



Ain Shams University  
Faculty of Education  
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# **A Suggested Remedial Program for Improving Semantic Translation Skills of English Majors at the Faculty of Education**

**A Thesis Submitted in Partial Fulfillment of the Requirements for the MA Degree in Education**

**(Curriculum and EFL Instruction)**

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## **Abstract i**

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**The Title of the Study:** A Suggested Remedial Program for Improving Semantic Translation Skills of English Majors at the Faculty of Education

**Source:** Ain Shams University, Faculty of Education, Department of Curriculum and Instruction (English) and English Department

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The purpose of this study was to design a remedial program to develop prospective Egyptian English majors' lexical collocations and semantic translation skills. The participants of the study were a group of 35 fourth year English majors, Basic Education, Faculty of Education, Ain Shams University. The study was based on the preexperimental one group design. Instruments included an interest survey and a questionnaire to identify students' interests, expectations and needs, a pre-post translation test and a satisfaction questionnaire. The program lasted for 43 hours in total. Findings indicated that students' lexical collocations skills- semantic translation -from Arabic into English were enhanced as indicated by their posttest scores; however, the delayed test did show that significance. Moreover, students showed a significant satisfaction with the suggested program. The suggested program is an interdepartmental effort between the English Language and Literature Department and EFL Instruction Department.

**Key Words:** Lexical Collocations, Semantic Translation, Remedial Program, Egyptian English Majors

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## **List of Abbreviations**

**SL:** The source language from which thought units are rendered.

**TL:** The target language is the language to which thought units are transferred.

**SL1:** Source Language

**SL2:** Source Language (reformulation)

**TL1:** Target Language

**TL2:** Target Language (reformulation)

**ISO:** Idea, Style, and Original Composition

**NTC:** (National Textbook Company) Publishing Company



# **Chapter One**

## **Background and Problem**

## Chapter One

### Background and Problem

#### **Introduction**

Translation of languages is a type of communication among human beings where language systems are employed to achieve communication and transfer information and concepts.

According to Venuti (2013), transformation in translation occurs when the translator tries to maintain a fairly strict formal and semantic correspondence. Badiou (2008) holds that lack in cultural and social interpretants while translating into the target text is an element which should be examined. Such lack, according to Badiou, may be a concept of equivalence that involves a semantic correspondence.

According to Hatim and Munday(2004.6), translation is a process of transferring a written text from a source language to another text in the target language. In their views concerning the transfer process, meaning lies at the core of the process and implies units of lexical meanings and collocations. Hatim and Munday's views on meaning converged with Nida (1969) who perceives meaning as central to the translation process. According to Rochayah Machali (2001), translation is also a process of transferring the meaning from the source language to an equivalent meaning in the target language. Zaky (2005) holds that meaning transfer goes through two levels; the lexical or the referential level and the connotative level. In Zaky's views referential meaning depends on two markers; the syntactic marking, i.e Noun or a verb, which means that the meaning of a word is governed by grammatical structure, and the semotac marking, which means that the meaning of a word is determined by its relationship with other words, lexical collocations, in a specific context. Zaky(2005) holds that the linguistic factor is one of the element in

connotative meaning which means that a meaning of a word is determined by the company it goes with. When the same word is used in various pairs, it gives various connotations with each pair.

To Newmark (1988), "translation is a craft comprising the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language". Failure in communicating the message of translated texts is attributable to a plethora of reasons. Such reasons vary in range; they either go back to deficiency in linguistic and semantic abilities, be it collocational in the target and the source language of the translator or to the employment of unworkable transfer strategies; one of the most common strategies employed by second language learners is moving directly from Source Language (SL) text to Target Language (TL) text heedless of the bilingual and bicultural levels of the SL and TL.

Newmark (1988: 5), as cited in Andy Bayu 2015: Meaning and Translation) defined translation as "rendering the meaning of a text into another language in the way that the author intended the text". Translation is a complex form of communication, involving linguistic, cultural, social, political, historical, interpersonal, stylistic, and many other factors. Translation is undoubtedly a process that involves communication (Hatim & Mason 1990; Bell 1991; Hatim & Mason 1997; Enani 2002).

As part of semantic translation, deficiency in collocational skills, i.e. lexical collocations is another cause leading to miscommunication. Hill (2000) stressed on the importance of collocations and the way words combine together for better language use. Kozlowski (2003) emphasized that collocations improve writing ability. Many translation scholars believe that translation done by non-native speakers "inevitably sounds

strange to the native speakers of the target language". (Pokorn, 2000:113). Newmark (1982:180) points out that "a non-native translator" will be caught every time, not by his grammar not by his vocabulary but by his unacceptable or improbable collocations". Newmark (2001) holds that although some scholars see culture as the essence of translation, he considered it an obstacle to translation, at least for achieving an accurate translation.

In Bell's view (1991), understanding the process of translation depends on the recognition of breaking down the source language clause into semantic representation and using that analysis in the building up of a clause in the target language.

Translation is more than just transferring words or grammatical structure of the SL. The meaning of a word or set of words might be understood in the whole linguistic expression in which they occur. The meaning of a word is governed by the use of other words or phrases in a certain context. When we try to find the equivalence, we are faced with text as unit of meaning, even in the form of sets of words or sentences. It is important to note that language is used as a communication means, so in translating a text we should remember the principle of "A text is a whole entity, to be translated as a whole. Lexical collocations are one of the blocks on which meaning hinges.

The inadequate knowledge of different collocational relationships and of translation transfer strategies, i.e the word-into-word strategy, word into phrase strategy, and one to one correspondence in structure, is one reason for miscommunication in the translated message. It is expected that a student translator in the English Department in the Faculty of Education will be able to provide cross-linguistic correspondence as well as semantic and lexical correspondence on the

level of words, phrases, sentences, paragraphs, culture and the whole thought unit in a communicative manner.

In translation, communicative competence is defined as: " the knowledge and ability possessed by the translator which permits him / her to create communicative discourse which is not only (and not necessarily) grammatical but socially appropriate" (Bell (1995:42). According to Osimo (2004), when one starts to learn the art of translation, one has to study languages for some years. It is therefore necessary for the aspiring translator to have a clear idea of certain fundamental differences between learning a foreign language and learning translation.

According to Eco (1991), the translation process is characterized by an analysis stage and a synthesis stage. During the analysis, the translator refers to the prototext, i.e, the text to be translated in order to understand it as fully as possible.

*"The synthesis stage is the one in which the prototext is projected onto the reader, better, onto the idea that the translator forms of who will be the standard reader of the metatext (the text to be produced). When we create a text we foresee the reader's moves. We postulate, therefore, the existence of a Model Reader. The Model Reader is a set of conditions of happiness, textually established, that must be satisfied for a text to be fully actualized in its potential contents" (P. 62).*

The basic problem in poor quality translation is that the translation process is primarily centered on the analysis phase; the focus is on the author of the prototext and on the translator rather than on empirical readers or Modal Reader and metatext (Torop 2000: 200-201).