفلسطينين مع صوت أطفال الانتفاضة في سماء الارض المحتلة.**
5. My father blames me for smoking over and over.
6. Tom is in a dire need of that medicine whenever he gets nervous.
7. Pragmatic problems: (20 points)
   1. Cleanliness is next to godliness.
   2. Many hands make light work.
   3. Only my father is the capable to end this as ‘diamonds cut diamonds’.
   4. **حاول العجوز ان يقنعني انه رجل مبروك حتي يحصل مني علي المال.**
   5. **قم للمعلم وفه التبجيلا كاد المعلم ان يكون رسولا.**

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Section Two: Passage Translation (90 points)

1. Read the following passage: (25 points)

Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plain of dignity and discipline...When we allow freedom to ring, when we let it ring from every village, from every state and every city, we will be able to speed up that day when all God's children, black men and white men, Jews, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual: Free at last. Free at last. Thank God Almighty, we are free at last.

Martin Luther King, Jr.

1. Identify five difficulties you encountered in the passage and the strategies you used to solve them. (5 points)
2. Translate the passage into Arabic. (20 points)
3. Read the following passage: (25 points)

**كل أبناء جيلي مدينون لحرب أكتوبر‏..‏ ولم تكن ثمار حرب أكتوبر عبور مرارة الهزيمة التي تجرعها جيلي في مفاجأة لم نضعها في الحساب‏,‏ وإنما أيضا في آثارها التي غيرت إطار الحكم من شمولية في العمل السياسي والاقتصادي‏,‏ إلي تعددية وحرية ماكان ممكنا الانتقال إليها بدون حرب أكتوبر‏,‏ ولا يقدر حجم ماوصلت إليه إلا الذين قيدهم الرقيب الزائر أو الدائم أو الذاتي سنوات وسنوات‏.‏ ولم يكن سهلا علي جيلي جيل القفص الذي حدد إقامتنا وقامتنا سنوات‏,‏ الخروج إلي الهواء الطلق الذي نمت فيه أقلام جديدة لم يعرف أصحابها الخوف‏,‏ وتكتب اليوم بلا رقيب أو حسابات‏.‏ ولذلك كان أشق مافعله جيلي هو قهر الرقيب الذاتي‏,‏ والتغلب علي تراكمات السنين‏.‏**

1. Identify five difficulties you encountered in the passage and the strategies you used to solve them. (5 points)
2. Translate the passage into Arabic. (20 points)
3. Translate the following passage into English (20 points):

**أثار المؤرخ البريطاني ديفيد إيرفينغ موجة من السخط في إسرائيل على خلفية ما جاء في مقابلته مع صحيفة إسبانية وصف فيها ما تسمى بالمحرقة اليهودية (هولوكوست) بأنها لا تعدو كونها دعاية تجارية. وذكرت صحيفة ذي إندبندنت أون صنداي التي نقلت الخبر أن مؤرخين بارزين أدانوا قرار الصحيفة الإسبانية بدعوة إيرفينغ للمشاركة في التغطية التي تقوم بها في الذكرى السبعين للحرب العالمية الثانية. وفي المقابلة كان إيرفينغ قد قلل من شأن مقتل ملايين الصهيونيين إبان الحرب العالمية الثانية رغم أنه سجن في النمسا على خلفية تبنيه وجهة نظر متطرفة. وأضاف أن الرئيس الألماني أدولف هتلر كان بسيطا ولم يتضمن خطابه السياسي أية عبارة مناهضة للسامية سوى جملة واحدة عندما قال "حينما تبدأ الحرب، أريد أن يعاني اليهود". وقال إيرفينغ إن المحرقة مجرد شعار ومنتج لا يختلف عن المناديل الورقية أو طابعات زيروكس ثم حولوه إلى ظاهرة تجارية، ونجحوا في جني الأموال حيث صنعوا الأفلام وكسبوا الملايين. ومضى يقول للصحيفة الإسبانية إن مبدأ المحرقة اليهودية بُني بعد عقود من الحدث نفسه، مدللا على ذلك بالقول إنه لم يظهر شيء عن هذا الحدث في أي سيرة ذاتية لكبار قادة الحرب العالمية الثانية.**

1. Translate the following verse lines into Arabic: (20 points)

|  |
| --- |
|  |

She Stands there with an Angel's smile  
She Makes my life more worthwhile  
She Reaches out with an open mind  
She Redefines the meaning of 'kind'  
She Calms down an angry atmosphere  
She Thinks out her words and makes them clear  
She Takes up no pride to her head  
She Humbles herself in prayer instead  
She Gives directions to the lost soul  
She Keeps her tongue under control  
She Always stands up for the truth  
She Strives hard to help out the youth  
She Sees through things only for good  
She Has a heart everyone should  
She Is you… The Muslimah

**Answer Key and Scoring Guide of Translation Test (Form A)**

**Section One: Sentence Translation (60 points)**

Points are assigned as follows:

* 4 points for each sentence, 2 points for translation, 1 point for stating the problems, and 1 point for stating the solution.
* Any suitable answer to the problems and solutions are accepted.
* Answers in Arabic are also accepted as long as they are suitable.
* For sentences translation, points are assigned according to the following rubric:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Points  criteria | 2 points | 1 ½ points | 1 point | ½ point | Zero point |
| Syntax | Well-build sentence structure in TL with good translation of the item of difficulty. | One mistake in structure of TL with good use of TL rules and good translation of the item of difficulty | Bad use of TL rules, one mistake in structure of TL or bad translation of the item of difficulty | Two mistakes in structure of TL bad representation of the TL structure | Completely incorrect structure of TL |
| Semantics | well-representation of the meaning in TL and successful selection of equivalents | Acceptable translation with conveying the whole meaning of the sentence | One mistake in select equivalents and items | Two mistakes in selecting equivalents and items | Using incorrect equivalents and items |

**Rubric (1)**

1. Syntactic problems: (20 points)
   1. Translation: لم ترسخ مصر فكرة العمل الشمولي في الاقتصاد والسياسة الا عام 1973.

Problem: the translation of the structure (was not until 1973)

Solution: using transposition strategy by rendering the date to the end of the sentence, reordering the sequence of words and omitting “that” to modify the meaning in Arabic.

* 1. Translation: ذكر مسئولون بريطانيون ان الاجتماع سيعقد غدا

Problem: translation of the structure (according to).

Solution: using compensation by avoiding translating “according to” and using the verb "ذكر" instead to give more suitable form of Arabic.

* 1. Translation: اوصى الرئيس بوجوب (بضرورة) تشكيل لجنة لبحث ذلك الامر

Problem: translation of the passive form in “a committee should be formed”.

Solution: using condensation by deleting the verb and using instead the noun.

* 1. Translation: The conference reviewed yesterday the achieved progress (progress achieved) in the projects (programs) being implemented.

Problem: translation of the complicated structures of "الذي عقد" and the phrase "ما تحقق" and the cohesion in "ما يجري تنفيذه"

Solution: using omission in deleting "الذي عقد" and using condensation in decreasing the items "ما تم تنفيذه من برامج" to “projects being implemented”.

* 1. Translation: cruel as he is, sometimes he betrays signs of unequalled delicacy, / inspite of being so cruel, sometimes he shows signs of tenderness.

Problem: translation of the structure "بالرغم مما... الا انه" and the phrase "مما ينم عن".

Solution: using transposition by changing the sequence of items in “cruel as he is”, using substitution in replacing the phrase "مما ينم عن" with the word “signs of”.

1. Semantic problems: (20 points)
   1. Translation:water has gushingly welled out.

Problem: the translation of the words" "تدفق تدفقا ترجمة المفعول المطلق

Solution: using compensation strategy by changing the noun into adverb and omitting the phrase "من البئر".

* 1. Translation: He hit the heart of the matter/ he got the point in his words.

Problem: translation of the metaphor "كبد الحقيقة"

Solution: using adaptation and avoiding the literal translation by giving the meaning of the metaphor in modified words.

* 1. Translation: Ahmed will be flogging a dead horse / will gain nothing if he ever tries to do this work.

Problem: translation of the fixed expression "ادراج الرياح"

Solution: using either adaptation and giving the meaning of the expression or giving the equivalent expression in the target English language.

* 1. Translation: تضع جامعة القاهرة الخطط لبث المحاضرات عبر القنوات الفضائية التعليمية الخاصة بالجامعة وذلك كاحد جهود الجامعة في تخفيض اعداد الطلاب في القاعات الدراسية.

Problem: translation of the introductory phrase “As part of efforts to cut down class sizes” and the expression “owned by”.

Solution: using diffusion by expanding the verb “plans” to "يضع الخطط", using condensation by translating “owned by the university” to "الخاصة بالجامعة", and using transposition by delaying the introductory phrase to the end of the sentence.

* 1. Translation: داعبت كلماته الرقيقة مشاعري/ دغدغت كلماته الرقيقة مشاعري.

Problem: translation of the metaphor “flatter my emotions”.

Solution: using adaptation and giving the meaning according to the rhetorical sense of the Arabic target language.

1. Pragmatic problems: (20 points)
   1. Translation:الفتاه كالقمر في جمالها/ الفتاه جميلة كالبدر.

Problem: the translation of the expression “as snow white”.

Solution: using cultural substitution or compensation in kind by replacing the expression “snow while بياض الثلج” with the Arabic expression "جمال البدر" as snow in Arabic is a symbol of coldness not beauty.

* 1. Translation: في التأني السلامة وفي العجلة الندامة.

Problem: translation of the English proverb.

Solution: using adaptation and or cultural substitution and giving the equivalent proverb in Arabic.

* 1. Translation: الطيور علي اشكالها تقع

Problem: translation of the English proverb.

Solution: using either adaptation and giving the meaning of the expression or giving the equivalent proverb in the target Arabic language.

* 1. Translation: Hajj Abd-Esamad has sworn with the most sacred swear that he will get his daughter married but to a Nobel man.

Problem: translation of the specific cultural expressions “اقسم طلاق تلاتة" , "يعطي ابنته" and "حاج"

Solution: using borrowing by translating the word الحاج as it is, using adaptation by translating the expression "طلاق تلاتة" into “the most sacred swear” as this concept is not found in English culture, and compensation by translating the verb "يعطي ابنته" to “get his daughter married to”.

* 1. Translation: I thought wrongly that talking to her may make me feel better, but, unfortunately, she also has her grief/ everyone seeks his Lila.

Problem: translation of the fixed expressionكل يغني علي ليلاه" ”.

Solution: using paraphrase and giving the meaning according to the rhetorical sense of the Arabic target language, or using borrowing and transmitting the item into the target language.

**Section Two: Passage Translation (90 points)**

Points are assigned as follows:

* For the questions number 1 and 2, 1 point for each stated difficulty, and 20 points for each passage translation.
* For questions number 3 and 4, 20 points for each passage translation.
* Any suitable answer to the difficulties and solutions are accepted.
* Answers in Arabic are also accepted as long as they are suitable.
* For passages translation, points are assigned according to the following rubric:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Ratings & Scores Of Performance**    **Criteria Of Performance** | | **Excellent**  **20** | **Good**  **15** | **Adequate**  **10** | **Weak**  **5** | Poor  0 |
| **Semantic Features** | **Understanding Of The ST** | complete understanding of ST in all items | Quite Good understanding of ST with one drop in grasping ideas | Adequate understanding of ST in most of the items with two or more drops in grasping ideas | Difficulty in decoding many items of ST | Failure to understand any of items. |
| **Accuracy In Expressing Meaning.** | Complete transfer of meaning and good reformulation of notions of ST in the TT | Quite Good expressing of notions and one mistake in transferring of ideas of ST. | Expressing the literal meaning of ST in most of the items with some deviation from the ideas in ST and two or more drops in ideas. | Giving the meaning with clear difficulty and remarkable deviation from SL ideas. | Failure to give the meaning of the items. |
| **Syntactic Features** | **Vocabulary And Items** | Distinct selection and use of equivalent items and vocabulary. | Selecting meaningful descriptive equivalents instead of exact equivalents. | Quite adequate selection of synonyms and items more than equivalents with one mistake in vocabulary selection | Some inaccurate selection of terms with two or three mistakes. | Wrong selection of terms or just coping the items in the ST. |
| **Grammatical And Stylistic Features And Figures Of TT.** | Correct formation, well- built construction, and good use of cohesive devices with complete linguistic balance between TT & ST | Using correct structures to give a meaningful form in TT with minor ability to use cohesive devices. | Using grammatical structures with difficulty to keep style of ST, deviation from the most regular rules, and one or two mistakes. | Failure to reconstruct the figurative expressions and reproducing the items simply with three or more mistakes. | Wrong reproduction of forms and styles of the items. |
| Pragmatic Features | Cultural Notions, Features And Characteristics | Completely in ease when handling and reproducing cultural and implicit features of ST | Some deviation in handling connotations and relating the content of ST to its cultural context. | Difficulty of transferring culture features in some items. | Failure to get cultural connotations in some items. | Wrong interpretations of cultural notions of items. |

**Rubric (2)**

1. a) comment on 5 difficulties you encounter in the passage (5 points)
   * The students state any 5 translational difficulties s/he may encounter in the passage as follows:

The difficulty: there is a difficulty in transmitting the meaning and keeping the cohesion in the sentence “and Samuel Shimon, the author of the autobiographical novel “An Iraqi in Paris”, believes that….”. It is a syntactic problem that it is related to the structure of the sentence.

The suggested solution: this difficulty can be solved by using transposition and reordering the item of the sentence according to the syntactic nature of Arabic language structures.

* Each correct statement of the difficulty and the suggested solution has one point.
* Answers in Arabic are accepted as long as they are correct and appropriate.

b) A suggested translation into Arabic: (20 points)

**يعاني الناس جميعا من الاوهام. ويعتقد صمويل شيمون، كاتب السيرة الذاتية المعروفة "عراقي في باريس" ان الحياه بدون اوهام او تخيلات هي الجحيم بعينه. ومن اكثر هذه الاوهام شيوعا هو الاحساس بان حياتنا متميزة وفريدة، وكلما كانت الحياه قاسية كلما كانت الاوهام اكثر عمقا. اما عن الاسلوب الذي كتب به شيمون روايته فانه بدا بعيدا عن الارض التي نحيا عليها مثلما كانت مغامراته بعيدة عن الواقع الذي نعيشه. وقد ساعد هذا الاسلوب التجريدي في كتابة الراوية في جعلها تبدوا وكانها مغامرة حقيقية، كما اضفي علي الرواية نوع من القرب الذي استعاض به الكاتب عن غرابة الشخصية الرئيسية في الرواية وكذلك غرابة الاحداث التي خاضتها الشخصية مع انها احداث حقيقية.**

**وقد ساعد هذا النسيج من الاسلوب الواقعي و المحتوي الاشبه بمغامرات السندباد في ان يجعل "عراقي في باريس" احد الاساطير العربية الحديثة التي تدعم احد القيم الاخلاقية السائدة في كافة الاساطير وهي: امشي وراء احلامك وسوف تنجح.**

1. a) comment on 5 difficulties you encounter in the passage (5 points)

* The students state any 5 translational difficulties s/he may encounter in the passage as was indicated in the above mentioned example.
* Each correct statement of the difficulty and the suggested solution has one point.
* Answers in Arabic are accepted as long as they are correct and appropriate.

b) A suggested translation to English: (20 points)

All over the world, when a scientist or a writer wins the Prize of Nobel, he soon becomes a great national symbol. This is due to the notion that obtaining the prize does not only prove the winner’s excellence worth, but also the deservedness of the whole nation. Two great Egyptians have won Nobel Prize; the great writer Nagib Mahfouz and the genius scientist Dr. Ahmed Zweil. People in close acquaintance with Dr. Zweil know well how great his love and loyalty to his country Egypt and his complete readiness to do his best for the benefit of the Egyptians. In 1999, it was formally announced that Dr. Zweil won the prize. President Mubark was the first who called and congratulated him and Dr. Zweil told the president that he owing a favor (indebted) to his country and he has a great project that would mark Egypt on the map of science and technology. In spite of this enthusiasm, Egypt did not benefit from Dr.Zweil’s achievement. The question is why?

1. A suggested translation into English: (20 points)

Every pride moves to her husband’s house with great joy, huge blessings, congratulations and prayers of all people. These features of great happiness also fill her parents’ hearts as they see their dear daughter and the sweet of their life walks in joy among her peers to settle at her husband’s home and starts her life as a wife, as a mother and as tutor for her kids. Since that happy day, the pride plays many important roles; one of them is housekeeping and caring about her husband who exhausts himself at his work and comes back home to find his loving wife waiting for him with a tender smile on her lips and very delicious diner.

According, every mother should accomplish the housekeeping skills in her daughters, teaching them how to manage their houses, train them to avoid depending upon maid girl in everything because being inexperienced in housekeeping has bad effects on marital life. The failure of wives in their marital lives generally in managing house and particularly in cooking is due to the complete and absolute reliance on servants in all house affairs, wasting time in the nonsense talk about fashion, models and shopping with no need, and mothers’ failure in preparing their daughters bringing them up for family life.

1. A suggested translation of the English verse lines: (20 points)

**عندما بزغ نور محمد (صلي الله عليه وسلم) سرى شعاع الحب في السماوات العلا، يا حبيبي يا مالكا القلوب، لا تكفي كلماتي ان امدحك، ويقشعر بدني لذكرك، وعندما اجلس لاكتب عنك لا اجد من الكلمات ما يناسبك مقامك الشريف، فكلماتك تشجي السامعين الذين يبحثون عن عبق حديثك الشريف بين السطور، يا حبيبي يا رسول الله، سيرتك رحيق عسل مصفي في منحل اشعاري ولؤلوة مسجية في اعماق بحاري، يا مصطفي، انت فخري والبطل في احلامي جميعا وقربك عندي امتع من الجنة وما فيها.**

**Answer Key and Scoring Guide of Translation Test (Form B)**

Section One: Sentence Translation (60 points)

Points are assigned as follows:

* 4 points for each sentence, 2 points for translation, 1 point for stating the problems, and 1 point for stating the solution.
* Any suitable answer to the problems and solutions are accepted.
* Answers in Arabic are also accepted as long as they are suitable.
* For sentences translation, points are assigned according to the following rubric:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Points  criteria | 2 points | 1 ½ points | 1 point | ½ point | Zero point |
| Syntax | Well-build sentence structure in TL with good translation of the item of difficulty | One mistake in structure of TL with good use of TL rules and good translation of the item of difficulty | Bad use of TL rules, one mistake in structure of TL or bad translation of the item of difficulty | Two mistakes in structure of TL bad representation of the TL structure | Completely incorrect structure of TL |
| Semantics | well-representation of the meaning in TL and successful selection of equivalents | Acceptable translation with conveying the whole meaning of the sentence | One mistake in select equivalents and items | Two mistakes in selecting equivalents and items | Using incorrect equivalents and items |

1. Syntactic problems: (20 points)
   1. Translation: لا تقتصر مسئولية (دور) المدرسة علي التعليم والتعلم فقط وانما يشمل نشر الثقافة والاخلاق.

Problem: the translation of the structure (not only … but also)

Solution: using diffusion strategy by adding words "تقتصر" and “يشمل” to modify the meaning in Arabic.

* 1. Translation: يقول جورج أنها معلمة جيدة (ناجحة)

Problem: translation of the structure (according to).

Solution: using compensation by avoiding translating “according to” and using the verb "يقول" instead to give more suitable form of Arabic.

* 1. Translation: أريد أن أنوه أن الجامعة قد أفرطت في توزيع الجوائز على الخريجين كافة

Problem: translation of the adverb and cohesive device “that”.

Solution: using condensation by translating “make a slight reference” with one word "انوه".

* 1. Translation: The traffic law was twice amended, but with no good.

Problem: translation of the verb "تعدل" and the Arabic proverb "لا حياه لمن تنادي".

Solution: using adaptation by changing the voice into passive and giving the meaning of the proverb in English.

* 1. Translation: the more competition the man has with self, the more development he achieves; hence, the day before is different from today which will be in turn different from the day after.

Problem: translation of the structure "كلما... كلما" and phrase "لا يكون ... كما كان".

Solution: using transposition by changing the sequence of items in and using substitution in replacing the phrase "لا يكون... كما كان" with the word “different”.

1. Semantic problems: (20 points)
   1. Translation: If we win and become a more brave generation, then it is due to the Victory of 6th of October to which we are indebted for everything.

Problem: translation of the repetition.

Solution: using omission and condensation by deleting the repeated items and using diffusion by adding the word “victory” and relating the sentences with “which”.

* 1. Translation: yesterday is a lost fortune, tomorrow is a delayed fortune, but today is the only thing that we already have; so we should not waste it unwisely.

Problem: translation of the metaphors.

Solution: using either adaptation and giving the meaning of the expression or giving the equivalent expression in the target English language.

* 1. Translation: the whole world heard the voice Palestinians’ Jihad when the voice of Intifada children was

Problem: translation of the introductory phrase “As part of efforts to cut down class sizes” and the expression “owned by”.

Solution: using diffusion by expanding the verb “plans” to "يضع الخطط", using condensation by translating “owned by the university” to "الخاصة بالجامعة", and using transposition by delaying the introductory phrase to the end of the sentence.

* 1. Translation:يلومني (يوبخني) ابي علي التدخين مراراً وتكراراً.

Problem: the translation of the phrase “over and over”

Solution: using cultural substitution strategy by replacing the phrase with a fixed Arabic expression "مراراً وتكراراً".

* 1. Translation: تشتد الحاجة بتوم الي هذا الدواء إذا زاد انفعاله/ عند انفعاله

Problem: translation of the phrase “in a dire need” and “whenever he gets”.

Solution: using transposition by changing the sequence of items and using compensation by changing the adjective “nervous” into noun.

1. Pragmatic problems: (20 points)
   1. Translation:النظافة من الايمان.

Problem: the translation of the English proverb.

Solution: using cultural substitution or compensation in kind by replacing the expression “godliness” with the Arabic expression “الايمان”.

* 1. Translation: يد الله مع الجماعة.

Problem: translation of the English proverb.

Solution: using adaptation and or cultural substitution and giving the equivalent proverb in Arabic.

* 1. Translation: لن ينجح احد في حل هذه المشكلة غير ابي فلا يفل الحديد الا الحديد

Problem: translation of the English proverb.

Solution: using either adaptation by giving the equivalent proverb in the target Arabic language.

* 1. Translation: the old man tried to get my money by acting as a saintly (holy) man.

Problem: translation of the specific cultural expressions “مبروك"

Solution: using compensation by translating the adjective "مبروك" to “saintly/ holy”.

* 1. Translation: stand for your teacher whenever you meet as a sign of respect; he bears the message of prophets.

Problem: translation of the rhetorical features of the Arabic line of verse.

Solution: using paraphrase and giving the meaning according to the rhetorical sense of the Arabic source language.

Section Two: Passage Translation (90 points)

Points are assigned as follows:

* For the questions number 1 and 2, 1 point for each stated difficulty, and 20 points for each passage translation.
* For questions number 3 and 4, 20 points for each passage translation.
* Any suitable answer to the difficulties and solutions are accepted.
* Answers in Arabic are also accepted as long as they are suitable.
* For passages translation, points are assigned according to the following rubric:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Ratings & Scores Of Performance**    **Criteria Of Performance** | | **Excellent**  **20** | **Good**  **15** | **Adequate**  **10** | **Weak**  **5** | Poor  0 |
| **Semantic Features** | **Understanding Of The ST** | complete understanding of ST in all items | Quite Good understanding of ST with one drop in grasping ideas | Adequate understanding of ST in most of the items with two or more drops in grasping ideas | Difficulty in decoding many items of ST | Failure to understand any of items. |
| **Accuracy In Expressing Meaning.** | Complete transfer of meaning and good reformulation of notions of ST in the TT | Quite Good expressing of notions and one mistake in transferring of ideas of ST. | Expressing the literal meaning of ST in most of the items with some deviation from the ideas in ST and two or more drops in ideas. | Giving the meaning with clear difficulty and remarkable deviation from SL ideas. | Failure to give the meaning of the items. |
| **Syntactic Features** | **Vocabulary And Items** | Distinct selection and use of equivalent items and vocabulary. | Selecting meaningful descriptive equivalents instead of exact equivalents. | Quite adequate selection of synonyms and items more than equivalents with one mistake in vocabulary selection | Some inaccurate selection of terms with two or three mistakes. | Wrong selection of terms or just coping the items in the ST. |
| **Grammatical And Stylistic Features And Figures Of TT.** | Correct formation, well- built construction, and good use of cohesive devices with complete linguistic balance between TT & ST | Using correct structures to give a meaningful form in TT with minor ability to use cohesive devices. | Using grammatical structures with difficulty to keep style of ST, deviation from the most regular rules, and one or two mistakes. | Failure to reconstruct the figurative expressions and reproducing the items simply with three or more mistakes. | Wrong reproduction of forms and styles of the items. |
| Pragmatic Features | Cultural Notions, Features And Characteristics | Completely in ease when handling and reproducing cultural and implicit features of ST | Some deviation in handling connotations and relating the content of ST to its cultural context. | Difficulty of transferring culture features in some items. | Failure to get cultural connotations in some items. | Wrong interpretations of cultural notions of items. |

1. **a) comment on 5 difficulties you encounter in the passage (5 points)** 
   * The students state any 5 translational difficulties s/he may encounter in the passage as follows:

The difficulty: there is a difficulty in transmitting the meaning of the phrase “allow freedom to ring”. It is a semantic problem that it is related to the use of metaphor.

The suggested solution: this difficulty can be solved by using paraphrase and adaptation to give the meaning in the Arabic language.

* Each correct statement of the difficulty and the suggested solution has one point.
* Answers in Arabic are accepted as long as they are correct and appropriate.

**b) A suggested translation into Arabic: (20 points)**

**يجب علينا الا نسعي الي ارضاء تعطشنا للحرية بان نتجرع كاس المرارة والكراهية. بل يجب علينا دائما وابدا ان نسير في نضالنا باعلي مكانة من العزة والسطوة. وعندما نطلق نداء الحرية من كل قرية ومدينة وبلد ساعتها نكون قد عجلنا بقدوم ذلك اليوم الذي تتحد فيه ايادي البشرجميعا من سود وبيض ويهود وكاثوليك وبروتستانت فيتغني الجميع كلمات الروحاني القديم نجرو: اهلا بالحرية اهلا بالحرية. شكرا لله العظيم ان حررنا في النهاية.**

**مارتن لوثر**

1. **a) comment on 5 difficulties you encounter in the passage (5 points)**

* The students state any 5 translational difficulties s/he may encounter in the passage as was indicated in the above mentioned example.
* Each correct statement of the difficulty and the suggested solution has one point.
* Answers in Arabic are accepted as long as they are correct and appropriate.

**b) A suggested translation to English: (20 points)**

The whole of my generation is indebted to the victory of the 6th of October. The results of the war were not only erasing the bitterness of defeat and its sudden occurrence, but also changing the system of authority from a comprehensive one in both political and economical fields into wide-ranging and miscellaneous system. This change would never happen without the victory of October and no one can appreciate this change but the people who suffered from oppression of the military visitor or permanent supervisor for many years.

It was not easy then for our oppressed generation (the generation of the cage) to live the free life and enjoy the tolerant atmosphere in which new liberal writers begin to write without fear of any supervisor or any consideration. Hence, the most challenging thing that my generation did was beating the supervisor and oppression.

1. **A suggested translation into English: (20 points)**

Since his interview published in a Spanish newspaper, the historian David Eviring has provoked the anger of Israelis when he described the Jewish Holocaust with a merely commercial propaganda. The Independent On Sunday has mentioned that many distinguished historians have denied the newspaper’s decision of inviting Eviring to participate in its journalistic covering in the anniversary of the Second World War. During the interview, Eviring has disregarded killing millions of Jewish during the Second World War although he was jailed in Austria for his adoption of intolerant ideas.

He added that the X German president Hitler was a moderate leader and nothing of his speech included any anti-Semitic except only one statement:” when the war begins, I wish Jewish suffer”. Eviring added that the Jewish Holocaust was nothing but a slogan or a product that is similar to paper handkerchiefs or Zerox printers and Jewish customized it into a commercial business, produced films and gained millions. He continued saying that the idea of the Holocaust was invented many decades after the event of the Second World War, verifying that nothing was written about the event at any of the autobiographies of the great leaders of the Second World War.

1. **A suggested translation of the English verse lines: (20 points)**

**دائما ما تراها تقف باسمة بسمة تشعرك ان حياتك تستحق ان تعيشها، وتجدها تفكر بعقل متفتح فتكشف عن معني آخر جديد للطيبة والحنان. وفي الاجواء الغاضبة المحتقنة تكون هي من يلطف الغضب وتفكر في كلماتها جيدا وتختار اوضح الحديث، كما انها لا تتكبر وتتواضع لله في صلواتها. تنجح في توجيه النفوس الضائعة التائهة وتمسك لسانها عن لغو الحديث، فلا تقول الا الصدق وتفني نفسها في مساعدة الصغار. لا ترى من الاشياء الا افضلها ويا ليت الجميع يملك مثل قلبها. هل تعرفونها؟ انها انتي ايتها المسلمة.**

**Table of Specifications of the Translation Strategy Test**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objectives** | **Type and number of items** | | |
| MCQ | Filling the Blanks | True or False |
| Defining Translation Strategies | 5 | 1 | 3 |
| Identifying Types of Translation Strategies |  | 1 | 1 |
| Defining Related Theoretical Concepts |  | 3 | 1 |
| **Total** | **15** | | |

**Table of specifications of the Translation Proficiency Test**

|  |  |  |  |
| --- | --- | --- | --- |
| Content | Objectives | **Item number** | |
| Section one | Section two |
| Syntactic problems | Ss identify syntactic translation problems, suggest a solution and translate the sentence | 5 |  |
| Semantic problems | Ss identify semantic translation problems, suggest a solution and translate the sentence | 5 |  |
| Pragmatic problems | Ss identify pragmatic translation problems, suggest a solution and translate the sentence | 5 |  |
| Translating a sentence | Ss analyze the difficulty and suggest a strategy to solve it |  | 10 |
| Translating a passage | Ss translate a passage into Arabic |  | 2 |
|  | Ss translate a passage into English |  | 2 |
| **Total** | | 29 | |