Difficulties Faced by EFL Learners in Translating Political Texts From English into Arabic:

A Case Study of EFL Students, Faculty of Education-Hantoub, University of Gezira-Sudan, (2014).

Bidour Al-Tayeb Ibrahim

in

December 2014
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B .A. in English Language and Literature, Faculty of Arts
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Date : 14.12.2014
Dedication

This research is dedicated to:

The soul of my mother, Faiza

The soul of my uncle, Abu-Obeida

My dearest father Al-Tayeb

My friends, colleagues, knowledge seekers and scholars,
Acknowledgments

Thanks are due to the main supervisor, Dr. Awatif Al-Amin Satti for her guidance, advice, and professional wisdom. Thanks are also due to the co-supervisor, Ustaz. Alam-Ad-Deen Abd-As-Alam, for his support.

I would like to express my gratitude and thanks also to other staff members at the Department specially Dr. Zahir Abu-Obeida for his help and advice.

Finally, thanks and gratitude are extended to those whose encouragement has made this research possible, real and worthwhile.
Difficulties Faced by EFL Learners in Translating Political Texts From English into Arabic
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Bidour Al-tayeb Ibrahim Al-hassan

Abstract
Translation is an activity that is growing phenomenally in today’s globalized world. Therefore, the study of translation inevitably presupposes knowledge of more than one language, at least two languages. No one can deny the important role of translation in the communication process as it was and still, is an effective means that can be used to help anyone to communicate with people out of his/her own speech community; that is why translation is considered as a remedy for a lot of communication problems. The study aims at investigating the difficulties faced by EFL learners in translating political texts from English into Arabic. The study followed the descriptive analytical method. The tools for collecting data were a test and a questionnaire. The test was administrated to (50) students from Batch (33) Faculty of Education-Hantoub -University of Gezira. They were selected randomly. They were selected because they had already studied two courses of translation. The questionnaire was distributed among (10) EFL teachers and experts in the field of translation at University of Gezira -Faculty of Education –Hantoub, Department of English and two other Universities. The results of the test and the questionnaire were carefully analyzed. The most important findings are: the strategies used by (90%) of the students for translating political texts were literal so the intended message was not conveyed and their translation was meaningless and not harmonious. And (95%) of the subjects lacked knowledge of lexical meaning of political expressions, this led to inadequate rendering of meaning and production of improper equivalence. (85%) of Students tended to paraphrase some political terms which led to hide the intended meaning. (70%) of students skipped translating some political expressions, which showed their lack of awareness of the their meaning. (50%) of the teachers suggested that students should be encouraged to read a lot in politics so as to be acquainted with different political vocabulary. (100%) of the teachers suggested that a lot of practice in translation for both Arabic and English texts should be done. Based on the findings of the study, it is recommended that knowing the connotative meaning of a word is important when translating political texts to recognize whether the word has emotive overtones or not, in order to clarify the intended massage. It is also recommended that comprehensive practice should be done on translating political texts to enrich the knowledge of the students.
الصعوبات التي تواجه الطلاب في ترجمة النصوص السياسية من اللغة الإنجليزية إلى اللغة العربية

دراسة حالة طالبات كلية التربية – حنتوب – جامعة الجزيرة – السودان - 2014م

بدور الطيب إبراهيم الحسن

ملخص الدراسة

تعتبر الترجمة نشاط متزايد بشكل هائل في عالم اليوم المعلوم. لذا، نفترض دراسة الترجمة معرفة حتمية لأكثر من لغة واحدة، على الأقل. لغة. لا أحد يمكن أن ينكر الدور الذي تلعبه الترجمة في عملية الاتصال كما كانت من قبل وما زالت وسيلة فعاله يمكن أن تستعمل لمساعدة أي أحد للاتصال مع الناس خارج جاليته. لهذا تعتبر الترجمة حل للعديد من مشاكل الاتصال. هدفت الدراسة إلى بحث الصعوبات التي تواجه طالبات كلية التربية - حنتوب في ترجمة النصوص السياسية من اللغة الإنجليزية إلى اللغة العربية. أُجريت الدراسة المناهج الوصفي التحليلي. ومن أدوات جمع البيانات الاختبار التشخيصي الذي وزع عليه عشوائياً من طالبات قسم اللغة الإنجليزية - كلية التربية - حنتوب، الدفعة (33) وذلك لأنهم درسن مقررين للترجمة. و الاستبانه التي تم توزيعها علي (10) من أعضاء هيئة التدريس و خبراء في ترجمة من جامعة الجزيرة كلية التربية – حنتوب - قسم اللغة الإنجليزية و جامعتين أخريتين. تم تحليل الاختبار التشخيصي والاستبانه بواسطة النسبة المئوية. و وصلت الدراسة إلى عدة نتائج أهمها:

الاستراتيجيات المستخدمة من قبل (90%) من الطلاب تترجمة النصوص السياسية كانت حرفية ولا تحوي الرسالة المقصودة، كما أن ترجمتهن كانت من غير مفهومة وغير متصلة. عند الامام (90%) من الطلاب بالتعاون السياسي جعل ترجمتهم أقل من المستوى المطلوب بالإضافة إلى إخفاقه في تحقيق المكافئ اللغوي المناسب، (80%) من الطلاب اتجه لإعداد صياغة التأليفا المناسبة مما أدى إلى إخفاء المعنى المقصود (70%) من الطلاب تجاوزوا ترجمة بعض التأليفا السياسية التي بنيت عدم معرفتهم المعنى المقصود بها، (50%) من الأسئلة افترضوا بأن الطالبات يجب أن ي依照ن قراءة المواضيع السياسية لكي يحتل علمًا بالاصرادن المختلفة ، (100%) من الأسئلة اقترحوا بأن ممارسة الكثير من الشكل في الترجمة ككلة التأليفا العربية والإنجليزية. وبذلًا على ذلك توصي الدراسة بضرورة معرفة المعنى الدلالي للكلمة خاصة عند ترجمة النصوص السياسية ومعرفة سواء كانت الكلمة لها معنى دلالي أم لا لإيضاح المعنى المقصود. كما توصي بممارسة المزيد من الأنشطة والتمارين لثراء معرفة الطالبات بالمصطلحات السياسية.
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**CHAPTER THREE**

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CHAPTER ONE
INTRODUCTION

1-0 Background
Translation in recent years has taken a lot of meanings. It creates global relations in terms of politics, religions, arts, culture, science and philosophy among different languages. Translation in this sense is a matter of reproduction of various kinds of texts including political, religious, art, scientific, cultural and philosophical texts into another language so as to make them available to wide readers.

Politics plays a considerable influence on the mind and behaviour of people. It takes a key role in forming social, philosophical and ideological life and frame of thoughts, so the study stresses the fact that the translator should gain a profound knowledge about how to reconstruct the meaning of political texts in the source language and how to convey it in the target language.

1-1 Statement of the Problem
Translating political texts seems to be a potential problem and a very difficult task. The problem is due to the fact that political expressions have particular connotations. Most students lack the knowledge of translating them. Students make mistakes in choosing a suitable equivalent. Besides, they keep in their minds one meaning of the word which is the literal meaning.

1-2 Objectives of the Study
1) To explore the difficulties faced by students when translating political texts
2) To find out the reasons of inadequate translation of political texts
3) To suggest some strategies that can be followed to improve students’ performance.
1-3 Questions of the Study
1. What are the difficulties that are faced by students in translating political texts?
2. What are the reasons behind inadequate translation of political terms?
3. What translation strategies are to be adopted to improve students' performance?

1-4 Hypotheses of the Study
1. Connotative meaning of political texts is one of the problems facing students in translation.
2. Inappropriate choice of political terms is among the reasons of inadequate translation of political texts.
3. Translation by using cultural substitution is a suitable strategy that can facilitate translating culture-specific terms.

1-5 Significance of the study
This study is expected to be useful to students in Department of English who study English language and it provides them the opportunity to come across political terms and know how to deal with them while translating similar political terms from English into Arabic.

1-6 Methodology of the Study
The descriptive analytical approach will be used in this study. A number of selected texts as translation tasks in the form of a diagnostic test will be used as a tool for collecting data. These tasks will be given to fifty students at the University of Gezira -Faculty of Education-Hantoub – Batch 33 who will be selected randomly. These students will serve as a sample of the study population. Responses of the students will be analyzed manually in order to identify problems and areas of difficulties.

A questionnaire, as a tool for collecting data, will be given to (10) teachers and experts in the field of translation at University of Gezira -Faculty of Education – Hantouh, Department of English and two other University. The data will be analyzed manually.
1-7 Limits of the Study

This study will be limited to the difficulties faced by EFL learners in translating political texts from English into Arabic and will be carried out at faculty of Education, University of Gezira, batch (33) in (2012 – 2014).

Chapter two

Literature Review

2-0 Introduction

This section is divided into two parts: the first one deals with the theoretical studies related to definitions of translation, purposes, methods of translation and studies related to translation of political texts as one of the fields which are argumentative and need separate consideration in the translation studies. The second part deals with previous studies, which cover issues related to problems of translation in general.

2-1 Definition of Translation

Translation has many definitions, which are stated by a number of theorists throughout the time. The most noticeable features of these definitions is that, some of them define it as a process and a result of this process and some of them consider it as communication and skill. Catford (1965: 20) states that translation is the replacement of textural material in one language (SL) by equivalent textual material in another language (TL). Semerov A. L. (2005:16) states that, first of all, translation is the translators' activity of transforming a message in one language into a message with same meaning in another language; secondly, translation is a result of the translator's activity i.e. an oral or a written language utterance.

Garbovsky N.K. (2006:214) considers translation as very important in communication in human life between people with their various languages and cultures which make it a very effective factor in communication and exchanging culture and knowledge. He states that

"translation is a social function of communicative mediation between people, who use different languages systems. This function of reality on the basis of his/her individual..."
abilities as an interpreter, accomplishing translation from one semiotic system to another with the purpose of equivalent, i.e. maximally complete, but always partial transmission of a system of meanings contained in a source message, from one communicant to another.

Newmark (1981:21) states that translation is a craft consisting of the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language. Newmark suggests that, translation is a skill in transferring a written or a spoken message from one language to another.

2-2 Theory of Translation

The translation theories enlighten the students with all that is involved in the translation process and provide them with guidelines that enable them to make their decision and choices. Newmark (1991: 49) states that

*a good theory of translation is the one that is concerned with the translation method appropriately used for certain types of texts and is therefore dependent on a functional theory of language….translation theory is pointless and sterile if it does not arise from the problem of translation practice, from the need to stand back and reflect, to consider all the factors, within the text and outside it, before coming to a decision.*

The recent translation theory as it is seen by Bassinet(1991:77) is based on the function of the target text rather than the prescriptive of the source text, translation has become an act of communication, not a process of translating. The translated texts is now viewed as an integral part of the world, not as an specimen of language. In other words, translation has become more functional than it used to be.

2-3 Purposes of Translation

There are important purposes of translation stated by Newmark (1988: 43-45):

1- Pedagogical purpose: this refers to the skill required by a learner of a foreign languages

2- Humanistic Political Purpose: here translation is used to bring about peace between nations, groups an individual by creating a good atmosphere of mutual understanding.
3- Technological purpose: this means to transmit technological knowledge in plain appropriate language to enable all humans to benefit from the products of modern technology.

4- Cultural purposes: Bassinet (1991:40) states that the natural language always represents the core of every culture this is concerned with explaining the different human cultures on the basis of common humanity respecting their strengths and indirectly showing their weaknesses.

### 2-4 Importance of Teaching Translation

The way of teaching translation in schools or universities is still subjected to rules formulated across time on what is mainly typified as description of a good translation; it is unfortunate that some translation theories have taken the stance to declare that translation is a craft, ignoring the potentiality of creating a comprehensive theory of translation. Newmark (1981:113) states that

*translation theory is an aid to the translator; it helps him to capture the sense and spirit of verbal and non-verbal elements in texts. So teaching translation without resorting to translation theory would fail to produce certain elements that are essential to the effectiveness and efficiency of text, therefore there should be a link between translation theory and teaching translation practices, as translation theory enriches the translator’s knowledge of the text and that is providing insights into cross-cultural semantics.*

Gerding- Sala: (2000:3) also states that the main aim of translation is to serve a across-cultural bilingual communication vehicle among people. It has developed in the last few decades because of rising international trade, increased migration, globalization and the expansion of the mass media and technology.

### 2-5 Methods of Translation

Newmark (1988, 45-47) states that the central problem of translating has always been whether to translate literally or freely. The argument has been going on since at least the first century B.C. up to the beginning of the nineteenth century. Many writers favoured some kind of free translation: the spirit not the letter; the sense not the words; the message rather than the form; the matter not the manner. He also discussed various types of translation methods which are stated by many theorists across time:
2-5-1 *Word for Word Translation*

The SL word order is preserved and the words translated by their most common meanings. Cultural words are translated literally. The main use of this method is either to understand the mechanics of the source languages or to construct a difficult texts as a pre-translation process.

2-5-2 *Literal Translation*

The SL grammatical construction are converted to their nearest TL equivalents but the lexical items are again translated singly, out of context. As a pre-translation process, it indicates problems to be solved.

2-5-3 *Faithful Translation*

It attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It transfers cultural words and preserves the degree of the grammatical and lexical deviation from SL norms. It attempts to be completely faithful to the intentions of the original writer of the text.

2-5-4 *Semantic Translation*

Semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sounds of the SL text, compromising on 'meaning' where appropriate. Further, it may translate less important cultural words by culturally neutral or functional terms but not by cultural equivalents and it may make other small concessions to the readership. The distinction between 'faithful' and semantic' translation is that the first is uncompromising , while the second is more flexible, and allows for the translator's intuitive empathy with the original.

2-5-5 *Communicative Translation*

It attempts to render the exact contextual meaning of the original in such a way that both languages and contents are readily acceptable and comprehensible to the readership.

2-5-6 *Idiomatic Translation*

It reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialism and idioms.
2-5-7 **Free Translation**

It reproduces the matter without the manner, the content without the form of the original. Usually, it is a paraphrase much longer than the original.

2-5-8 **Adaptation**

This is the 'freest' form of translation. It is used mainly for plays, comedies and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten.

2-6 **Difficulties of Translation**

Baker (1992:25) presents translation problems arising from the lack of equivalence at word level. She discusses the more common types of equivalence, which may constitute difficulties for the translator, and provides them with various strategies to deal with such problems. Ghazala (1995:24) explains the nature of translation problems when conveying the meaning of the source text into the target text as follows:

"A translation problem is any difficulty we come across at translating, that invites us to stop translating in order to check, recheck, reconsider or rewrite it, or use a dictionary, or a reference of some kind to help us overcome it and make sense of it. It is anything in the SL text which forces us to stop translating. A translation problem can be posed by grammar, words, style, and or sounds. Thus, we have grammatical, lexical, stylistic and phonological problems."

Language is culture-oriented and therefore the students face problems in translating from one language into another because he/she does not translate a language but a culture which carries different expressions, idioms, proverbs, culture—words, etc.

According to Newmark (1988:32): "the chief difficulties in translating are lexical, not grammatical, i.e. words, collocations and fixed phrases or idioms". Accordingly, he believes that “difficulties are of two kinds: a) you don’t understand them; b) you find them hard to translate”. If you can’t understand a word, it may be because all possible meanings are not known to you or because its meaning is determined by its unusual collocation or are referenced elsewhere in the text).

Al- Nakhalah (2006:88) divides the major problems facing the translator into four:
1. Pragmatic translation problems: these arise from the particular transfer situation with its specific contrast of source language vs. target language recipients, source language medium.

2. Cultural translation problems: It is a result of differences in the culture specific habits, expectations, norms, and conventions verbal and other behaviours.

3. Linguistic translation problems: The structural differences between two languages in texts sentence, structure and supra-segmental features give rise to certain translation problems.

4. Text-specific translation problems: Any problems arise and not classified as the previous one is classified 'Text-specific translation problem'.

In case of translating political texts, Tawfik (2011:58) clarifies some of the problems that may face the translator as clashing ideologies, neologisms, adopting the wrong approach and translational inaccuracy. Newmark (1991:161) comments that "the translator's neutrality is a myth". So, this can be shown in using the term 'terrorists' 'fanatics' or 'extremists ' by the western media for the Palestinians who resist the Israeli occupation, instead of using the expression 'resistant'. However, an Arab translator who believes in resistance against the Israeli occupation would translate the above concept into 'رجال المقاومة '.

Newmark states that: “Political language is particularly susceptible to a quick 'accept' and 'reject' and every word as well as every person gets ten minutes of fame". Since politics is changing in its nature, new words and expressions can be added to political diction in order to match political events and changes. An example on neologisms is the term 'smart sanctions ' which appeared three years prior to the Second Gulf War but disappeared later on as the international community rejected it. The term means preventing Iraq from importing dual purpose products that could be used for military and peaceful purposes. Translating the term literally into Arabic "عقوبات زكية" will sound odd and therefore the translator has to paraphrase the meaning of the term as a suitable strategy in translation.

2-7 Translation Strategies

Mona Baker (1992: 34-53) lists eight strategies, which have been used by professional translators, to cope with the problematic issues while doing a translation task:

1. Translation by a more general word
This is one of the most common strategies to deal with many types of non-equivalence. As Baker believes, it works appropriately in most, if not all, languages, because in the semantic field, meaning is not language dependent.

For example:

Source text (Kolestral Super - leaflet accompanying a hair-conditioning product):

The rich and creamy KOLESTRAL-SUPER is easy to apply and has a pleasant fragrance

the word "apply" here is translated by its more general word "put"

2- Translation by a more neutral/less expressive word

This is another strategy in the semantic field of structure.

For example:

Source text (A Study of Shamanistic Practices in Japan - Blacker,)

The shamanic practices we have investigated are rightly seen as an archaic mysticism.

Target text (back-translated from Japanese):

The shamanic behaviour which we have been researching should rightly be considered as ancient mysticism.

According to baker The translator could have used a Japanese phrase which means, roughly, 'behind the times' and which would have been closer to both the propositional and expressive meanings of archaic. This, however, would have been too direct, that is too openly disapproving by Japanese standards (Haruko Uryu, personal communication). The expressive meaning of archaic is lost in the translation

3. Translation by cultural substitution.

This strategy involves replacing a culture-specific item or expression with a target language item considering its impact on the target reader. This strategy makes the translated text more natural, more understandable and more familiar to the target reader. The translator's decision to use this strategy will depend on:

1. The degree to which the translator is given license by those who commission the translation.

2. The purpose of the translation.

For example:
The Patrick Collection has restaurant facilities to suit every taste - from the discerning gourmet, to the Cream Tea expert.

In Britain, *cream tea* is an afternoon meal consisting of tea to drink and scones with jam and clotted cream to eat. It can also include sandwiches and cakes. *Cream tea* has no equivalent in other cultures. The Italian translator replaced it with 'pastry', which does not have the same meaning (for one thing, *cream tea* is a meal in Britain, whereas 'pastry' is only a type of food). However, 'pastry' is familiar to the Italian reader and therefore provides a good cultural substitute.

This strategy is usually used in dealing with culture-specific items, modern concepts, and buzzwords. Using the loan word with an explanation is very useful when a word is repeated several times in the text. At the first time the word is mentioned by the explanation and in the next times the word can be used by its own.

For maximum effect, cover the hair with a plastic cap or towel.

For obtaining maximum effectiveness, the hair is covered by means of a *cap*, that is a plastic hat which covers the hair, or by means of a towel.

Note that the explanation which follows the loan word is based on modifying a general word, namely the equivalent of 'hat'. Note also the use of inverted commas.

This strategy is used when the source item is lexicalized in the target language but in a different form, and when the frequency with which a certain form is used in the source text is obviously higher than it would be natural in the target language.
Kolestral-super is rich and concentrated in its make-up which gives a product that resembles cream . . .

The paraphrase in the Arabic text uses comparison, a strategy which can be used to deal with other types of non-equivalence.

6-Translation by paraphrase using unrelated words

The paraphrase strategy can be used when the concept in the source item is not lexicalized in the target language. When the meaning of the source item is complex in the target language, the paraphrase strategy may be used instead of using related words; it may be based on modifying a super-ordinate or simply on making clear the meaning of the source item.

Example Source text (Brintons ~ press release issued by carpet Manufacturer)

They have a totally integrated operation from the preparation of the yarn through to the weaving process.

Target text (Arabic):

The company carries out all steps of production in its factories, from preparing the yarn to weaving it.

7-Translation by omission

This may be a drastic kind of strategy, but in fact it may be even useful to omit translating a word or expression in some contexts. If the meaning conveyed by a particular item or expression is not necessary to mention in the understanding of the translation, translators use this strategy to avoid lengthy explanations. For example:

The recently introduced New Tradition Axminster range is already creating great interest and will be on display at the Exhibition

8-Translation by illustration

This strategy can be useful when the target equivalent item does not cover some aspects of the source item and the equivalent item refers to a physical entity which can be illustrated, particularly in order to avoid over-explanation and to be concise and to the point. For example:
Appeared on a Lipton Yellow Label tea packet prepared for the Arab market, there is no easy way of translating *tagged*, as in *tagged teabags*, into Arabic without going into lengthy explanations which would clutter the text. An illustration of a tagged teabag is therefore used instead of a paraphrase.

![Figure 2.1](image)

### 2-8 Equivalence

The central problem of translation practice is that of finding TL translation equivalents. A central task of the translation theory is that of defining the nature and conditions of translation equivalence. Catford, (1965), points that translation equivalence is a phenomenon which can be discovered by comparing the source language text and the target language text. He illustrates the difference between the textual equivalence and the formal correspondence. In brief, textual equivalence is found to be the equivalent of a certain SL textual material. On the other hand, formal correspondence is found to establish a correspondence between every category of the text. So, according to Catford (1965: 49), SL and TL words do not usually have precisely the same meaning in the linguistic sense, but that does not mean that they could not, nevertheless, function well enough in the situation.

Baker studies equivalence as form- based. She (1992:12) proposes five levels of equivalence: equivalence at word level, equivalence above word level, grammatical equivalence, textual equivalence and pragmatic equivalence. Firstly, equivalence at word level is defined as “word " noting that a word sometimes has different meanings in different languages, and relating the meaning of words with morphemes. Secondly, grammatical equivalence refers to the diversity of grammatical categories across languages. Baker states that grammatical rules across languages may differ, which lead
to some problems in finding a direct correspondence in the TL. Thirdly, textual equivalence refers to the equivalence between a SL text and a TL text regarding information and cohesion. Whether the cohesive relations between TL and SL should be maintained depends on three main factors, that is, the target audience, the purpose of the translation and the text type. Finally, pragmatic equivalence refers to implication of the TL text. The duty of a translator is to recognize the implied meaning of SL text, and then reproduce it in a way that readers of the TL can comprehend clearly without any cultural misunderstanding.

Hornby (1988: 20) states an approach to equivalence to discuss the single lexical item. He suggests four types of this kind of equivalence. The first is one-to-one equivalence, which is also called total or absolute. This type is usually achieved on the root level as in the universal lexical items and standardized scientific terminology as in the Arabic word (السماء) whose equivalence in English is (sky). The second is one-to-many equivalence, which is also termed 'optional' as in the equivalents of the Arabic word (هدف) objective, aim, goal, purpose, etc. The other types are one-to-part of one equivalence, which is also termed as partial or approximate and zero-equivalence, which is usually encountered in culture-bound words as in the Arabic political word (جهاد).

2-9 Cohesion

Cohesion is one of the important areas in translation to discuss, so the researcher is going to explain it briefly for the purpose of the study. Halliday and Hassan are prominent figures who discussed the concept of cohesion. They (1976:13) recognize cohesion as the network of lexical and grammatical relations which aim to join parts of a certain text together and produce it as one unit. They mentioned that "the concept of cohesion accounts for the essential semantic relations whereby any passage of speech or writing is enabled to function as a text.

2-9-1 Types of cohesion

Halliday and Hassan (1976:30) divide cohesion into two main types: grammatical cohesion and lexical cohesion. Grammatical cohesion as a major category covers: reference, substitution, ellipsis and conjunctions. Lexical cohesion covers repetition and collocation.
2-9-1-1 Reference

Halliday and Hassan (1976:31) point out that every language makes use of the referential linkage between sentences and phrases which constitute a text. In other words, it is the relation that holds between an item in the text and what points to in the related world and this relation lends the text its continuity. Pronouns are considered to be the most typical example of reference in English. They are used to refer either to objects or to persons within the same linguistic environment. For example, "Mrs. Thatcher has resigned; she announced her decision this morning." So, the pronoun "she" refers to Thatcher. Baker (1992: 181) points out that even though pronouns are the most common referring devices in a given context, other items such as articles, demonstratives and comparatives, such as the, this, those… etc, are also to be present in the English written discourse.

2-9-1-2 Substitution

Halliday and Hassan (1976:88) define substitution as" a relation in the wording rather than in the meaning". In other words, a substitution has a grammatical nature. So, linguistic element(s) is/are replaced by other linguistic element(s). As far as substitution is concerned, "do", "one" and "the same" are the commonly used items in English. Halliday and Hassan (1976: 90-139) provide three types of substitution. First nominal substitution as the words' one', 'ones' and 'some'. These can replace items which are heads of a nominal group. As this example shows : lend me a pen. – I've only got a fountain one. Here the head word of the nominal group is 'pen' so the substitute item must have the same structural function of the one which it substitutes . Thus the word ' one ' is appropriate for the substitute item. Second, verbal substitution . For example the verb 'do ' is a common verbal substitute item as it replaces a certain verb in order to create a cohesive linkage between parts of this example : You think John already knows? – I think everybody does. The third division is the clausal substitution. According to Halliday and Hassan , 'so' in addition to 'not' function as clausal substitution. For example, has Barbara left? – I think so. So here the word 'so' presupposes the whole phrase and links the two sentences by creating a cohesive relation between them.
2-9-1-3 Ellipses

Another major term related to the grammatical coherence is ellipsis. Halliday and Hassan (1976:43) define ellipsis as 'substitution by zero'. In other words, it is said in an implicit way but understood. They divide ellipsis into three main kinds: nominal ellipsis as in: "How did you enjoy the exhibition? " – A lot was very good, though not all. (Halliday and Hassan (1976: 149). In the above mentioned example, the person who answered the question wanted to say that a lot (of the exhibitions). The second kind is the verbal ellipsis in: Have you been swimming? – Yes I have. In this example, the one who replies means (yes, I have been swimming) so it is understood from the short answer given. The third kind is clausal ellipsis. For example: it's cold. – Yes (Halliday and Hassan 1976: 216) state that the original reply is: yes it is cold. So it is understood by saying 'yes'.

2-9-1-4 Conjunctions

Conjunctions, according to Halliday and Hassan (1976:226), are elements which are cohesive not in themselves but indirectly, by virtue of their specific meanings. The classification below, which is based on Halliday and Hassan, summarizes briefly the main conjunction relations:

- Additive such as: and, in addition, moreover, likewise, furthermore, besides, also…etc.
- Adversative such as: but, however, yet, by contrast, on the other hand, instead, as a matter of fact… etc.
- Causal such as: because, for, so, therefore; consequently, under the circumstances, it follows…etc.
- Temporal such as: subsequently, after that, that, on another occasion, finally, at last… etc.

2-9-1-2 Lexical Cohesion

Lexical cohesion basically refers to relations between words themselves in texts. For Halliday and Hassan (1976), lexical cohesion is of two kinds: repetition and collocation. Repetition shows that lexical cohesion is treated as cohesive effect achieved by the selection of vocabulary (synonym or near-synonym; super ordinate or general word). These types come under the umbrella of one term, namely repetition. It is
regarded as the main category of lexical cohesion. The following example extracted from Baker (1992:203) illustrates the three different subclasses of lexical cohesion:

There is a boy climbing that tree.

a. The boy is going to fall if he does not take care (repetition).
b. The lad is going to fall if he does not take care (synonym).
c. The child is going to fall if he does not take care (super ordinate).
d. The idiot is going to fall if he does not take care (general word).

Unlike example" a", "b" and "c", the example "d' needs to recall the context within which it is inserted; otherwise, the relationship between the items "boy" and "idiot" will be ambiguous since it is out of the context, one cannot assume that they are related. The second division is collocation. Halliday and Hasan (1976:284) view that collocation is achieved via the association of lexical items that regularly co-occur together within the same lexical environment. This means that collocation is concerned with the predictable way in which words combine to other words. A typical example that illustrates the concept of collocation in English is the two words "rancid" and "addled". "Rancid" is predictably used with butter whereas "addled" with eggs. To round off, cohesion, with all its different facets, plays an important role in making a text hang together and create some kind of texture which results in a coherent discourse.

2.10 Connotative Meaning

Nida and Taber (1969: 91) indicate that the connotative meaning of a sign, which is called ‘associative’ or ‘emotive’, is the aspect of the meaning which deals with our emotional reactions to a word. They add that one does not only understand the references of words, but also react to them emotionally, sometimes strongly, sometimes weakly, sometimes affirmatively, and sometimes negatively. To illustrate this point, consider the following political expression “New Middle East” which does have a denotative equivalent in Arabic “الشرق الأوسط الجديد” but does not have the same emotive overtone in English. In the source language (SL), this expression connotes an American policy that seeks liberty, democracy, and reform in the region. In the Arabic language, however, this expression connotes an American policy that seeks to establish a new order in the Middle East serving Israel’s interests. It is worthy to mention that this expression conjures for Arabs feelings of humiliation, dishonour, and deprivation of their rights and identity. In other words, it carries negative emotions for Arabs;
whereas, it carries positive emotions for Americans and Israelis. Thus, in both languages it arouses different psychological and emotional responses.

Newmark (1988: 16) maintains that all texts have connotations, an aura of ideas and feelings suggested by lexical words (e.g., ‘run’ may suggest ‘haste’ and ‘sofa’ may suggest ‘comfort’. Connotations play an important role in determining the word usage in certain contexts rather than another. For example, the words (مناضلل و ثوري) have positive connotations in Arabic political culture, while those which are supposed to be their English equivalents, i.e., ‘militant’ and ‘revolutionary’ may have negative connotations. Differences in connotative meanings are more salient when the lexical items are related to concepts of a higher emotional charge, e.g., political or religious concepts. Abdul Rahman (1997: 156) indicates that none of the connotations of the Arabic lexical items: Alwatan al Arabi, Al’uma alArabiya and Al qawmiya al Arabiya (which are highly emotive and of positive connotations) in English, ‘the Arab homeland’, ‘the Arab nation’ and ‘Pan-Arabism’, respectively) carries the same connotative or communicative value. The latter involves the concept of ‘nationalism’ which has a positive connotation in Arabic, but a negative one in English.

There is a problem in preserving the emotive meaning between the SL and the TL. Shunnaq (1992: 37) points out that: Three types of lexical items pertaining to Arabic-English translation can be identified: the first includes items of the source language (SL) which have straightforward equivalents in the target language (TL), the second includes items which have only partial equivalents, and the third includes items which do not have equivalents. Translating emotive expressions usually involves the second and the third types, which makes it necessary for the translator to struggle hard to preserve the emotive element in Arabic so as to achieve congruency.

2.11 Political Texts

Lasswell & Leites (1965: 9) state that: The field of political texts covers a variety of subjects such as military, activities, foreign policy, international law, war affairs, social problems, crisis, battles, uprising, riots, treaties signed, votes taken, celebration of victory and despotism. In fact, these subjects appear in newspapers, periodicals, magazines, pamphlets, because these media varieties constitute an integral part of political life. Such varieties define the limits in which people think and discuss political topics. Schaffner (1997: 202) states that a political text is the umbrella term covering a variety of genres. The characterization of political texts can be based on
functional and thematic criteria. Political texts are a part of and/or the result of politics and they are historically and culturally determined. They serve different functions due to different political activities. Their topics are primarily related to political activities, political ideas, political relations, etc. Further, in the majority of cases they are meant for a wider public.

Newmark (1988:22) states that political texts are full of abstract concepts, powerful connotation and ready-made clichés which are better to be called political jargons, such as freedom, socialism, liberty, equality, etc. These terms are used to give the feelings of loyalty. In fact, politics nowadays pervades every aspect of human thought and activities to a greater or lesser degree. Language as a medium through which many activities are conducted would certainly come under the influence of politics.

### 2.11.1 The Language of Political Speeches

Political discourse has a significant influence on the mind and behaviour of the members of a speech community. People are involved throughout their daily life in political actions by, for example, being asked to cast their votes in an election, watching the news on TV, reading a newspaper, or simply talking with friends about the consequences which recent decisions of the government might have for each individual. To make sense of political discourse, it is necessary to think of language as mediation, based on the recognition that politics cannot be conducted without language. Newmark (1991: 146) asserts that “Politics is the most general and universal aspect and sphere of human activity and in its reflection in language it often appears in powerful emotive terms”. Emotive expressions are used to provoke the feelings of an audience which may help in gaining their satisfaction and support to what is spoken. Lucas (1992: 339) points out that “one way to generate emotional appeal is to use emotion-laden words”. In this domain, politicians use emotive expressions in their speeches as a powerful means of conveying their feelings and attitudes towards critical political issues. They may emotively manipulate language to win their audience approval. Wilson (1990: 18-19) states that “Certainly, politicians use words and sentences in an emotive manner; it is part of their aim to create a feeling of solidarity, to arouse emotions such as fear, hateful or joy”. Using emotive expressions enhances political speech and gives it a kind of power. This power cannot be understood easily by non-native speakers and thus needs analysis in the full sense before embarking on any translational action. Therefore, it becomes the translator(s)’ job to convey the same
emotiveness to create the same effect and have the same impact on the target receivers as they had on the source receivers.

2.12 Translation of Political Discourse

Wodak (1989:95) states that political discourse can be simply marked as the discourse of politicians, i.e. their text and talk, and their professional activities. The topics discussed usually come from public events that require collective decision-making, policies, regulations or legislation.

Modern Translation Studies (TS) are concerned with the relationship between translation behaviour and sociocultural factors.

According to Christina Schaffner, Political Discourse Analysis (PDA) and TS can benefit from closer cooperation. Political Discourse (PD) relies on translation, in the sense that linguistic behaviour influences political behaviour. A wrong or inappropriate word choice in the context of politically sensitive issues can lead to great misinterpretations. DA tries to define why a particular word, phrase or structure during the translation process has been chosen over another one. International politics involves translation to a large extent. Agreements between countries are made available in several languages; interpreters participate in the most crucial political events facilitating the work of international institutions such as the European Union, the United Nations Organization, the League of Nations, etc; some governments put translations of significant documents on their websites.

2.13 Politicians and Rhetoric

Charteris-Black (2005:10) argues that successful speakers, especially in political contexts, need to appeal to attitudes and emotions that are already within the listeners. When the listeners perceive that their beliefs are understood and supported, the speaker has created connections to the policy that they wish to communicate.

Figures of speech are used in a speech when the speaker wants to make a strong impression on his audience. In this respect focus here will be on emotive figures of speech and will mainly depend on four emotive figures of speech: simile, metaphor, personification, and euphemism.

2.13.1 Simile

Simile is defined by Lucas (1992: 223) as “an explicit comparison between things that are essentially different yet have something in common. It always contains
the words “like” or “as”. Zuck, (1996: 106) states that: “After critical analysis of simile and metaphor, it can be said that every simile and metaphor can be analyzed in terms of three components (a topic (the item being illustrated), an image (the representative figure), and a point of similarity (the actual meaning of the simile or metaphor in the context or the particular aspect being shared between the topic and the image).

Consider this example: Of course trading in products is a respected trade but trading in politics is like slave trade; ostracized.

In this example

   The simile ((trade policy positions like slave trade)

   Topic: (trade policy positions)

   Image: (slave trade)

   Point of similarity: (ostracized)

2.13.2 Metaphors

   Metaphors occupy a central place in the rhetoric of contemporary politicians. A metaphor –like a simile– involves a topic, an image, and a point of similarity, but it does not use “like” or “as” or anything else to make it explicit that a comparison is made. So while a simile might be “she is like a snake” a corresponding metaphor might be “she is a snake.” the following texts explains the use of metaphors by one of the politicians.

In fact, what we see today is that Lebanon has become a route, a manufacturer and financier for these conspiracies. This means that Mr. Siniora was unable to live up to his commitments or he was not allowed to do so because he receives orders from those who receive orders in their turn.

في الحقيقة أن ما نراه اليوم هو أن لبنان ممر ومصنع وممول لكل هذه المؤامرات وهذا يعني أن السيد السنيورة

   لم يتم الالتزام أو لم يسمح له بالالتزام لأنه عبد مأمور لعبد مأمور

   In analyzing the metaphor, all the components of this comparison are explicit in the source text:

   Topic: Mr. Siniora

   Image: slave

   Point of similarity: Mr. Siniora, according to the President, receives orders from his masters just like a slave.
As with similes, when translating into the TL the translator sometimes finds it necessary to make an implicit component of the comparison explicit, and in light of the fact that a metaphor is defined as an implicit comparison it is sometimes necessary to make explicit the fact that a comparison is being made. When this scenario takes place a metaphor is translated as a simile. In this case, the suggested translation might be more emotive.

**2.13.3 Personification**

Personification is defined by Willis (1973: 246) as "Personification attributes human qualities to nonhuman objects or entities". The main purpose of it is to help the speaker/writer avoid abstraction by achieving animation. This figure occurs when an expression deviates from the normal manner realized in the world. In political discourse, such deviations can attract the attention of the audience and to express excessive emotiveness. Consider this example … added to that the Israeli violations of Lebanese airspace and land before the eyes of the international community which holds its tongue as if it hasn’t any. Of course, the international community holds its tongue in such cases … when it comes to a simple statement that disturbs Israel a little bit … here the international community turns into an active and influential society which does not lack a tongue or a voice and sometimes this tongue becomes fierce.

**2.13.4 Euphemism**

Euphemism is defined by Allan (2001: 148) as “a word or phrase used as an alternative to a dispreferred expression. It avoids possible loss of face” In his essay “Politics and the English Language”, Orwell (1946) points out the political tendency to use euphemism. He states that it is noticeable throughout contemporary political discourse that euphemisms are widely used as a result of their ability to hide something behind a softened or manipulated language. They are used to avoid admissions of possibly controversial actions. Moreover, politicians tend to use euphemisms in their speeches to speak about a topic through an indirect way in order to avoid creating political crises among or between countries. Consider this example in which the Politician states clearly that he used euphemisms.
The other point is the popular grass and roots which feel shame and disgrace over as a result of many political stances and our reactions over certain questions…certain incidents… and over certain issues that don’t amount to the level of the ambitions of the layman in the street. In fact “don’t amount to” is a softened phrase, and it's very far from the ambitions of the ordinary man of the street.

It is noticeable that in modern political discourse the expressions ‘fighting terrorism’ and ‘war on terror’ became euphemisms for the campaign against Islam after the events of September 11th, as using religion as the target of military engagement would be diplomatically and strategically risky for the West as it would have the potential to inflame millions of Muslims worldwide. Here, 'terrorism' does not define the Muslim religion explicitly; it refers, according to them, to the enemy activity (violence).

2.14 Features of Journalistic Style

The most important characteristic of journalistic language are:

1. Accuracy, clarity and responsibility, and stay away from Long sentences, synonyms and level of aesthetic expression.

2. Preference to use short sentences, and the use of suitable words that express the target Which fit multipurpose press release.

3. Simplification of the masses such as worker, farmers, illiterate, educated, academic. Any type when an article or a news story must be understood by all of the readers, through the selection of simple and clear words, but not weak or poorly word.

One of the first attempts to delimit such features belongs to Alexandru Andriescu (1979, 9):

1. Synonymic derivation, by which we understand enumerations of words from the same semantic sphere and with an obvious preference for neologisms;

2. the great number of set combinations between given nouns and adjectives;

3. the tendency to replace the implicit superlative with the explicit or pleonastic superlative;
4. the use of stereotype phrasal units with a metaphorical value, whose core is formed by a neologism borrowed from other styles; images wherein the mechanism of analogy is predictable;
5. rhetoric constructions through the accumulation of repetitions in some journalistic species and during given historical stages

2.14.1 Features of Political Language

Roventa Frumusani (2008, 129) states that far from being seen as fundamental features of political language, one could nevertheless list it into:

1. Syntactic structure can influence the argumentative orientation of discourse either by the intensification of agency (assumption by political agents) or by the depersonalisation of decisions and by removing the guilt of political actors. For example: circumstances impose us to increase taxes.
2. Deliberate ambiguity-efficient instrument of persuasion. The receiver is given the impression that she/he is considered, all of a sudden, a co-participant in the instauration of meanings.
3. Dissimulation – invites the receiver to see something different beyond what is directly said (allusions, euphemisms). Sometimes, i.e. in electoral discourses, this dissimulation is commissioned by the audience, they do not want to hear that the future is going to be worse.
4. Imperative – calls for action through various stages: the description of reality, evaluation, prescription.
5. Polemic character – a permanent attack against opposed ideas.

2.15 Style of Political Language

Style means everything about your way of presenting yourself in words, including grace, clarity, and a thousand indefinable qualities that separate good writing from bad (Lynch: 2001: cited in Shi2002:1)

Stylistic variation in language whose properties position that in language context. For example, the language of advertising, politics, religion, individual authors, etc., or the language of a period in time, all are used distinctively and belong in a particular situation. In other words, they all have ‘place’ or are said to use a particular ‘style’. Politicians always use stylistic devices in their speeches in order to make them more interesting, effective and persuasive. Stylistic devices are variations of literal or
ordinary forms of expression. Their use is to make the thought more striking and effective, for they have the power to verify and illustrate. A fresh, apt stylistic device appeals to the imagination, creates mental images and makes the speeches vivid, impressive and appealing. For this reason, the politicians often use stylistic devices such as metaphor, repetition, rhetorical questions, etc to increase the listener’s attention and attraction to a speech and to arouse listeners’ interest in their ideas or policies.

2.16 Translating Cultural Phenomena

Cultural problems are bound to appear when a text from one language environment is translated into another. One aspect of cultural differences is that they can appear regardless of the relationship between the SL and the TL. The view that cultural difference as well as cultural similarity can cause problems in translation is not new. Nida (1964:157) points out that where the linguistic and cultural distances between source and receptor codes are least, one should expect to encounter the least number of problems, but as a matter of fact if languages are too closely related one is likely to be badly deceived by the superficial similarities. […] On the other hand, the languages may not be related, even though the cultures are closely parallel. […] In still other instances a translation may involve not only differences of linguistic affiliation but also highly diverse cultures.

2.17 Previous Studies

Many studies dealing with translation in general were carried out. The first study, Satti (2006) has the title "the impact of translation on English language communicative competence at University level" a Ph.D. thesis. The study aimed at investigating the impact of translation on learning foreign language. The most important findings are: the translation courses in the EFL programs aimed at developing the students' competence and the time allotted for teaching translation is inadequate, also the number of translation courses is not satisfactory to achieve the goal of teaching. The most important findings includes also that the best method of teaching translation is that: the teacher point out and discuss the linguistic features, structures, semantics, stylistic and culture, then the students translate and discus activities in groups under the teacher's supervision.
The researcher recommends that the student should go beyond the text to interpret what the writer means rather than what he/she say moreover he/she must be creative artist not only photocopier. Besides, teacher training procedures, methods and techniques of language teaching should be modernized to satisfy needs. Also that the content of the translation courses should develop significant insights, attitudes and interest in the contemporary life of the students and their society.

The second study, Jad-Elrab, E. (2012) has the title “Difficulties Encountering EFL learners in translating religious texts with special focus on Islamic supplication" an M.A thesis. The study aimed at finding out the difficulties, which face EFL learners in translating religious texts and the reasons behind incorrect translation of Islamic texts. The most important findings are: finding the exact equivalent of Islamic terms is a major problem in translating Islamic supplication. The translation courses in EFL programmes do not contain enough materials of Islamic texts. The researcher recommends that the library should be provided with specialized references and dictionaries to help in solving the problem. She also recommends that lecturers who teach translation should encourage pair and group discussion.

The third study was conducted by Abd Eraheam, S (2008) under the title "Difficulties facing university students of English in translating religious and legal texts" M.A thesis. The study aimed at encouraging students to promote their performance in translating religious and legal texts as a linguistic activity. The main findings of the study are: that the majority of the difficulties encountering English language learners at university level in translating religious and legal texts are due to linguistic and non-linguistic sources. Besides the EFL students at university level are to some extent motivated to study the translation of religious and legal texts, however, they do highly consider its importance in language learning and as a way of gaining knowledge and culture. The study recommends that teacher should enhance the students motivation to study the translation of religious and legal texts for better achievement teachers should consider group discussion and intensive practice.

The fourth study was carried out by Alamin, Y (2009) under the title "translation as a tool for developing intercultural competence" M.A thesis. The study aimed to find out how learners deal with translation difficulties of cultural nature. The main findings are: culture has crucial role in the translation process. Intensive practice of translation develops the student's intercultural competence and the study
recommended the course of translation should include comparative studies between the target culture and the students culture.

The fifth study was conducted by Elhassan, (2009) under the title "Difficulties facing EFL students in translating figurative expressions" an M.A thesis. The study aimed at emphasizing the importance of contextual explanation of figurative expressions and the importance of the awareness of figurative senses of words for appropriate translation. The main findings are: context plays an essential role in solving the problems. Students need training on how to analyze texts and conversation. The study recommends that learners should be trained to workout meanings from the context, it also recommends that teacher should give more time for analyzing texts and conversation with purposes of familiarizing learners with analysis process before performing translation.

The present study is different from the above mentioned studies since it attempts to investigates the difficulties faced by EFL learners in translating political texts from English into Arabic.

The following chapter will be about the methodology adopted for the study.
CHAPTER THREE
Methodology of the Study

3.0 Introduction

This chapter is concerned with the procedures followed in carrying out this study. It shows the study design, the sample and the tools for data collection. Besides, it contains the procedure used for data analysis.

3.1 Study Design

The researcher adopted the descriptive analytical approach. It might be the most suitable for this study as it would help in obtaining the over-all picture of EFL students' performance in dealing with difficulties in translating political texts from English into Arabic.

3.2 Sampling

The sample of the study was composed of two groups. The first group consisted of (10) teachers who teach English at Faculty of Education, Hantoub, Gezira University. The second group was (50) EFL University students at the Department of English Faculty of Education, Hantoub, Gezira University, Batch (33) semester (8). This group was chosen because they had already studied two translation courses. They were chosen randomly.

3-3 Tools for Collecting Data and Procedures

The researcher has used two tools as methods of data collection. These tools were a diagnostic test and a questionnaire. They were intended to elicit the data required for carrying out the study. The questionnaire was handed out to the first group-(10) teachers. The diagnostic test was designed in order to find out the Difficulties Faced by EFL Learners in Translating Political Texts From English into Arabic.

These tools have been constructed to ensure the validity and reliability of the collected data. The following is a detailed account of the constructions of both tools.
3.3.1 The Test Design

The test is designed according to the criteria of a good test. The texts are chosen carefully from different resources in order to detect the causes of inadequate translation of political texts into Arabic.

3.3.2 The Content of the Test

The test consists of three texts collected from the bbc\English channel and Sudan Vision newspaper. The content of the texts contains numerous types of political terms. The respondents have translated the three texts into Arabic.

3.3.3 Validity of the Test

Validity is considered as an essential characteristic of a good test. Richard (1999:93) define validity as “a test is said to be valid when it measures what is supposed to measure”. Validity was checked by presenting the test to four lecturers at Faculty of Education Hantoub, Department of English, University of Gezira. All the lecturers agreed that the test is valid after considering the necessary amendments suggested by the supervisors.

3.3.4 Reliability of the Test

Reliability is highly considered as one of the specific qualities that determine the overall usefulness of the test. It is defined by Brown (1987:220) as “a reliable test is the test that is consistent and dependable”. To measure the reliability of the diagnostics test, the split-half method is used to measure the coefficient correlation.

3.3.5 Administration of the Diagnostic Test

The researcher was helped by a supervisor in administrating the test to EFL students at Faculty of Education Hantoub, Department of English, University of Gezira. Fifty students were selected to be involved in the study and it was optional to write one name and the time of the test was about an hour and a half.

3.3.6 Questionnaire

The questionnaire aims at investigating the Difficulties Faced by EFL Learners in Translating Political Texts from English into Arabic from the teachers' point of view.

3.3.6.1 The Content of the Questionnaire

The twelve questions are set to find out the difficulties that are faced by EFL Learners in Translating Political Texts From English into Arabic.
3.3.6.2 Validity of the Questionnaire

To obtain the validity of the questionnaire, the questionnaire was designed and then checked by supervisors and also judged by two experienced lecturers at the department of English Faculty of Education, Hantoub, Gezira University. Their modification were taken into consideration.

3.4 Procedures for Data Analysis

The technique used to analyze the data was by percentage which was used to convey the statistical information.

In the following chapter, the results of the data analysis will be displayed and discussed in relation to the hypotheses of the study.
Chapter four
Data Analysis, Presentation and Discussion

4-0 Introduction
This chapter is concerned with the analysis, presentation and interpretation of the obtained data. The researcher will present the result of the data, which have been collected by means of the students test and the teachers questionnaire in tables. In addition to that the obtained results will be discussed in relation to the hypotheses of the study.

4-1 Analysis of the Teachers Responses to the Questionnaire
The results of the questionnaire were analyzed by calculating the percentage of the options that the (10) respondents have chosen. Each statement will be treated separately and will be followed by tables

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequencies</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>To some extent</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

This table illustrates that the majority of the respondents (70%) have agreed that connotative meaning of political texts is among the reasons of inadequate translation of political texts, while (30%) have chosen the second option (to some extent) none of them disagreed.
Table (2) Wrong choice of meaning is among the reasons of inadequate translation of political texts

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequencies</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>To some extent</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>00%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

This table indicates that the majority of the respondents (80%) have agreed that wrong choice of meaning is among the reasons of inadequate translation of political texts, while (20%) have chosen the second option (to some extent) none of them disagreed.

Table (3) Translation by using cultural substitution is a suitable strategy in translating culture-specific terms to avoid cultural misunderstanding.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequencies</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>To some extent</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

This table shows that (50%) of the respondents have agreed that translation by using cultural substitution is a suitable strategy for translating culture-specific terms to avoid cultural misunderstandings, whereas (10%) have chosen the second option (to some extent), while (40%) disagreed.

Table (4) Lack of exact equivalence reveals difficulties in conveying the intended massage in translating political texts

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequencies</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>To some extent</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>10%</td>
</tr>
</tbody>
</table>
This table illustrates that (60%) of the respondents have agreed that Lack of exact equivalence reveals difficulties in conveying the intended message in translating political texts, while (30%) have chosen the second option (to some extent), whereas (10%) disagreed.

**Table (5) The structural differences between the two languages give rise to certain translation problems**

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequencies</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>To some extent</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

This table illustrates that the majority of the respondent (70%) have agreed that The structural differences between the two languages give rise to certain translation problems, while (10%) have chosen the second option (to some extent), whereas (20%) disagreed.

**Table (6) Literal translation for political terms hides the intended meaning.**

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequencies</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>To some extent</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>00%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

This table illustrates that the majority of the respondent (70%) have agreed that Literal translation for political terms hides the intended meaning, while (30%) have chosen the second option (to some extent) none of them disagreed.

**Table (7) Translating euphemistic expressions does not always hide the intended meaning**
<table>
<thead>
<tr>
<th>Option</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>To some extent</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>00%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

This table explains that the majority of the respondents (70%) have agreed that translating euphemistic expressions does not always hide the intended meaning while (30%) have chosen the second option (to some extent) none of them disagreed.

Table (8) Adequate knowledge of the different meanings of a word in both languages could improve students' performance.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>To some extent</td>
<td>0</td>
<td>00%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>00%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

This table illustrates that all the respondents have agreed that adequate knowledge of the different meanings in both languages could improve students' performance.

Table (9) The syllabus at the English Department does not provide sufficient practice for the translation of political texts into Arabic.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>9</td>
<td>90%</td>
</tr>
<tr>
<td>To some extent</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>00%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

This shows that the majority of the respondents (90%) have agreed that the syllabus at the Department of English does not provide sufficient practice for the
translation of political texts into Arabic, while (10%) have chosen the second option (to some extent) none of them disagreed.

Table (10) Exact equivalence for euphemistic expressions clarifies the intended meaning

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequencies</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>To some extent</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

This table illustrates that the majority of the respondents (70%) have agreed that exact equivalent for euphemistic expressions clarifies the intended meaning, while (30%) have chosen the second option (to some extent) none of them disagreed.

4-1-1 Analysis of Teachers Responses to open-ended Questionnaire

11-In your opinion, what are the main difficulties faced by EFL learners in translating political texts into Arabic?

The views which are given by the teachers in identifying the main difficulties in translating political texts from English into Arabic were carefully read and examined. The survey has shown the following suggestions.

All the teachers (90%) have suggested that Lack of exact equivalence is one of the reasons behind the difficulties in translating political texts from English into Arabic besides the translator not being bicultural. (80%) of the teachers have proposed that lack of general knowledge as regard to the field of politics is one of the reasons behind the difficulties, also the student low command of the English and Arabic language and the area is not well covered by the syllabus. Moreover (60%) of the teachers suggested that the problems is due to inadequate knowledge of English language and inadequate knowledge in media translation.

12-How can you promote your students' performance in revealing the adequate meaning of political text?
1. (80%) of the teachers suggested that inferring their knowledge by giving them enough political texts
2. (90%) of the teachers suggested that providing dictionaries of political terms if possible
3. (100%) of the teachers suggested that practicing translation of different texts
4. (60%) of the teachers suggested that students should update themselves to every change in the language of politics
5. (50%) of the teachers suggested that students should be encouraged to read a lot in politics so as to be acquainted with different system and vocabulary
6. (80%) of the teachers suggested that designing political topics which includes rich political vocabulary
7. (60%) of the teachers suggested that motivating them to attend political programs in English

4-2 Analysis of Students Responses to The test

<table>
<thead>
<tr>
<th>Responses</th>
<th>Sample</th>
<th>Lexical equivalence</th>
<th>Grammatical equivalence</th>
<th>Cohesion</th>
<th>Word order</th>
<th>Suitable strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct</td>
<td>50</td>
<td>10%</td>
<td>5%</td>
<td>2%</td>
<td>11%</td>
<td>5%</td>
</tr>
<tr>
<td>Incorrect</td>
<td>50</td>
<td>90%</td>
<td>95%</td>
<td>98%</td>
<td>89%</td>
<td>95%</td>
</tr>
</tbody>
</table>

The results showed that the difficulties faced by EFL Learners in translating political texts from English into Arabic which represent an obstacle in transferring the content of one piece of language into another fall under different ranks. (90%) of students found difficulties in choosing the correct lexeme for their (SL) texts and they failed in choosing appropriate political terms. It indicates two types of the responses: students found difficulties in getting the meaning of some English words. Therefore, they failed in transmitting the message clearly because of the difficulty of the English words and some of them tried to guess the meaning. Regarding the syntactical equivalence (95%) of the sample failed in structuring the texts syntactically and also in preserving the adequate tense so their translation were ungrammatical while (5%) succeed. This failure to translate properly were due to differences in the grammatical structure of the source and the target language. Wrong grammar and improper (TL) lexeme made error in cohesion which made the (TL) texts lose its
naturalness. It can be observed from the result of these problems concerning word order that (89%) of the subjects were unable to preserve the (TL) order while (11%) succeed. This result indicates that the differences of word order between English and Arabic were a problem for the participants when translating political texts into Arabic. Such types of error can result from the learner tendency to translate word by word, consequently they carry on the English word order to the (SL) text. Also the strategy used by (95%) of the students were literal, paraphrasing and deletion which led to mistranslation and loss of meaning whereas (5%) succeed in choosing appropriate strategies. The results of the test also showed that (90%) of students encountered difficulties when they had to deal with political terms. These difficulties were mainly about finding the appropriate equivalent expressions while (10%) succeed in choosing appropriate expression.

4-3 Discussion of Results in Relation to the Hypotheses

In this section, the results of the questionnaire and the test are discussed in relation to the hypotheses of the study.

Hypothesis (1): Connotative meaning of political texts is one of the problems that students face in translation.

According to the questionnaire (90%) of the respondents have agreed that connotative meaning of political texts is among the reasons of inadequate translation of political texts, while (30%) have chosen the second option (to some extent) none of them disagree. The testee responses have shown that the majority of students (90%) failed in presenting the intended meaning. These results indicated the importance of knowing the connotative meaning of words, so the hypothesis is strongly approved.

Hypothesis (2): Inappropriate choice of political terms is among the reasons of inadequate translation of political texts.

According to the questionnaire the majority of the respondents (80%) have agreed that wrong choice of meaning is among the reason of inadequate translation of political texts, while (20%) have chosen the second option (to some extent) none of them disagreed. The testee responses showed that (90%) of students used unsuitable equivalence, while (10%) succeed so the second hypothesis is verified.
Hypothesis(3): Translation by using cultural substitution is a suitable strategy in translating culture-specific terms.

(50%) of the respondents of the questionnaire have agreed that translation by using cultural substitution is a suitable strategy in translating culture-specific terms to avoid cultural misunderstandings, whereas (10%) have chosen the second option (to some extent), while (40%) disagreed. The results of the test showed that the strategy used by (95%) of the students were literal, paraphrasing and deletion which led to mistranslation and loss of meaning whereas (5%) succeed in choosing appropriate strategies. So the third hypothesis is strongly approved.
CHAPTER FIVE
SUMMARY FINDINGS AND RECOMMENDATION

5.0 Introduction
This chapter presents summary, findings and recommendations. In addition to studies suggested for future research.

5-1 Summary
This study is an investigation of the difficulties faced by EFL learners in translating political texts from English into Arabic. Two tools for collecting data were used, a questionnaire and a test. (10) English language teachers at the University of Gezira -Faculty of Education-Hantoub have responded to the questionnaire, while (50) students at the University of Gezira -Faculty of Education-Hantoub - Batch 33 who were subjected to the test and were selected randomly. The data was analyzed manually by percentage and the results obtained provide the following findings

5-2 Findings
1- The strategies used by students for translating political texts into English were literal so the intended message was not obtained and their translation was meaningless and not harmonious.
2- Lack of knowledge of lexical meaning of political expressions led a lot of subjects to render it inadequately.
3- Students’ tendency to paraphrase political expressions has led to hide the intended meaning.
4- The majority of students failed in giving the appropriate equivalence which led to weakening the meaning
5- Some students skipped translating some political expressions, which showed their unawareness of their meaning.
6- Students faced difficulties in maintaining cohesion, they fail specially in using reference.
7- The majority of students did not use the correct form of words.
8- On lexical and syntactic level, students failed in structuring the words and the sentences lexically and syntactically.

5-3 Recommendations

Based on the results and findings, the researcher has offered the following recommendations

1- Connotative meaning of a word is very important, when translating political texts. It is recommended to recognize whether this word has emotive overtone or not in order to clarify the intended massage.
2- Teachers and students should give adequate time for practicing translation
3- Dictionary of political terms should be made available at the library
4- Teachers should use effective techniques to improve students' performance.
5- Teachers should pay special attention to the students whose performance is weak.
6- Students should gain knowledge of how to form the words and sentences.
7- Teachers must encourage students to enrich their vocabulary through intensive and extensive reading

5-4 Suggestions for Further Studies

The researcher suggested the following studies

1- Investigation of the students performance in translating emotive expressions
2- The Impact of cultural variations on translation
References


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Satti (2006) has the title "the impact of translation on English language communicative competence at University level" a Ph.D. thesis.


Websites:
http://news.bbc.co.uk/2/hi/uk_news/politics/4287370.stm
A Questionnaire for English Language Teachers

Dear Lecturer

The researcher would be grateful if you could answer the following questions which help to collect reliable data for an M A dissertation entitled: Difficulties Faced by EFL Learners in Translating Political Texts From English into Arabic.

The researcher will appreciate your response to this questionnaire.

Please tick (√) the option which you think is appropriate.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Agree</th>
<th>To some extent</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Connotative meaning of political texts is among the reasons of inadequate translation of political texts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Wrong choice of meaning is among the reasons of inadequate translation of political texts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Translation by using cultural substitution is a suitable strategy in translating culture-specific terms to avoid cultural misunderstanding.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Lack of exact equivalence reveals difficulties in conveying the intended message in translating political texts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The structural differences between the two</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
languages give rise to certain translation problems.

6 Literal translation for political texts hides the intended meaning.

7 Translating euphemistic expressions does not always hide the intended meaning.

8 Adequate knowledge of the different meanings of a word in both languages could improve students’ performance.

9 The syllabus at the English Department does not provide sufficient practice for translating political texts from English into Arabic.

10 Exact equivalence for euphemistic expressions clarifies the intended meaning.

11-In your opinion, what are the main difficulties faced by EFL learners in translating political texts into Arabic?

12-How can you promote your students’ performance in revealing the adequate meaning of political texts?