

People's Democratic Republic of Algeria

Mentouri University-Constantine

Faculty of Letters and Languages

Department of English

Problems of Translating Negation from English into Arabic:

A Case Study of Third Year Students at

Mentouri University- Constantine

Dissertation Submitted in partial Fulfillment For The Requirements of Master

Degree in Applied Language Studies

Presented by:

Bouderbane Farah

Supervised by:

Dr. Belouahem Riad

Examined by :

Dr. Beghoul Youcef

2009/2010

Dedication

I would like to dedicate this humble work to my MOTHER and my FATHER.

My friends: Amina Benzitouni, Afaf Boulkerara, Esma Benzitouni, Habiba Gessoum, Djamila Guerras, Hasna Benmessioud, Hannan Belbaz, Esma Labreche, Meriem Maoui, Meriem Kebbout, Meriem Benaissa, Soumia Laterache and Karima Boukhadoua.

My cousins: Abderrahim Bouderbane, Salah Eddine Bouderbane and Rima Hammoudi who helped me a lot..

My sisters: Hafida and Souhila

My Brothers: Abdelmalek, Nabil, Cherif, Hassen, and Bourhane.

My relatives and all those who made this research possible.

Acknowledgment

I would like to express my thanks to my honorable supervisor: Dr Belouahem Riad who was very helpful and kind, and also for his patience, expert guidance and unlimited help.

I am grateful to Prof. Harouni Zahri, Dr. Laraba Samir, and Prof. Saadi Hassen. I am also grateful to my friends: Benzitouni Asma and Benzitouni Amina for their undeniable help and support.

Abstract

In our present time, translation becomes an essential activity because of the need to deal with other people who use different languages. Translation can be practiced when the translator has a basic knowledge of the various aspects of both languages the source and the target one. Grammar is one aspect of language that should be mastered by translators. Since it is very wide area of investigation, our concern will be restricted to negation. This research work attempts to shed light on some encountered difficulties in translating negation.

List of Tables

Table 1: Translating the 1st Sentence.....	30
Table 2: Translating the 2nd Sentence.....	31
Table 3: Translating the 3rd Sentence	32
Table 4: Translating the 4th Sentence.....	33
Table 5; Translating the 5th Sentence.....	34
Table 6: Translating the 6th Sentence.....	35
Table 7: Translating the 7th Sentence.....	36
Table 8: Translating the 8th sentence	37
Table 9: Translating the 9th Sentence.....	38
Table10: Translating the 10th Sentence.....	39
Table 11: Translating the 11th Sentence.....	40
Table 12: Translating the 12th Sentence.....	41
Table 13: Translating the 13th Sentence	41
Table 14: Translating the 14th Sentence.....	42
Table 15: Translating the 15th Sentence.....	43
Table 16: Translating the 16th Sentence.....	44
Table 17: Translating the 17th Sentence.....	46
Table 18: Translating the 18th Sentence.....	47
Table 19: Translating the 19th Sentence.....	48
Table 20: Translating the 20th Sentence.....	49
Table 21: Translating the 21st Sentence.....	50
Table 22: Translating the 22nd Sentence.....	51
Table 23: Translating the 23rd Sentence.....	52
Table 24: Translating the 24th Sentence.....	53
Table 25: Translating the 25th Sentence.....	54

List of Figures

Figure 1: Correct Vs. Wrong Translation of the 1ST Sentence.....	30
Figure 2: Correct Vs. Wrong Translation of the 2nd Sentence.....	31
Figure 3: Correct Vs. Wrong Translation of the 3rd Sentence.....	32
Figure 4: Correct Vs. Wrong Translation of the 4th Sentence.....	33
Figure 5: Correct Vs. Wrong Translating of the 5th Sentence.....	34
Figure 6: Correct Vs. Wrong translation of the 6th Sentence.....	35
Figure 7: Correct Vs. Wrong Translation of the 7th Sentence.....	36
Figure 8: Correct Vs. Wrong Translation of the 8th Sentence.....	37
Figure 9: Correct Vs. Wrong Translation of the 9th Sentence.....	38
Figure 10 : Correct Vs. Wrong translation of the 10th Sentence.....	39
Figure 11: Correct Vs. Wrong translation of the 11th Sentence.....	40
Figure 12: Correct Vs. Wrong Translation of the 12th Sentence.....	41
Figure 13: Correct Vs. Wrong Translation of the 13th Sentence.....	42
Figure 14: Correct Vs. Wrong Translation of the 14th Sentence.....	43
Figure 15: Correct Vs. Wrong Translation of the 15th Sentence.....	44
Figure 16: Correct Vs. Wrong Translation of the 16th Sentence.....	45
Figure 17: Correct Vs. Wrong Translation of the 17th Sentence.....	46
Figure 18: Correct Vs. Wrong Translation of the 18th Sentence.....	47
Figure 19: Correct Vs. Wrong Translation of the 19th Sentence.....	48
Figure 20: Correct Vs. Wrong Translation of the 20th Sentence.....	49
Figure 21: Correct Vs. Wrong Translation of the 21st Sentence.....	50
Figure 22: Correct Vs. Wrong Translation of the 22nd Sentence.....	51
Figure 23: Correct Vs. Wrong Translation of the 23rd Sentence.....	52
Figure 24: Correct Vs. Wrong Translation of the 24th Sentence.....	53
Figure 25: Correct Vs. Wrong Translation of the 25th Sentence.....	54.

List of Abbreviations

Adj	Adjectives
Adv	Adverb
O	Object
SL	Source Language
S T	Source Text
TL	Target Language
TT	Target Text
V	Verb
Vs	Versus

Table of Contents

Chapter One

Introduction

1. The Rationale	1
2. Statement of the Problem	1
3. The Research Hypothesis	2
4. Methods	2
4.1 Materials	2
4.2 Subjects	2

Part One: Translation

Introduction

1. Definition of Translation	4
2. Types of Translation	6
2.1. Ghazala's View	6
2.1.1 Literal Translation	6
2.1.1.1 Literal Translation of Words	6
2.1.1.2 One to One Literal Translation	7
2.1.1.3 Direct Translation or Literal Translation of Meaning	8
2.1.2 Free Translation	8
2.2 House's View	9
2.2.1 Overt Translation	10
2.2.2 Covert Translation	10
3. Translation Problems	10

3.1 Grammatical Problems	10
3.2 Lexical Problems	11
3.3 Stylistic Problems	12
3.4 Phonological Problems	12
4. Translation and its Equivalence	12

Part Two: Negation and its Translation

1. Grammar and Negation	16
2. Negation in English	16
2.1 Negative Words	16
2.2 Negative Sentences	20
2.3 Negation and its Translation	22
Conclusion	27

Chapter Two: Data Analysis

Introduction

1. The Test	29
1.1 The Sample	29
1.2 The Description	29
1.3 The Analysis	30
1.4 The Results	55
Conclusion	55
General Conclusion	56
Bibliography	57
Appendix	59

Introduction

Translation is a very wide area of study which contains many cases of difficulties that may be encountered that is why we choose to deal with one case as such which is grammar and more specifically negation. So, the main focus is on difficulties in translating negation. The objective behind this research is to investigate the use of rules concerning negations' translation from English into Arabic.

1-The Rationale

We choose to deal with translation and more specifically translation of negation. In spite of the existence of the various areas of confusion that we face as students of English at the university level, this one suits more our objectives. Facing difficulties in this area is unavoidable by most of English students though they master the rules of translation very well. So, our interest is to investigate these problems in order to diagnose the possible difficulties.

2- Statement of the Problem

In addition to vocabulary, grammar is of great importance in the translation process. So, students should have a basic knowledge of language including grammar rules. In this research, we will focus on negations rules which may be one of the translation problems. Negation in English can be referred to by the words 'not', 'do not', 'does not', 'did not', 'never', 'neither nor' and 'no'. These words have several equivalents that is why it is not easy to translate them accurately. Our research then will be based on three points expressed in these questions:

- What affects the translation of the words: never, neither, nor, not, and no, etc? Is it the sentence structure, text structure, or some other reasons?
- Do students who master the negation translation rules can always apply them appropriately?
- What should students do if they face difficulties when translating negation?

3- The Research Hypothesis

The questions asked above need to be answered within the framework of the following hypothesis:

If it is true that structuring negative sentences in English is difficult, then their translation is difficult as well.

4- The Method

The method section sheds light on the way and the manner of doing research. In our research, we will give a translation test for third year students. Then, we will describe the results in the form of tables, charts and compositions.

4.1 Materials

It seems that the most suitable tool of investigation in the practical part of this research is carrying out a test by giving sentences to third year students for translating and, then, we analyze every sentence in isolation.

4.2 Subjects

Concerning the choice of population, some students from the department of English at Mentouri University are chosen. The sample will comprise a group of 20 third year students since they are supposed to have two years of experience in translation . We will select randomly those students after giving the test to all the group members (about forty students) and asking them to write their names on the test papers. Then, we will pick out the numbers from the list, till having twenty students. For this sample, we will take into consideration only time and individual work variables and neglect the others like: group work, age ... etc.

Chapter One: Part One

Translation

Introduction

1. Definition of Translation	4
2. Types of Translation	6
2.1. Ghazala's View	6
2.1.1 Literal Translation	6
2.1.1.1 Literal Translation of Words	6
2.1.1.2 One to One Literal Translation	7
2.1.1.3 Direct Translation or Literal Translation of Meaning	8
2.1.2 Free Translation	8
2.2 House's View	9
2.2.1 Overt Translation	10
2.2.2 Covert Translation	10
3. Translation Problems	10
3.1 Grammatical Problems	10
3.2 Lexical Problems	11
3.3 Stylistic Problems	12
3.4 Phonological Problems	12
4. Translation and Equivalence	12

Introduction

Translation is the act of putting something written into a different language. It is noticed that dealing with two languages at the same time is difficult, especially when they have different origins and different grammar rules. Our research will show a specific case of difficulty in the area of grammar in translation. This theoretical chapter is divided into two main parts: part one deals with the basic concepts in translation mainly its definition, problems, types and a very related concept which is equivalence. Part two is devoted to a much focused grammatical problem which is negation in English and in its grammatical rules and constructions. Then, we need to focus more on the translation of some negative words like 'no, not, neither...nor, never' etc since all of them are usually considered problematic in translation.

1. Definition of Translation

According to Ghazala (1995:1) translation refers to "*the processes and methods used to convey the meaning of the source language into the target language.*" Translation is viewed, then, as the transmission of messages from one language to another. He considers that the process of transmission is done through equivalents unavailable in the target language, completely foreign words written in Arabic letters and other foreign words changed to suit the target language pronunciation, spelling and grammar. The following words exemplify this classification in the same order

Teach	يدرس
Television	تلفزيون
Sandwich	ساندويتش
Philosophy	فلسفة

Nida and Taber (1982) argue that: "*translating consists in reproducing in the receptor language (the target language); the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style.*"

That is, translation is the transmission of the message of the source language taking into consideration its meaning and its style. (Shuttleworth and Cowie, 1999)

Translation can also be defined as the replacement of a linguistic element in one language (the source language) by an equivalent linguistic element in another language (the target language). (Catford, 1965)

Jacobson (1966:233) claims that translation is the “*interpretation of verbal signs by means of some other languages.*” We infer from this quotation that translation is the act of transferring the linguistic carrier of meaning of the source language to another language. He adds that to translate means to substitute entire messages of the source language in the target language.

Bassnett’s (2005) view about translation is that one can never ignore the meaning of words because if it is done, words will not perform their role in the text as they are originally produced for. Translation is done by replacing a linguistic unit in the source language by another one in the target language. Linguistic unit means a text, so this process involves two texts and two languages. (Aziz and Lataiwish, 2002)

For example: John bought a computer.

If we translate this sentence into: اشترى جون جهاز كمبيوتر

Aziz and Lataiwish (2000) say that a part of the text (here the sentence) is replaced.

And if we translate the same sentence into: اشترى جون حاسوباً

Aziz and Lataiwish say that the whole text is replaced by another language.

Baker (2004:200) defined translation in the following ad verbatim: “*Thus the value behind it may be described as consisting of two major elements;*

1- Being a text in a certain language, and hence occupying a position, or filling a state, in the appropriate culture, or in a certain section thereof;

2- *Consisting of a representation in that language, culture of another pre-existing text in some other culture and occupying a definite position within it.*”

He means that translation comprises two languages, two cultures and positions. It is possible only if there is an original text that is written in a certain culture and supposed to be rendered in another language (the target language) that has a different culture.

2. Types of Translation

2.1 Ghazala’s View

According to Ghazala (2005), there are two types of translation: literal and free translation. However, if we consider only the different methods of translation, there are several types of translation as he states: *“It is sufficient to point out that the pair ‘literal translation versus free translation’ explains more or less the remaining pairs in general terms.”* That is, we can deal with the mentioned pair and generalize it to the other types.

2.1.1 Literal Translation

2.1.1.1 Literal Translation of Words

Translating an English sentence using word-for-word translation can be done by replacing every item in that sentence, keeping the same word order of the English sentence for example:

This	book	is	very	useful.
هذا	الكتاب	يكون	جدا	مفيد
هذا الكتاب يكون مفيدا جدا				
هذا الكتاب مفيد جدا				

Grammar, word order and context in this type are completely ignored. Concerning grammar, “is” in English can be translated into ‘يكون’ in Arabic, but omitting it is better. Concerning word order, the intensifier in Arabic usually comes after the adjective. Context in this case has no role to play in translation.

2.1.1.2 One to One literal Translation

In this subtype each grammatical category and every type of vocabulary (connotation, technical terms, and proverbs.) is translated into the same type. However, unlike the previous subtype of translation, this one preserves the context. For example:

My neighbours are good

جيرانى يكونون طبيين

Ghazala (1995) argues, then, that even the second subtype of literal translation is more acceptable than the first one; it is unefficient because of two reasons:

- 1- We should consider both SL's and TL's word order and grammar, not only those of the SL.
- 2- We are not supposed to give the same number and types of the SL item in the sentence.

The following examples will illustrate those reasons:

- 1- Most students revise a lot.

يراجع معظم الطلاب كثيرا

As a rule, the English sentence begins with a subject (noun, pronoun, and phrase) whereas the Arabic one begins with a verb. Moreover, the adjective comes before the noun in English whereas in Arabic it comes after. So, we cannot respect the same word order of the English translation.

- 2- The following English words can be translated into Arabic in two words

Racism

تمييز عنصري

Skeleton

هيكل عظمي

Kid

جلد الماعز

Likewise, some Arabic words can be translated into English in two words or more.

مسبحة	prayer beads
مجز	sewing machine

From these words, we can notice that we cannot always respect the same number and types of the SL item.

2.1.1.3 Direct Translation or literal Translation of Meaning

We are supposed to consider both meaning and context of the SL. The deficiencies that exist in the previous subtypes are removed in this one, that is to say, TL is concerned with both areas: grammar and word order (metaphor, idiom). So, the expression, “full translation of meaning” suits this type to a large extent, and it precisely explains what this type aims at. For example; the word “set” in isolation is translated into the Arabic word وضع.

However, when it is combined with other words in context, then, meaning and translation will differ a great deal.

1- to set up a business	فتح تجارة
2- To set right	اصحح
3- To set on fire	اشعل نار
4- To set sail	ابحر
5- To set free	حرر

So, we must be aware of the correct use of the literal meaning and the other potential equivalents of the same word. It is definitely the same case for metaphors and idioms because they have one identical meaning and the other translations are incorrect.

2.1.2 Free Translation

It is clear from its name’s implication. The translator can use the way that pleases him, that is, “*the way he understands it.*” (Ghazala, 1995)

2.1.2.1 Bound Free Translation

It is related to directness, and includes: “exaggeration”, “expressivity”, “strong language”....etc. It is not completely free since it must be somehow bound to the linguistic context. That is, the ideas of the source text can be expressed in a related, suitable and adequate way for the translator to render it in the TL. The following example clarifies the point:

She had a new baby.

رزقنا الله بمولود جديد .

This translation product can be done by Arab translators who are tracing back all the creation to Allah (our God).

2.1.2.2 Loose Free Translation

In the process of translating, indirectness is used in this type. To say something and mean something else is done on purpose. In this case, the translator should consider this point which is a matter of pragmatics; the contextual meaning of sentences. For example:

Thank you, thank you ladies and gentlemen.

هدوء ايها السادة.

Iam very ill.

انا داهية الي الطبيب

2.2 House’s View

House (1977) also dealt with the different types of translation. Although she does not give a much focused explanation, she provides good examples that make her views clearer. She finds that there are two types of translation which are: overt versus covert translation.

2.2.1 Overt Translation

The source text does not address the target text audience directly. So, no thorough translation is needed. It is a partial translation. For example: a political speech is addressed to a particular cultural or national group which concerns the members of that group. So, the target text here is used to inform the others (outside the group) what that speaker was trying to say to his constituency.

2.2.2 Covert Translation

It means that the target text should be functionally equivalent to the source text. House also gives the following example: an academic article is supposed to have no specific feature to the source culture. So, it should be rendered as it is to the target language.

She deals with the types of translation in an extremely different way from that of Ghazala. She is interested in the degree of importance of the target text to the receptors, namely how to give a sufficient message for each type of audience (those who are concerned and the others). She tends to mean that the first type of translation can give a specific message; however, the second type can provide a totally complete message that is the same as the original and addressed to anyone.

3. Problems of Translation

When there is a difficulty surely there is a problem behind it. It seems that various types of problems do exist in translation: The grammatical problems, the lexical problems, the stylistic problems and the phonological problems.

3.1 The grammatical Problems

There are three main sources of the problems: Complicated SL grammar, different TL grammar and different TL word order. Complicated SL grammar can be exemplified by the following sentence:

Of the many hobbies I like most, reading is the best.

This sentence can be simplified as follows:

Reading is the best of the many hobbies I like most.

But in translation it is not always accepted to simplify the source text.

Different TL grammar is clear in the case of tenses, for example, which exist in English grammar and do not exist in Arabic grammar like: the perfect, the continuous....etc. Furthermore, the English sentence is almost always verbal, whereas in Arabic there are both verbal and nominal sentences.

Concerning different TL word order, we can notice that:

The English sentence: Subject + Verb+ +Object/Modifier

The teacher explains the lesson.

The Arabic sentence: Verb + subject

نام الولد .

3.2 Lexical Problems

Misunderstanding and misusing words, clauses or sentences usually lead to lexical problems in translation. When dealing with this type of problems, there are several areas of difficulties; namely synonymy, polysemy and monosemy, collocations, idioms, metaphors, proverbs, technical translation and proper nouns, titles, political establishment and UN acronyms. If we consider the first area which is synonymy, we can say that there are no true synonyms. The choice of the suitable one, then, for a given translation is a problem. Both polysemy, which refers to the word with several meaning, and monosemy, which refers to the word that has one identical meaning may cause problems when the translator, for example, uses only one meaning in all cases of translation for a word which is supposed to have several meanings Collocation is also a lexical problem because translators may ignore that some words may occur together in a language. Idioms and metaphors are very difficult to be understood since their meaning is never guessed from the words in combination. Proverbs are

strictly related to culture, and therefore literal translation is not an efficient way of rendering the same wanted meaning. (Ghazala, 1995)

3.3 Stylistic Problems

Since style is a part of meaning, it should be carefully rendered as it is in Arabic. A large number of problems can be noticed in these aspects: formal versus informal language, fronting, parallelism, ambiguity, complex versus simple style, the active style, repetition and variation, redundancy, the style of the show of muscles and nominalization versus verbalization. The previous elements cause problems when it is difficult to render the same style of English into Arabic or when it is not suitable to render an equivalent style. If we take the case of fronting, the following example can be given:

‘Criminal he is’ which is an unusual structure of a sentence. It should be ‘He is a criminal.’

Since it is deliberately written like that, the translator should keep the unusual structure. So, the sentence should be translated into Arabic as follows: مجرم هو (يكون).

Another stylistic problem is the case of style of muscle’s show or the unnecessary use of strong words like the expression given by Ghazala: “problems increased” when it is translated into (ادلهمت الخطوب) instead of the simple one (زادت المشاكل) which is better and more suitable.

3.4 Phonological Problems

Since the concept ‘phonology’ deals with sounds of speech, phonological problems are found in sounds which cause confusion and distort the meaning. This area can be studied by students who have a good command over the English language.

4. Translation and Equivalence

The two concepts ‘translation’ and ‘equivalence’ are strictly related because equivalence is considered a central issue in translation. Catford (1965) argues that one of the essential tasks of translation theory is: “*defining the nature and conditions of translation*

equivalence.” From his view about equivalence, we can infer that finding the suitable equivalence leads always to a good translation, and this is its important goal.

As quoted from Aziz and Lataiwish (2000): “*the translated text should be equivalent to the source text.*” in meaning and form. Baker (1992) studies the concept of equivalence at different levels in relation to the process of translation:

- 1- Equivalence that can exist at the level of words (single words)
- 2- Grammatical equivalence which concerns the grammatical categories and rules that differ from one language to another.
- 3- Textual equivalence that aims at keeping information and cohesion of the original text, that is, using the same cohesive ties in the target text and preserving coherence as well.

According to Nida and Tabar (1964), there are two different types of equivalence.

1- Formal equivalence which focuses on the “*message itself in both form and content.*” In other words, it is concerned with grammar, word type, order and meaning. The closest equivalent should be found (word, phrase), but there are not always formal equivalents between two languages, so they noticed that it distorted the message since style and grammar of the TL are distorted.

Fawcett (1997) adds that formal equivalents have serious implications in the TL receptors and they can hardly understand the meaning. Aziz and Lataiwish (2005) suggest the following example to support those critics: As black as ink

اسود كالحرير.

This translated sentence is not used in the Arabic language .It is preferable to say: اسود كالفحم

Then they propose that this type of equivalence is suitable for philosophical, religious and legal texts.

2- Dynamic equivalence according to Bassnett (1991) “*is based upon the principle of equivalent effect,, that is to say,..000.. the relationship between the original receiver*

and message should be the same as between the original receivers and the SL message”.

It means that translators in this type may change the SL items and categories but should preserve its message. There are two types of meaning in the dynamic equivalence: semantic and pragmatic meaning. Semantics deals with the meaning of words and sentences (lexically and structurally), whereas the well-known definition of pragmatics given by Yule (1996) is: “*the study of the contextual meaning.*”

For that, Nida has the tendency to prefer this type of equivalence because it is essential to keep the message of the SL clear in the TL.

Chapter one: Part Two

Negation and its Translation

1. Grammar and Negation	16
2. Negation in English	16
2.1 Negative Words	16
2.2 Negative Sentences	20
2.3 Negation and its Translation	22
Conclusion	27

1. Grammar and Negation

“The study of grammar is concerned with understanding the structure of a language including morphology- the structure of words; syntax- the way words are arranged into sentences; and other properties of words such as their grammatical classes(e.g.: nouns, verbs and adjectives)” (Biber,D. et.al, 2002:55)

That is, grammar includes the structure of words and the way in which those words are arranged into sentences. Negation is part of grammar that is why it deals with all the previous aspects, that is to say, morphology and syntax

Structuring a negative sentence in English is not an easy task because there are various negative words that differ in their use from sentence to sentence. Thus, translating negative sentences may also be difficult because of their various possible structures. So, the problem of negation and its translation is purely grammatical.

2. Negation in English

2.1 Negative Words

‘Not’ is the most important negative word because it can make a whole clause negative. There are other negative words that exist in English ‘neither, neither.....nor, never, no body, no one, none, nothing, nowhere and unless’. There are also another sort of negative words and phrases which require a change of word order: ‘at no time’, ‘not only’, ‘not once’, ‘under no circumstances’ and ‘no sooner’. Those expressions can be inserted in sentences using the following pattern:

Negative part + auxiliary / to be + subject+ verb+.....

In dealing in more details with negative words, we prefer to use the alphabetical order.

Neither

It is a conjunction, pronouns determiner or an adverb. It means ‘not one and not the other.’

There are a lot of possible patterns of using 'neither':

1- As conjunction: neithernor

I can neither sing nor dance.

2- As definite pronoun: neither + of + plural noun phrase

Neither of the pupils heard the alarm.

3- As a determiner: neither +singular noun

Neither parent hates their kids.

4- As an adverb: Neither + modal + noun phrase

She couldn't revise her lessons, and neither could her sister.

Never

It is an adverb of length of time and frequency. It means: '0 time' or 'at no time'

For example: I will never repeat this fault.

No

It can be a determiner, a response word or an adverb. We give negative answers to yes or no questions, requests or imperatives. We exemplify orderly:

A: Does he know the rules?

B: No, he does not.

A: Could you tell me the way to the bus station, please?

B: No, I am sorry, I am a foreigner.

A: Do your homework!

B: No, I am tired.

We can also use 'no' as a determiner. For example: No patient parent would bear such a son.

It is possible to use 'no' as an adverb of degree. For example:

The honest worker works no less than 8 hours a day.

As idioms, 'no' can be followed by specific words like: 'longer', 'sooner', 'one' and 'body'.

1- No + longer means 'not only longer; not after this'.

He no longer comes to this university.

2- No + sooner X than Y means 'as soon as X, Y'.

For example: No sooner had the head of the department hung the exams planning, than students overcrowded and saw it.

3-'No one' and 'nobody' means 'no person'. The difference between them is that 'no one' is common in writing and 'nobody' in speaking. For example

No one bears failure.

No body hears my voice- not even my sister who sleeps next to me.

None

It is an indefinite noun which means 'not one' or 'not any'. It can be followed by:

1- 'of phrase'

None of them learn well. They are not concentrating.

2- 'At all'

A: Have you got any idea?

B: No, none at all.

3-It can come at the end of a phrase or a sentence.

A: How many prizes did you win?

B: None.

Not

To make a clause negative, place 'not' after the auxiliary verb or the verb 'to be'.

There are so many cases of forming a negative clause depending on the auxiliaries it has.

1- If the clause has a form of 'be', we can simply negate it by adding 'not' after 'to be' making sure that 'to be' must be put in its right tense. For example:

The affirmative form: I am a student.

The negative form: I am not a student.

2-If there is an auxiliary verb in the clause, we can negate it after that auxiliary.

For example:

The affirmative form: He has blue eyes.

The negative form: He has not blue eyes.

The affirmative form: Our parents would have enjoyed our success.

The negative form: Our parents would not have enjoyed our success.

3-If there is no form of be or an auxiliary verb in the clause, we can negate it by adding 'do' before 'not' making sure that 'do' must be put in its right form according to the main verb tense. For example:

The affirmative form: I really mean it.

The negative form: I do not really mean it.

The affirmative form: She prefers tea.

The negative form: She does not prefer tea.

The affirmative form: I went there last Friday.

The negative form: I did not go there last Friday.

This discussion about using 'not' was limited to the declarative sentences only. So, it will be different in questions with inversion. It is a matter of using the contraction 'n't' instead of the full word 'not'. The sentence order remains as it was in the declarative form but with the subject auxiliary inversion. For example:

Do you understand the lesson?

Its negation is:

Don't you understand the lesson?

However, when we use the full word 'not', it must follow the subject as in:

Have you not heard?

Concerning the imperative form, 'not' goes after 'do' since 'do' is in the first position. For example: Don't you eat much sweet.

It goes before the main verb in non finite clauses. For example:

She advised me not to behave like that.

It is noticed that 'not' can serve the ellipses well, that is, 'not' may replace a negative clause. For example: My mother told me that I would be happy in the party but I think not. (That I will not be happy in that party)

Concerning idioms, 'not' can be combined like this:

Not...but..., not only...but, not at all, not a bit, and not in the least.

Unless

It is a subordinate conjunction that has a negative meaning: if...not. For example.

Unless you revise well, you will fail in the exams.

It means: If you don't revise well, you will fail in the exams

There are some other negative words which are simply used like: nothing and nowhere.

I can understand nothing.

He will go nowhere. (Leech, et.al, 2006)

2.2 Negative Sentences

The concept of 'negation' has a great importance for logic. Langedoen (1970) prefers to begin his discussion about negative sentences by virtue of the following examples:

Brutus didn't kill a tyrant

Brutus killed a tyrant.

To interpret semantically the negative sentence is not difficult when the semantic interpretation of its affirmative form is given. So, the first sentence is a denial of the second one. However, syntactically, the case is not as easy as it is semantically because negative patterns must be strictly followed. That is:

Not Brutus or not tyrant or not killed; which means: either no one killed anyone, or the person who killed someone is not a tyrant. It must be clarified that at least one of them is not true.

There is also ambiguity in some negative sentences as in:

John is unhappy.

John isn't happy

They seem to have the same meaning but it is not true because the first sentence can affirm that the one who is happy is not John but the second sentence can never affirm that. Another complexity discussed by Langedoen is shown in the following examples:

John saw someone.

This sentence has two negative counterparts:

1- John did not see any one.

2- John saw no one

The meaning of those sentences is the same and both of them can be semantically transformed to: That John saw someone is not the case.

There is another interpretation of the last declarative sentence and its negative counterpart's:
John did not see someone.

Whereas: 'Someone saw John' has only one negative counterpart which is: No one saw John.

So, whether the sentence contains indefinite or definite pronouns its negative counterparts will be different, that is, when it has the indefinite one, there is ambiguity and, then, there will be two negative sentences. Let's consider the following sentence:

John knows some of his classmates.

It has two possible negative sentences:

1- John doesn't know any of his classmates.

2- John knows none of his classmates

We notice that the use of indefinite quantifiers leads to getting two negative sentences whereas when we use the definite quantifier, we will have one identical negative sentence.

So, ambiguity is in its declarative form. When we use definite pronouns or quantifiers, there is no ambiguity and vice versa. The case of the negative question is also problematic as in the following examples:

Aren't you coming?

And: Are you coming?

They are not the same; the expected answer to the first question is 'no', however, to the second one is 'yes.'

After dealing with both negative words and sentences in English, it is clear that structuring negative sentences, using various negative words, and understanding the exact meaning of negative sentences is a quite hard task. Likewise, the translation of negative sentences and even negative words from English into another language like Arabic is supposed to be harder.

3. Negation and its Translation

Negation in English can be done in most cases by these words; 'not', 'no' 'do not', 'does not', 'never' and 'neither...nor'. It is noticed that their translation is not easy because they have not constant equivalents that suit every sentence. (Ghazala, 1995)

Not

According to Allsop (1986), the basic pattern of the negative form in English is:

Subject + have/be/+not +the main verb+...

In Arabic, we know as native speakers that the negative form is as follows:

لا + فعل + فاعل

That is to say: not + verb +Subject

Those are the general rules for both languages. The problem appears when 'not' cannot be translated into 'لا' that is, the word 'لا' is not suitable for a given sentence. The following sentences show the various translations of the word 'not':

The teacher cannot explain more.

لا يستطيع المعلم ان يشرح اكثر .

The teacher has not more explanation

لا يملك الاستاد شرحا اكثر .

The teacher will not explain more.

لن يشرح الاستاد اكثر .

All what pleases you is not good.

ما كل مل يعجبك جيد .

It is also clear that the word 'not' has alternative translations in Arabic that differ in their use from one sentence to another.

There is another possibility of translating 'not' in gerunds and infinitives.

For example:

I am sorry about Mary not going to the party. (Bright, 1973)

أنا أسف لعدم ذهاب ماري إلى الحفلة .

I advised Mary not to go to the party.

نصحت ماري بان لا تذهب إلى الحفلة .

نصحت ماري بعدم الذهاب إلى الحفلة .

Ghazala (1995) adds that the negative word 'not' is "strong" after the modals 'will' and 'shall'. So, it is translated into 'لن' in Arabic.

For example: I will not go.

أنا لن اذهب .

We can say, then, that the translation of the word 'not' depends on the verb tense, the use of modality and some other specific cases like gerunds and infinitives.

Do not/does not/ did not

Concerning their structure, these items are composed of : modal + the negative word 'not.' So, the general pattern of the negative form can be limited in this case to the following;

Subject + did/ do + not + main verb

For their translation, 'do not' and 'does not' have the same equivalents, whereas 'did not' have another equivalent.

Ghazala (1995) supposes that we can translate ' does not ' and ' do not ' into "لا" and 'did not ' into (لم). For example: Algerians do not practise golf.

لا يمارس الجزائريون رياضة القولف .

Their teacher does not always come.

لايات إستاذهم دائما.

We did not have lunch.

لم نتناول الغداء.

Never

In the very beginning, it was thought that the negative word "never" is always translated into the word (أبدا) in Arabic. However, it seems that the idea is wrong. That is, we must add another negative item to the word (أبدا) like: لم لا, لن

For example: I never cut a tree.

لم اقطع شجرة أبدا.

لن اقطع شجرة أبدا.

My mother never bought this product.

لم تشتتر أمي هذا المنتج.

Never open the door like that.

لا تفتح الباب بهذه الطريقة ابدأ/ بهذه الطريقة.

So, we notice that knowing that the English word ‘never’ means (ابدا) is not enough to make a good correct translation. It is apparent that the word ‘never’ is translated into two separated items in Arabic:

لم.....أبدا

لا.....أبدا

making sure that (لا), (لم) and (لن) come before the verb and (ابدا) comes at the final position of the sentence. It is worth mentioning that “never” can be replaced by more suitable words or expressions depending on the text and the context. For example:

Never speak like that.

لا تتكلم هكذا أبدا.

لا تتكلم هكذا ثانية.

Neither...nor

It is the negation of two verbs, adjectives, nouns... in the same sentence. These terms are usually translated into (لا.....ولا) in Arabic. But the problem is how should the student put them appropriately in the Arabic sentence, that is, the structure is not simple since we use in the Arabic sentence (لا) for three times. For example:

John plays neither football nor basketball.

لا يلعب جون لا كرة القدم ولا كرة السلة.

Neither John nor Mary can sing.

لا يستطيع لا جون ولا ماري الغناء.

I can neither draw nor sing.

لا أستطيع لا الغناء ولا الرسم.

In our opinion, one can give the closest translation of the expression ‘neither... nor’ if he negates both the main verb and the two proper nouns, the verbs or the adjectives of the same sentence in Arabic at the same time using (لا) for three times.

No

The frequently used equivalent for “no” in Arabic is (لا), however, in most cases we use it with other inserted words or we can even change it to get an understandable translation. So, to replace “no” by (لا) directly in Arabic may mislead the translator. For example:

No speaking with the driver.

لا كلام مع السائق .

It is somehow ambiguous. It should be as follows:

الكلام ممنوع مع السائق.

He masters no foreign language.

يجيد لا لغة أجنبية .

This sentence is unnatural; it should be:

لا يجيد أية لغة أجنبية .

No phones allowed.

لا هواتف مسموح لها بالدخول .

The closest one is:

إدخال الهواتف ممنوع .

In this case, that is in translating “no”, the problem is also a matter of sentence structure.

Conclusion

The aim of the translator is to get the most suitable equivalents for items that exist in the source text to the target text without distorting its grammar and its style. So, good translation demands good knowledge about both the SL and TL concerning grammatical rules, structure and meaning. To achieve this, translators should pay attention to the application of the grammatical rules in both languages, that is, the usage of grammar in the two languages is an important aspect for rendering a well structured and meaningful message.

Chapter Two:

Data Analysis

Introduction

1. The Test	29
1.1 The Sample	29
1.2 The Description	29
1.3 The Analysis	30
1.4 The Results	55
Conclusion	55
General conclusion	56

Introduction

The existence of many languages in this world requires a parallel existence of a translation process. These languages vary in terms of grammar and vocabulary that is why various problems do exist in translation. Chapter two deals with our data analysis. First, a translation test is given to third year English students. Its objective is to arrive at a clear overview about the real and the reasonable sources of problems that can be faced by translators when dealing with negative sentences. We will attempt to find out those sources of problems in the case of translating from English into Arabic because we have noticed that there are many gaps and difficulties in structuring and translating the negative English sentences.

1. The test

1.1 The sample

To do our translation test, a group of twenty third year students of the English department at Mentouri University, Constantine has been chosen to translate 25 sentences.

1.2 The description

To diagnose the third year students ability to translate various patterns of negative sentences from English into Arabic, a translation test comprises twenty five sentences is given to them. Those sentences contain various negative words that is why they are different in their structures. There are sentences that contain the same negative word but differ in its placement, or in the verb tense that affects their translation. Some of them contain two-part negative words. Others consist of a question and a response in which negative words are used differently from that in the affirmative form. There are also sentences that contain negative words that have an idiomatic meaning. Others have negative words that cannot be replaced directly by their equivalents in Arabic.

1.3 The analysis

Sentence 1: I like neither lying nor cheating.

أنا لا أحب لا الكذب ولا الغش.

Translation	Number	Percentage
أنا لا أحب لا الكذب ولا الغش.	6	30%
أنا لا أحب لا الكذب ولا الغش.	13	65%
أنا لا أحب سواء الكذب أو الغش.	1	5%
Total	20	100%

Table 1: Translating the 1st Sentence.

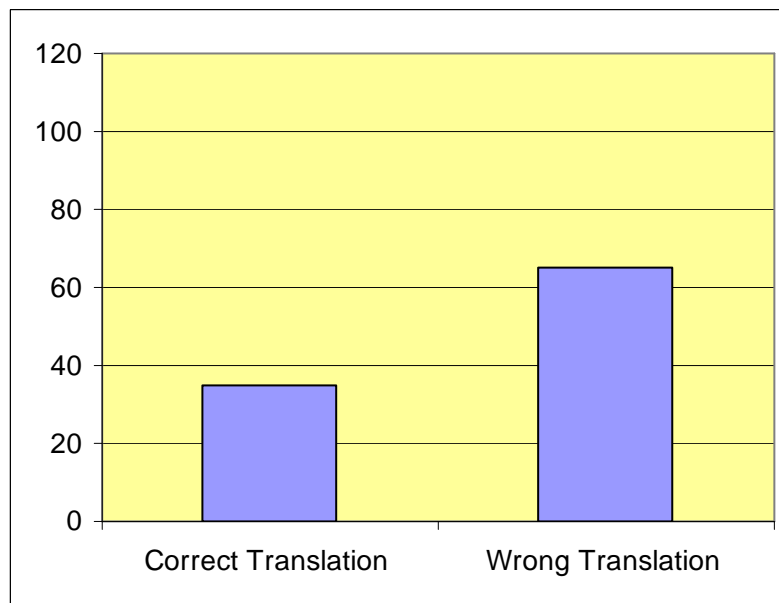


Figure 1: Correct Vs. Wrong Translation of the 1ST Sentence.

In the first sentence, out of 20 students, only 7 of them (35%) did the correct translation. The other 13 students translated this sentence incorrectly. All of them made the same mistake which is omitting " لا » " before " الكذب ". As a rule, When translating a sentence which contains " neither / nor " into Arabic, we should use " لا " for three times ; One before the main verb and the others before each of the two negated nouns, adjectives...of the same clause. Those students who got incorrect translation thought that the appropriate translation of the expression " neither....nor " is using one " لا " before the main verb and another " لا "

before the second noun or adjective of the same clause. They thought that the word " الكذب " has already been negated with the verb " لا أحب ".

Sentence 2: Have you got any idea?

No, none at all.

هل لديك فكرة ما ؟ / أية فكرة ؟.

لا إطلاق / أبدا / على الإطلاق.

Translation	Number	Percentage
هل لديك أية فكرة / أدنى فكرة ؟ - لا على الإطلاق	16	80%
هل عندك فكرة ما ؟ - كلا ، إطلاقاً.	1	5%
هل لديك أدنى فكرة ؟ - لا ، ولا فكرة / ولا واحدة على الإطلاق.	2	10%
هل لديك فكرة ؟ نهائياً.	1	5%
Total	1	100%

Table 2: Translating the 2nd Sentence.

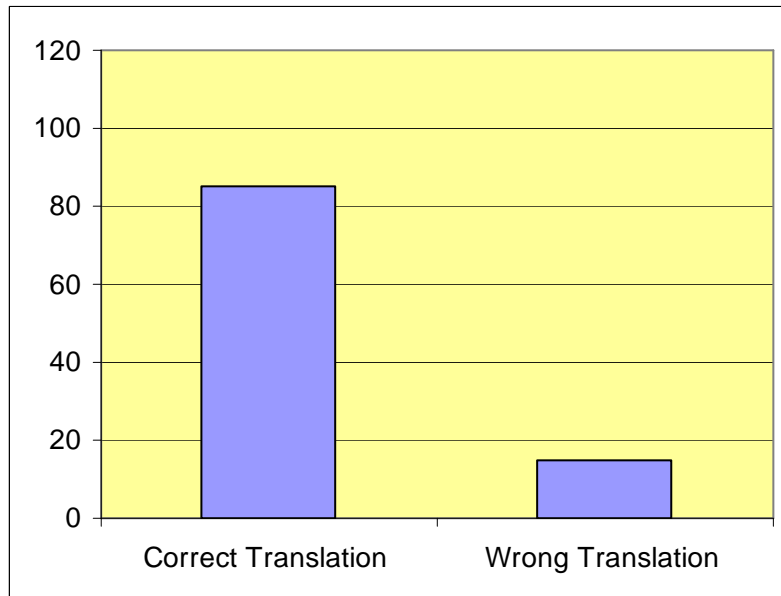


Figure 2: Correct Vs. Wrong Translation of the 2nd Sentence.

In the 2nd sentence out of 20 students, 17 of them (85%) got the correct translation. They found no difficulty in translating " no, none at all " into Arabic since it has its direct equivalent. 2 out of 3 students who translated the negative items wrongly used inappropriate equivalents ; They translated the response sentence literally using "لا " twice. The other student did not use negation at all, and this is not accepted in translation, that is, the translator cannot neglect or omit an item in the ST.

Sentence 3 : Our parents would not have enjoyed our failure.

لن يسعد أولياؤنا بفشلنا.

Translation	Number	Percentage
لن يسعد أبواؤنا بفشلنا.	9	45%
لا يحب أبواؤنا فشلنا.	6	30%
لم يتقبل أبواؤنا فشلنا.	5	25%
Total	20	100%

Table 3: Translating the 3rd Sentence.

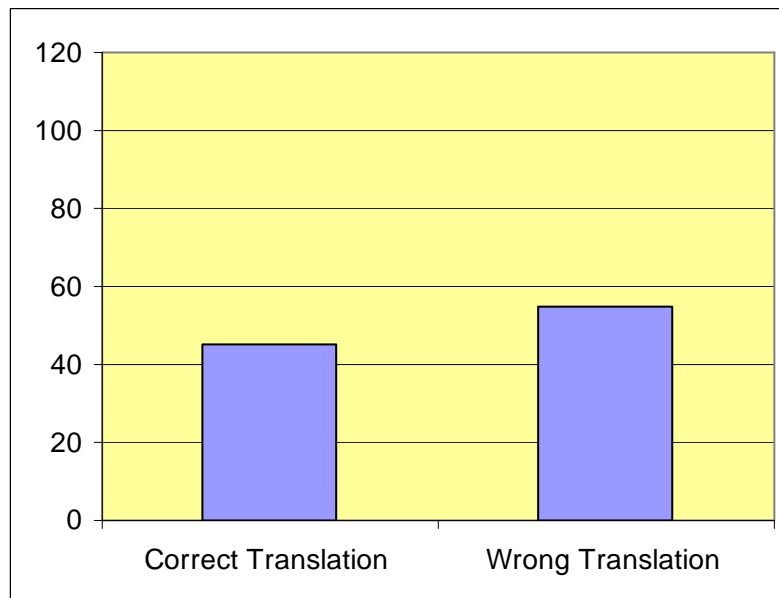


Figure 3: Correct Vs. Wrong Translation of the 3rd Sentence.

In the 3rd sentence out of 20 students, 9 of them (45%) used the suitable equivalent of "would not " which is " لن ". The other 11 students (55%) used wrong equivalents. 6 of them used the negative item " لم " because they assumed that the verb tense is the present simple.

So, the tense in this sentence misleads the majority of students. The rest used the negative item " لا " because they thought that " not " in English is always translated into " لا " in Arabic.

Sentence 4: Don't you understand the lesson?

ألم تفهم الدرس؟

Translation	Number	Percentage
ألم تفهم الدرس؟	17	85%
ألا تفهم الدرس؟	1	5%
لم تفهم الدرس؟	2	10%
TOTAL	20	100%

Table 4: Translating the 4th Sentence.

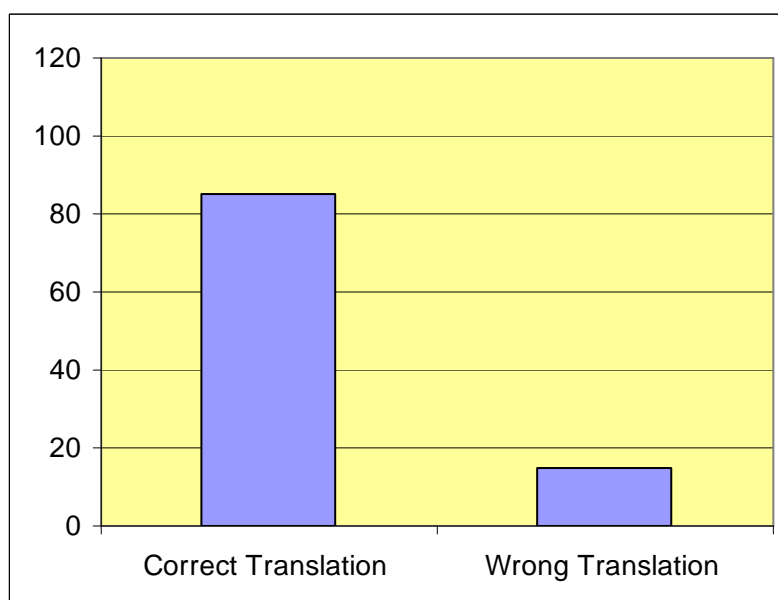


Figure 4: Correct Vs. Wrong Translation of the 4th Sentence.

In the 4th sentence out of 20 students, 17 of them (85%) translated it correctly. The other 3 students (15%) used wrong negative items. They supposed that using " لم " and "ألا" for asking a question is appropriate. Two of them used " لم " but ignored the sentence form which is a question.

Sentence 5: Unless you revise well, you will fail in the exams.

إذا لم تراجع جيدا فسوف تفشل في الامتحانات

Translation	Number	Percentage
إذا لم تراجع جيدا ستخفق في الامتحانات.	13	65%
حتى لو درست جيدا ستفشل في الإمتحانات.	5	25%
إذا لم تراجع جيدا سوف لن تفشل في الامتحانات.	1	5%
إخفاقك سيكون إلا بسوء المراجعة.	1	5%
Total	20	100%

Table 5: Translating the 5th Sentence.

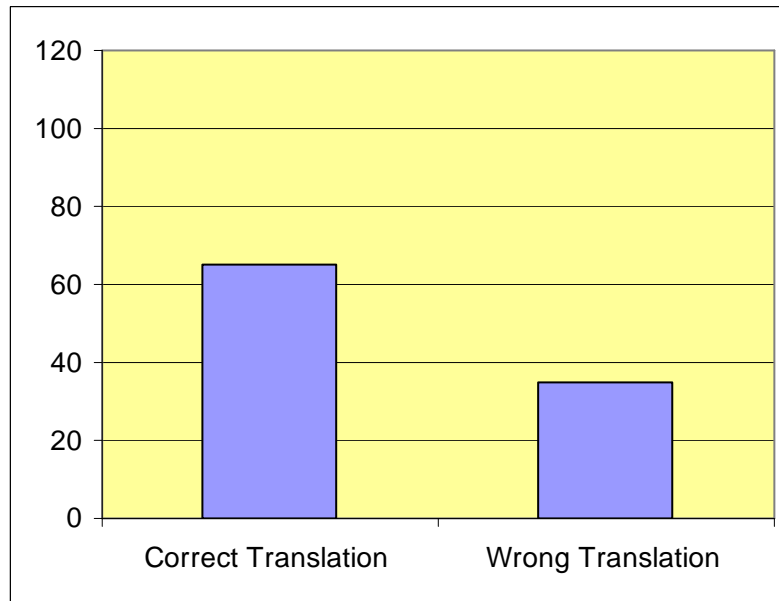


Figure 5: Correct Vs. Wrong Translating of the 5th Sentence.

In the 5th sentence out of 20 students, 13 of them (65%) used suitable equivalent of the negative word "unless". The other 7 students (35%) used completely inappropriate equivalent of that word. 5 of them used " حتى ولو " which is a wrong equivalent of "unless" ; They ignored the meaning of this word. One of them used " إلا " as an equivalent of "unless". This student used free translation in translating the whole sentence that is why she was far from the wanted equivalents. The last student used " إذا لم " as an equivalent of "unless" but he negated the second clause as well. "Unless" is used in English to negate only one clause.

Sentence 6: John saw no one.

لم ير جون أحدا.

Translation	Number	Percentage
لم ير جون أحدا.	15	75%
لم ير جون أي أحد.	5	25%
Total	20	100%

Table 6: Translating the 6th Sentence.

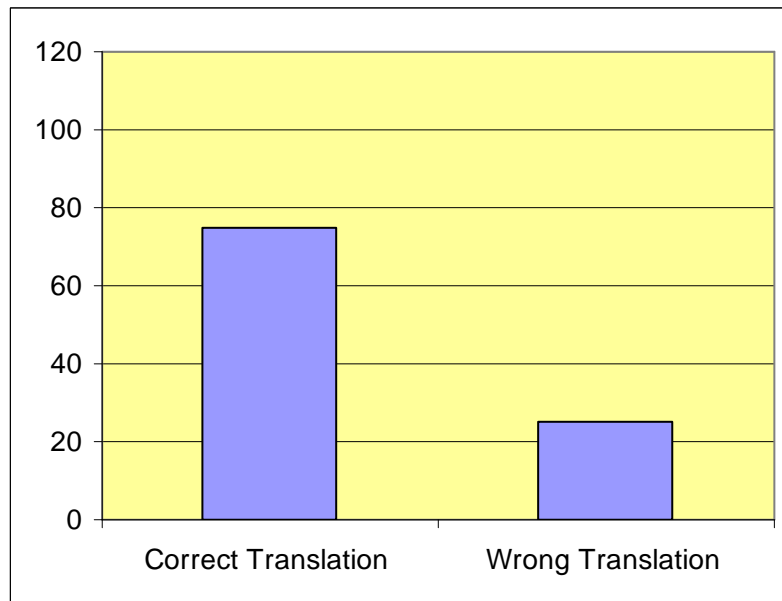


Figure 6: Correct Vs. Wrong translation of the 6th Sentence.

In the 6th sentence out of 20 students, 15 of them (75%) got the right answer. The other 5 students translated it wrongly. All of them made the same mistake; They negated the main verb of the sentence and replaced "no one" by "أي أحد". Henceforth, the way the sentence was translated is bad.

Sentence 7: They no longer earn enough money to buy good food.

ما عادوا يكسبون مالا كافيا لشراء طعام جيد

Translation	Number	Percentage
ما عادوا / لم يعودوا يكسبون مالا كافيا لشراء طعام جيد	7	35%
لا يكسبون من المال كفاية لشراء أكل طيب.	4	20%
لم يتبق لديهم المال الكافي لشراء أكل جيد.	6	30%
لن يكون باستطاعتهم جني المال لشراء طعام جيد.	2	10%
على مدى الوقت جمع المال الكافي لشراء الطعام.	1	5%
Total	20	100%

Table 7: Translating the 7th Sentence.

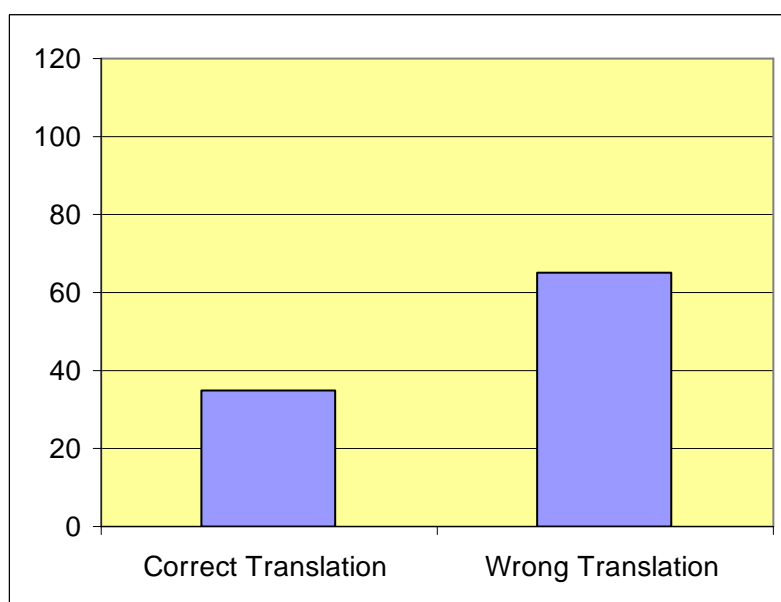


Figure 7: Correct Vs. Wrong Translation of the 7th Sentence.

In the 7th sentence out of 20 students, 7 of them (35%) used the appropriate equivalent of the English word "no longer" which means in Arabic "لم يعد". The other 13 students (65%) used various wrong equivalents. 4 of them used "لا" as a direct equivalent of "no longer". 6 of them used "لم" to replace that negative expression. Two students used "لن" as its equivalent. The last student translated the whole sentence without using any negative item.

Those 13 students ignore the meaning of "no longer" and the appropriate use of "لا" which is used before the present tense in Arabic, "لم" before the past tense and "لن" before the future.

Sentence 8: Before 1492, people in the old world thought that there were no human beings beyond The Atlantic Ocean.

قبل 1492 ظن الناس أنه لم يكن هناك بشر في العالم القديم وراء المحيط الأطلسي .

Translation	Number	Percentage
قبل 1492 ظن الناس في العالم القديم أنه لم يكن هناك كائنات بشرية خلف المحيط الأطلسي.	4	20%
قبل 1792 كان الناس في العالم القديم يظنون أنه لا يوجد بشر وراء المحيط الأطلسي.	14	70%
قبل 1492 اعتقد الناس في العالم القديم أنه ليس هناك إنسان وراء المحيط الأطلسي.	2	10%
Total	20	100%

Table 8 : Translating the 8th sentence.

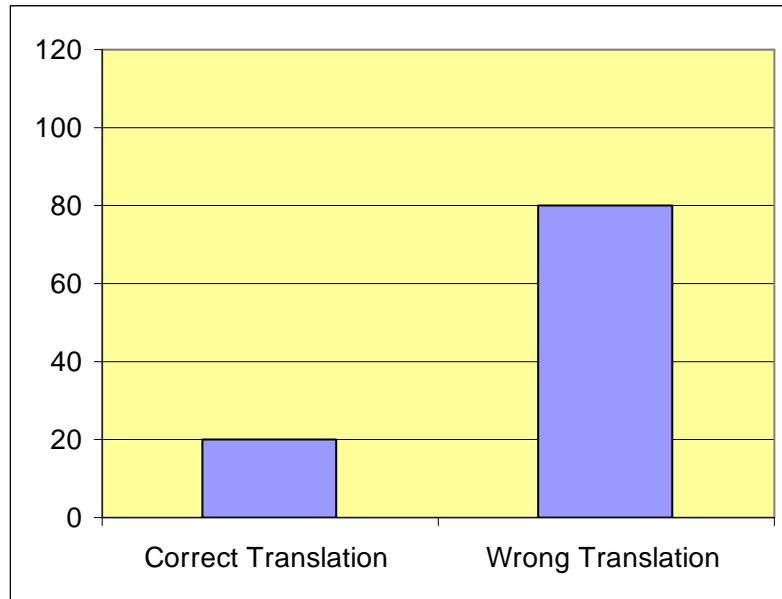


Figure 8: Correct Vs. Wrong Translation of the 8th Sentence.

In the 8th sentence out of 20 students, 4 of them used the correct equivalent of the negative item. The other 16 students used wrong equivalents. 14 of them used "لا" before the past simple. This is a wrong structure in Arabic, that is, "لا" cannot be used before the verb in

the past simple. The two remaining students used " ليس " which cannot be used before the past simple as well.

Sentence 9: John knows none of his classmates.

لا يعرف جون أحدا من زملائه.

Translation	Number	Percentage
لا يعرف جون أحدا من زملائه.	13	65%
لا يعرف جون أي أحد من زملائه.	6	30%
لم يعرف جون أحدا من زملائه.	1	5%
TOTAL	20	100%

Table 9: Translating the 9th Sentence..

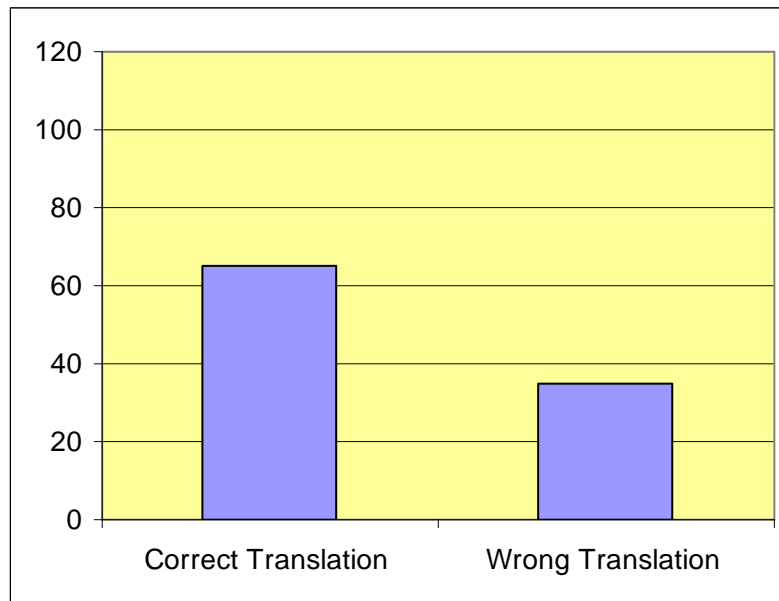


Figure 9: Correct Vs. Wrong Translation of the 9th Sentence.

In the 9th sentence out of 20 students, 13 of them (65%) got the right equivalent of the word "none". The other 7 students (35%) translated the negation incorrectly. 6 of them used " لا " to negate the main verb of the sentence. Then, they used " لا أحد " where just " أحد " is sufficient and more suitable. So, they produced a heavy translation. The last student used " لم " instead of " لا " to negate the verb in the present simple.

Sentence 10: No matter where you live, you will find it difficult not to laugh at, say, Charlie Chaplin's films.

ليس المهم أين تسكن فسوف تجد صعوبة في عدم الضحك على أفلام تشارلي تشابلين.

Translation	Number	Percentage
أينما كنت تعيش ستجده من الصعب ألا تضحك على أفلام تشارلي تشابلين.	1	5%
لا يهم أين تعيش فلن تجد صعوبة للضحك على أفلام تشارلي تشابلين.	19	95%
Total	20	100%

Table 10: Translating the 10th Sentence

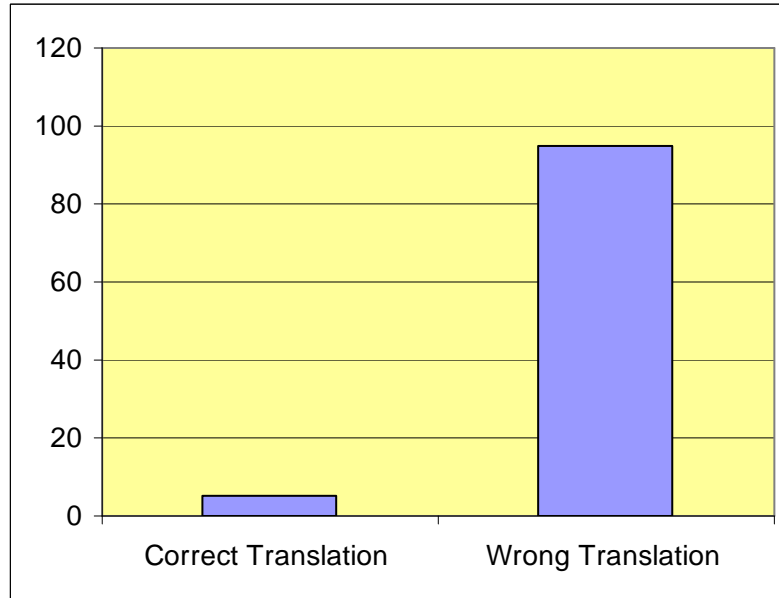


Figure 10: Correct Vs. Wrong translation of the 10th Sentence.

The most striking point in the 10th sentence is that out of 20 students, only one (5%) got the right translation. The other 19 students (95%) made mistakes when they used "لا" instead of "سوف". They neglected the verb tense (the future) that is why they use "لا" which is used before the present simple. They also did not know that "not" before the infinitive verb is translated into "عدم".

Sentence 11: Unless he apologizes, I won't speak to him.

إذا لم يعتذر فلن أتكلم معه.

Translation	Number	Percentage
إذا لم يعتذر فلن أتحدث معه.	9	45%
حتى وإن اعتذر سوف لن أتحدث معه.	4	20%
لولا اعتذاره لما كلمته.	1	5%
لن أتكلم معه حتى يعتذر.	1	5%
لن أتكلم معه إلا إذا اعتذر لي.	3	15%
بالرغم من شعوره بالذنب ، لا أريد التكلم معه.	1	5%
Total	20	100%

Table 11: Translating the 11th Sentence.

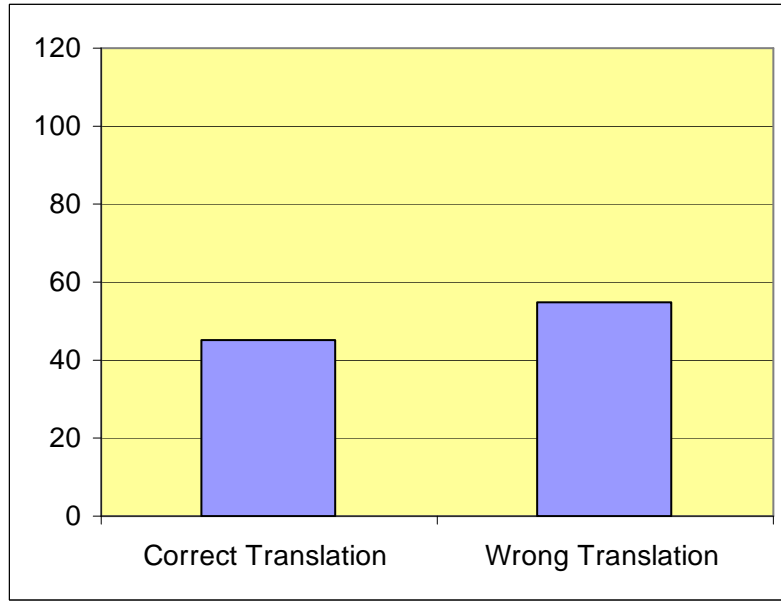


Figure 11: Correct Vs. Wrong translation of the 11th Sentence.

In the 11th sentence out of 20 students, 9 of them (45%) used the appropriate negative equivalents in the two clauses. The other 11 students (55%) used different wrong equivalents. 4 of them used " حتى وإن " as an equivalent of "unless" ignoring that the latter is a negative word. One of them used a different way to translate the whole sentence ; he replaced "unless" by " لولا " and "won't " by " لما ". Another one used " حتى " as an equivalent of "unless". 3 of them used " إلا إذا " The last student replaced " unless " by " بالرغم " and neglected the future tense which is negated by " لن " in the second clause.

Sentence 12: All what glitters is not gold.

ما كل ما يلمع ذهباً.

Translation	Number	Percentage
ليس كل ما يلعب ذهبيا.	20	100%
Total	20	100%

Table 12: Translation of the 12th Sentence.

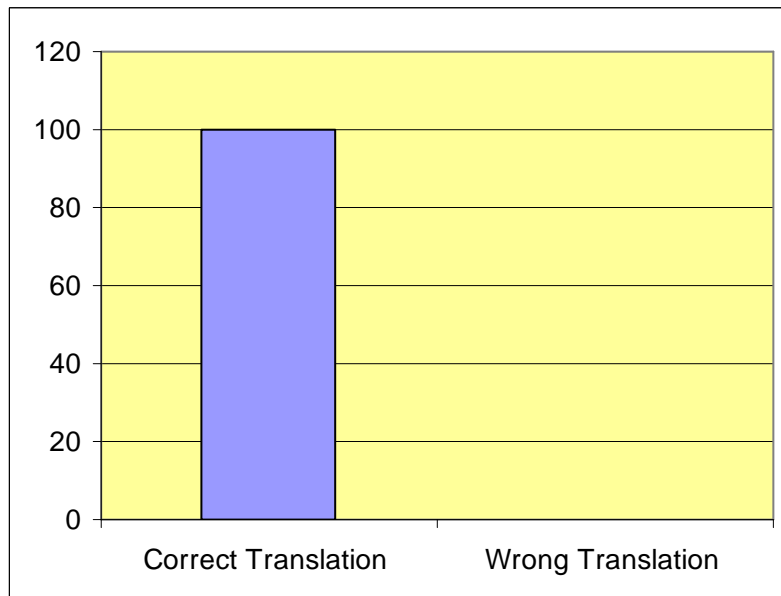


Figure 12: Correct Vs. Wrong Translation of the 12th Sentence.

In the 12th sentence out of 20 students, 20 students (100%) got the right equivalent in their translation. They applied the rule correctly. This rule says that: "is not " is translated into " ليس / ما ".

Sentence 13: Never open the door without his permission.

لا تفتح الباب أبدا بدون إذنه.

Translation	Number	Percentage
لا تفتح الباب أبدا دون إذنه.	16	80%
لا تفتح الباب دون إذنه.	4	20%
Total	20	100%

Table 13: Translating the 13th Sentence.

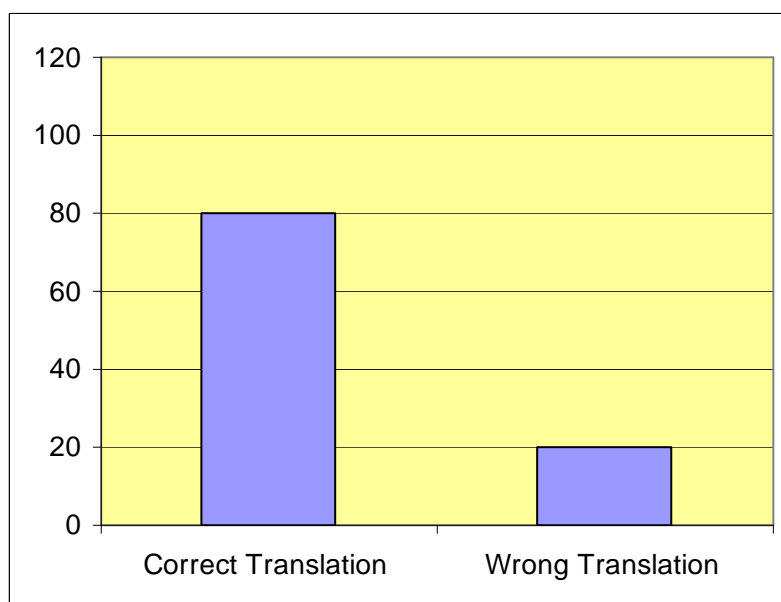


Figure 13: Correct Vs. Wrong Translation of the 13th Sentence.

In the 13th sentence out of 20 students, 16 of them (80%) got the correct equivalent of the negative word " never ". The other 4 students (20%) made the same mistake which is translating the word " never " into only one word which is: " لا ". It is worth mentioning here that " never " should be translated into two items " لا.....أبدا " .

Sentence 14 : I am sorry about Mary not going to the party.

أنا أسف لعدم ذهاب ماري إلى الحفلة.

Translation	Number	Percentage
أنا أسف على عدم ذهاب ماري إلى الحفلة.	8	40%
أنا أسف لأن ماري لن تذهب إلى الحفلة.	6	30%
أنا أسف بشأن ماري لأنها ليست ذاهبة إلى الحفلة.	2	10%
أنا أسف لأن ماري لم تذهب إلى الحفلة.	4	20%
Total	20	100%

Table 14: Translating the 14th Sentence.

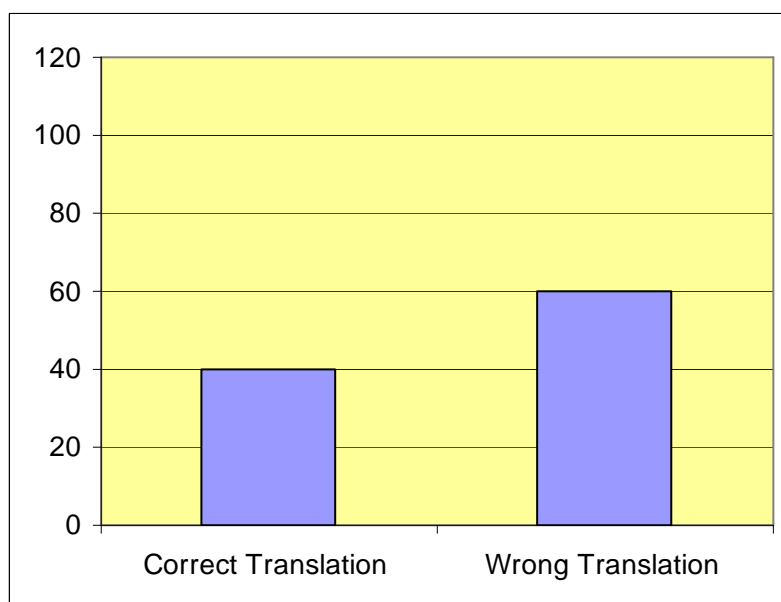


Figure 14: Correct Vs. Wrong Translation of the 14th Sentence.

In the 14th sentence out of 20 students, 8 of them (40%) used the appropriate equivalent to translate the negative item. The other 12 students (60%) used inappropriate equivalents ; 6 of them used the item " لن " because the negative part in this sentence is a gerund. 2 of them used the item " ليس " for the previous reason. 4 of them used " لم " because they did not know that it comes only before the verb in the past simple.

Sentence 15 : No phones allowed.

ممنوع إدخال الهواتف / استعمال الهواتف.

Translation	Number	Percentage
استعمال الهواتف ممنوع.	14	70%
لا هواتف مسموح بها.	6	30%
Total	20	100%

Table 15: Translating the 15th Sentence.

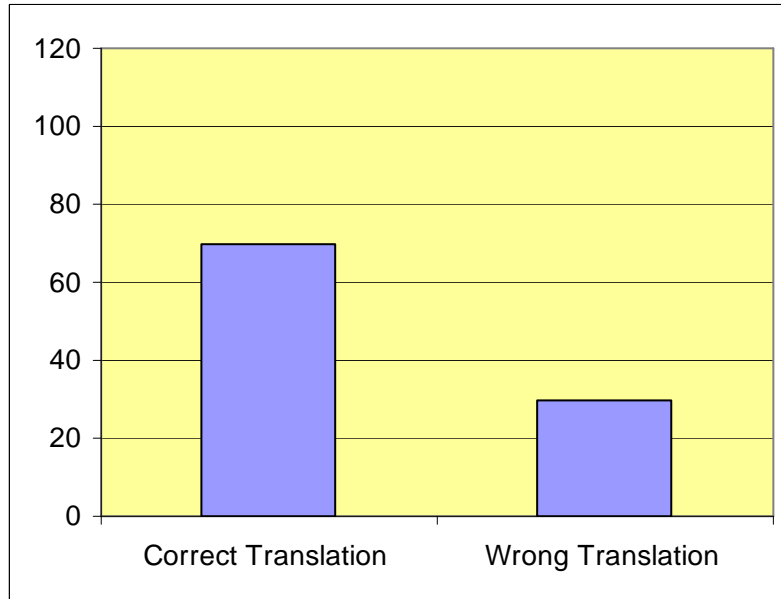


Figure 15: Correct Vs. Wrong Translation of the 15th Sentence.

In the 15th sentence out of 20 students, 14 of them (70%) got the right answer. The other 6 students (30%) made the same mistake. They use the expression:

" لا هواتف مسموح بها " which is a bad translation. " No " cannot be translated into " لا " only. It is preferable to use " ممنوع " instead of " لا...مسموح ".

Sentence 16: If only he wouldn't wear that ugly shirt.

ليته / لو أنه لم يرتد ذلك القميص القبيح.

Translation	Number	Percentage
ليته لم يرتد ذلك القميص البشع.	7	35%
إلا إذا لم يلبس ذلك القميص البشع.	6	30%
إذا لم يرد فقط لبس هذا القميص.	3	15%
إلا إذا أراد ارتداء هذا القميص البشع.	1	5%
إذ هو لم يشأ أن يلبس ذلك القميص البشع.	3	15%
Total	20	100%

Table 16: Translating the 16th Sentence.

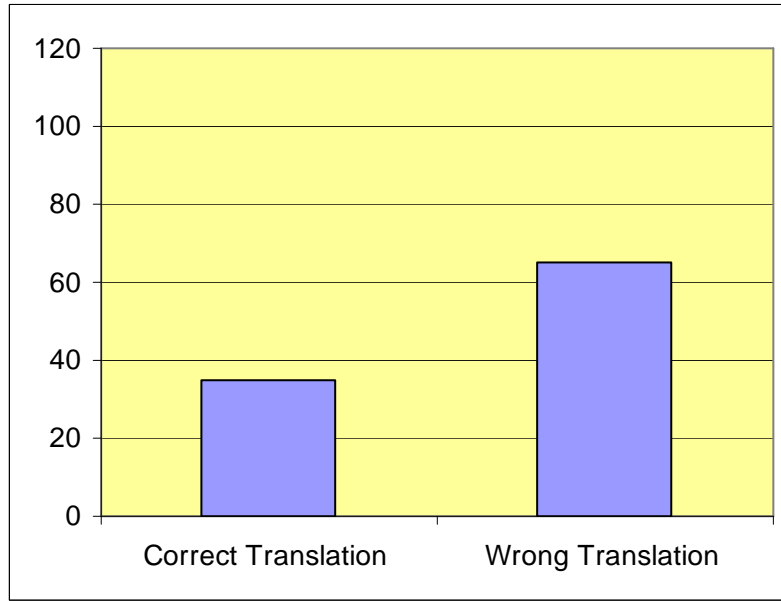


Figure 16: Correct Vs. Wrong Translation of the 16th Sentence.

In the 16th sentence out of 20 students, 7 of them (35%) translated the negative items correctly. The other 13 students (65%) used wrong equivalents of those negative items. 6 of them translated "if only he wouldn't" into "إلا إذا لم". 3 of them used "إذا لم". However, 3 of them used "إذ هو لم". The last student did not use negation at all in his translated sentence. The 13 students who got the wrong translation knew neither the meaning nor the appropriate equivalent of the negative expression "if only he wouldn't"

Sentence 17: She wanted to take not only one, but two degrees both a master's and a doctorate of science.

أرادت أن تنال ليس فقط شهادة واحدة بل شهادتين كل من الماجستير والدكتوراه في العلوم.

Translation	Number	Percentage
أرادت أن تأخذ ليس فقط درجة ولكن درجتين في كل من الماجستير والدكتوراه في العلوم.	4	20%
لم تكن تريد أخذ درجة واحدة ، بل اثنتان كل من درجة الماجستير والدكتوراه في العلوم.	11	55%
لا تريد أخذ واحدة فقط ، ولكن كلا الدرجتين الماجستير والدكتوراه في العلوم.	4	20%
لقد كانت تطمح للحصول على شهادتين الماجستير والدكتوراه في العلوم ليس واحدة فقط .	1	5%
Total	20	100%

Table 17: Translating the 17th Sentence.

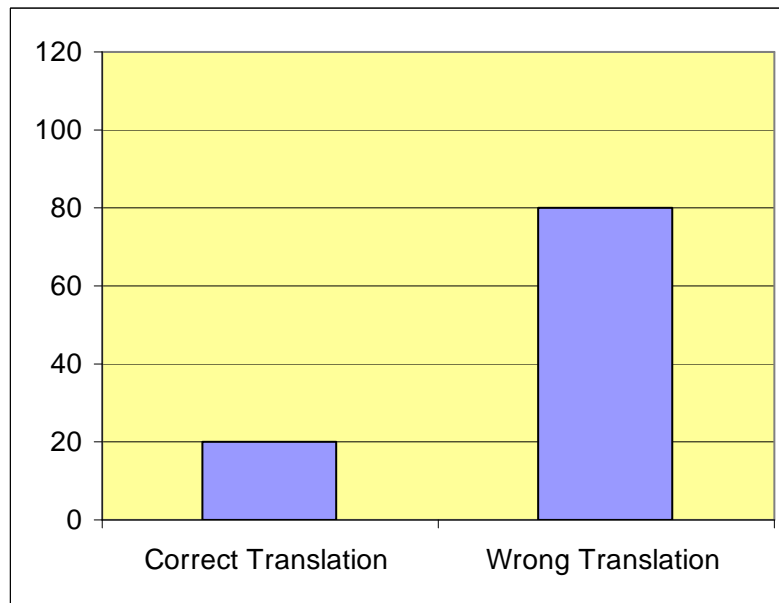


Figure 17: Correct Vs. Wrong Translation of the 17th Sentence.

In the 17th sentence out of 20 students, 4 of them (20%) used the suitable equivalent of " not only one ". The other 16 students (80%) misused or misunderstood this negative expression. 11 of them used " لم " before the main verb which is not negated in the English sentence. 4 of them used " لا " before the main verb. They made two mistakes: Firstly, when using " لا " before the main verb (adding negation to the TT) and secondly when using it with the past simple instead of " لم " . The last student mistook for placing the negative expression at the final position in the sentence.

Sentence 18: No one ate anything.

لم يأكل أحد شيئاً.

Translation	Number	Percentage
لم يأكل أحد شيئاً.	18	90%
لا أحد يأكل شيئاً.	1	5%
لا يوجد أحد لأكل شيء.	1	5%
Total	20	100%

Table 18: Translating the 18th Sentence.

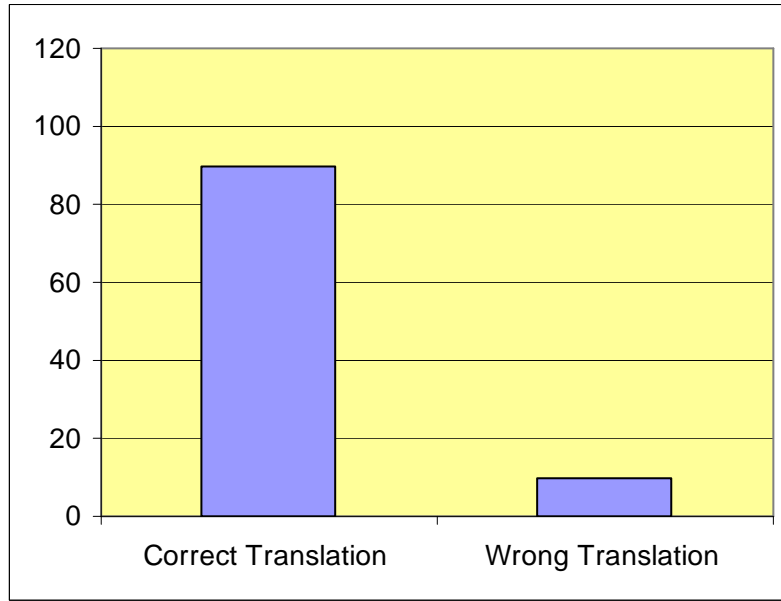


Figure 18: Correct Vs. Wrong Translation of the 18th Sentence.

In the 18th sentence out of 20 students, 18 of them (90%) got the right translation. The other 2 students (10%) answered wrongly. One of them negated " لا أحد " instead of negating the verb. He also used " لا " with the simple past tense. The other one negated the verb rashly , that is, he wrote " لا يوجد " when the verb is " لم يأكل ". He should negate the main verb of the sentence.

Sentence 19: In The future, people might not eat as much processed food as they do now.

من الممكن أن لا يأكل الناس الطعام المصنع في المستقبل كما يفعلون الآن.

Translation	Number	Percentage
في المستقبل ، قد لا يأكل الناس نفس الكلم من الأكلات السريعة كما يفعلون الآن.	7	35%
في المستقبل ربما لن يأكل الناس هذا الكم من الطعام الغير طبيعي.	9	45%
في المستقبل لا يجب على الناس أكل الأطعمة المعلبة كما يفعلون الآن.	4	20%
Total	20	100%

Table 19: Translating the 19th Sentence.

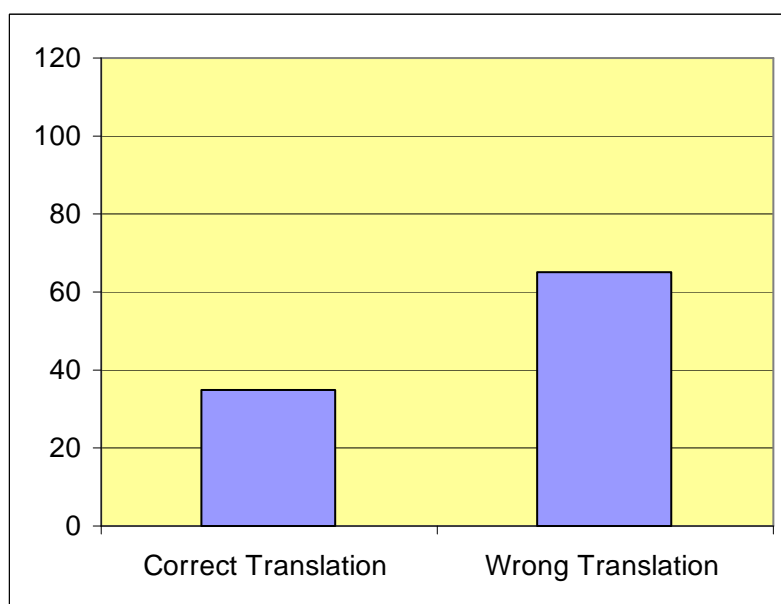


Figure 19: Correct Vs. Wrong Translation of the 19th Sentence.

In The 19th sentence out of 20 students, 7 of them used the correct equivalents of negative items. The other 13 students used unsuitable equivalents. 9 of them thought that probability is like the future, so they used " لن " to replace " not " in "might not eat ". The other 4 students used " لا " to express obligation which does not exist in this sentence.

Sentence 20: How many prizes did you win?

- None

كم عدد الجوائز التي ربحتها ؟

-لا واحدة.

Translation	Number	Percentage
كم عدد الجوائز التي تحصلت عليها. - ولا واحدة	16	80%
كم هو عدد الجوائز التي ربحت؟ لا شيء.	3	15%
كم من الجوائز ربحت؟ - لم أربح أيًا منها.	1	5%
Total	20	100%

Table 20: Translating the 20th Sentence.

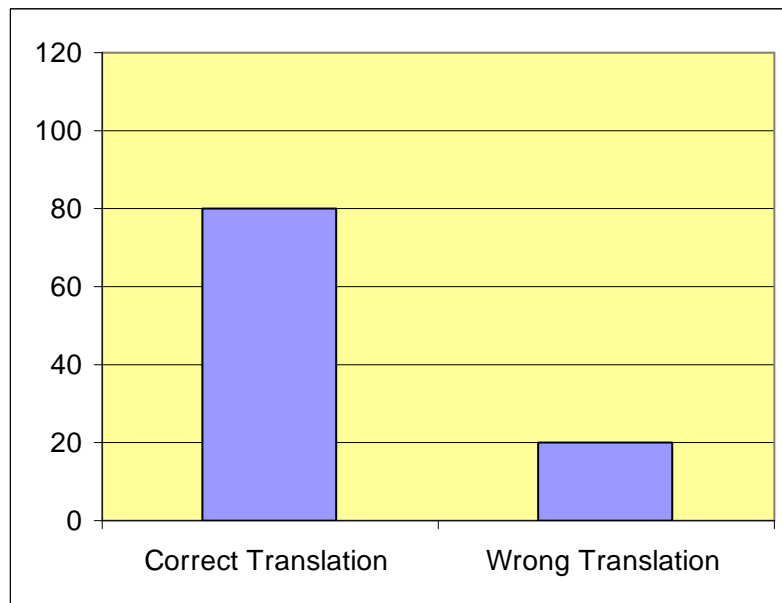


Figure 20: Correct Vs. Wrong Translation of the 20th Sentence.

In The 20th sentence out of 20 students, 16 of them (80%) got the right answer. The other 4 students did not know the appropriate equivalent of the word " none" ; when it is used in isolation, it is always translated into لا واحدة (ة). 3 of them used " لا شيء " which is not suitable for this sentence. The last student used " أيًا منها " which appears suitable but it is not the direct equivalent of " none " .

Sentence 21: Mary is jobless. She regrets not taking into account the job market at the time of her registration at university.

إن ماري بدون عمل وتتأسف على عدم تقديرها للعمل في الدكان أثناء تسجيلها في الجامعة.

Translation	Number	Percentage
إن ماري عاطلة عن العمل وهي نادمة على عدم أخذ بعين الاعتبار العمل الذي أتيح لها عندما كانت في الجامعة.	6	30%
ماري بطالة ، تتأسف لأنها لم تأخذ في الحسبان عمل السوق في الوقت الذي كانت مسجلة في الجامعة.	7	35%
ماري بطالة وتتأسف لأنها لا تستطيع أن تأخذ أي عمل في السوق في الوقت الذي سجلت فيه في الجامعة.	2	10%
ماري عاطلة عن العمل واعتقدت بأنه لن يؤخذ العمل بعين الاعتبار أثناء تسجيلاتها الجامعية.	1	5%
ماري عاطلة عن العمل وترفض مزاوله العمل في المتجر أثناء فترة تسجيلات الجامعة.	4	20%
Total	20	100%

Table 21: Translating the 21st Sentence.

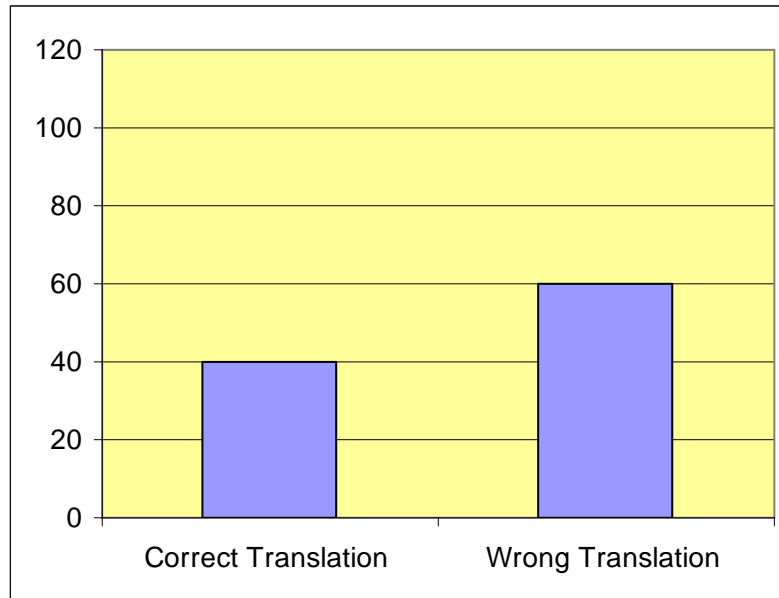


Figure 21: Correct Vs. Wrong Translation of the 21st Sentence.

In The 21st sentence, out of 20 students, 8 of them (40%) used the correct equivalents. The other 12 students (60%) used wrong items to translate negation. 7 of them used "لم تأخذ" to replace "not having". We have already mentioned that "لم" is used before the verb in the

past simple. The same observation can be made for the student who used " لن ". 4 of them translated this sentence without inserting negation at all.

Sentence 22: Will no one help me with these packages?

ألن يساعدني أحد في حمل هذه الأمتعة؟

Translation	Number	Percentage
ألن يساعدني أحد في حمل هذه الحقائق؟	13	65%
ألا يساعدني أحد في حمل الأمتعة؟	5	25%
هلا يساعدني أحد في هذه الأمتعة؟	2	10%
TOTAL	20	100%

Table 22: Translating the 22nd Sentence.

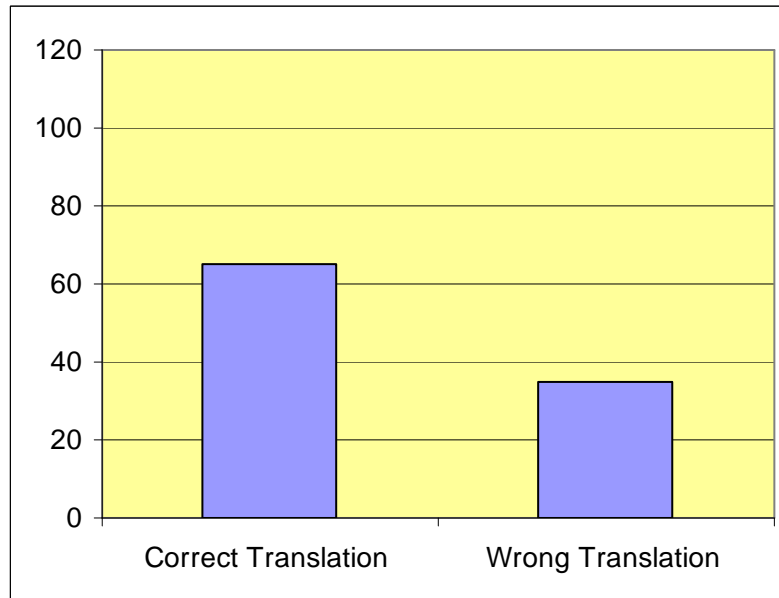


Figure 22: Correct Vs. Wrong Translation of the 22nd Sentence.

In The 22nd sentence, out of 20 students, 13 of them got the appropriate equivalent of the negative items. The other 7 students used wrong items. 5 of them used " لا " which should be used with the present simple while this sentence contains a verb in the future. The other Two students neglected the negation using the Arabic interrogative word " هلا ".

Sentence 23: Didn't you apply for a job them?

- No , I didn't ; and I don't think I will because I am not sure whether I won't regret it later.

- ألم تبحث عن عمل ؟.

- لا لم أفعل ولا أظن أنني سأفعل لأنني غير واثق أنني سوف لن أتأسف على ذلك لاحقاً.

Translation	Number	Percentage
ألم تخطط لإيجاد عمل بعد ؟ لا ، لم أفعل ، ولا أظن أنني سأفعل لأنني لست متيقناً بعدم قبوله في المستقبل.	5	25%
ألن تبحث إذن عن عمل. لا ولا أستطيع ولا أظن أنني سأفعل لأنني غير متأكد ممن رفضني له لاحقاً.	12	60%
ألا تبحث عن عمل ؟ كلا لم أفعل ولا أعتقد أنني سأفعل لأنني لست متأكداً من أنني سأسف على ذلك.	2	10%
هل بحثت عن عمل؟ لا أظن أنني لن أجد لأنني لست متأكداً ما إذا سوف أقبله لاحقاً أم لا.	1	5%
Total	20	100%

Table 23 : Translating the 23rd Sentence.

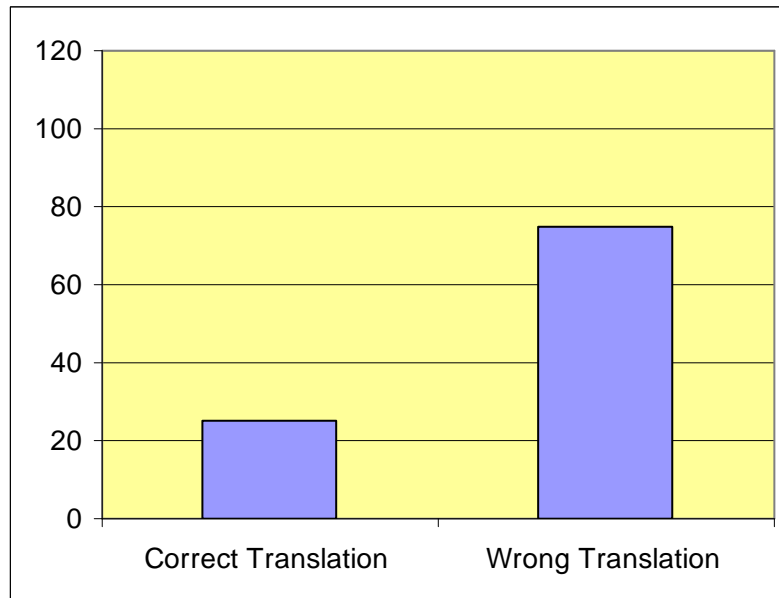


Figure 23: Correct Vs. Wrong Translation of the 23rd Sentence.

In The 23rd sentence out of 20 students, 5 of them got the right equivalents. The other 15 students made different mistakes. 12 of them used "ألن" to replace "didn't". They also neglected the last negative item "I won't". Two other students used "ألا" to replace "didn't you". The last student did not insert negation at all in the question. He also neglected translating negation in "I Won't" in the response sentence.

Sentence 24: Neither of the pupils heard the alarm.

لا واحد من التلاميذ سمع صوت الإنذار.

Translation	Number	Percentage
لا أحد من التلاميذ سمع الجرس	8	40%
لم يسمع أي تلميذ الجرس.	10	50%
كلا التلميذين لم يسمعا الجرس.	2	10%
Total	20	100%

Table 24: Translating the 24th Sentence.

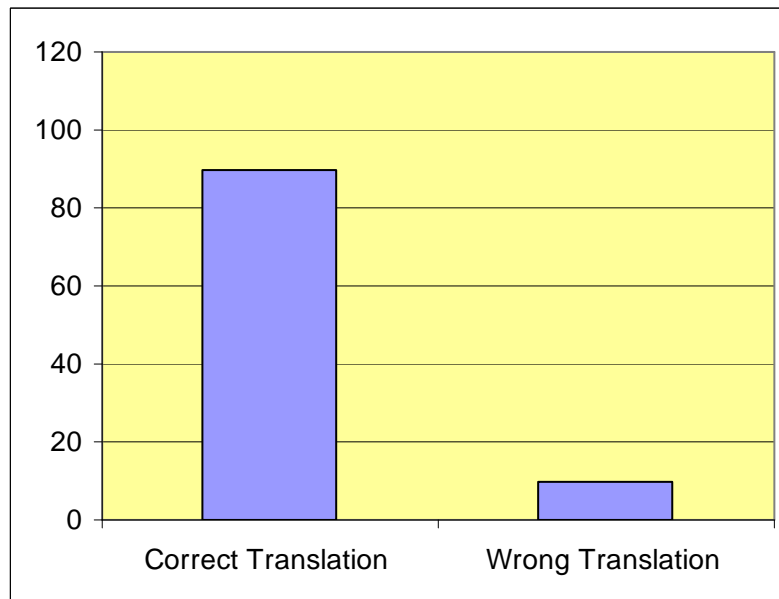


Figure 24: Correct Vs. Wrong Translation of the 24th Sentence.

In The 24th sentence out of 20 students, 18 of them (90%) got the right answer. They translated differently but correctly. 8 of them used the most suitable equivalent of the word "neither" which is "لا واحد". The other 10 students used "لم" to negate the verb in the past

simple. Then, they inserted " أي " or " أحد " before the subject in the Arabic sentence. The two other students got wrong answers. Both of them thought that " neither " refers always to two things that is why they used " كلا " .

Sentence 25: No sooner had the head of the department hung the exams planning, than students overcrowded and saw it.

ما انفك / ما إن علق رئيس القسم جدول الامتحانات حتى ازدحم الطلاب ورأوه.

Translation	Number	Percentage
ما إن علق رئيس القسم برنامج الامتحانات ، حتى احتشد الطلبة لرؤيته.	12	60%
علق رئيس القسم برنامج الامتحان ليس ببعيد فاحتشد الطلاب ورأوه.	8	40%
Total	20	100%

Table 25 : Translating the 25th Sentence.

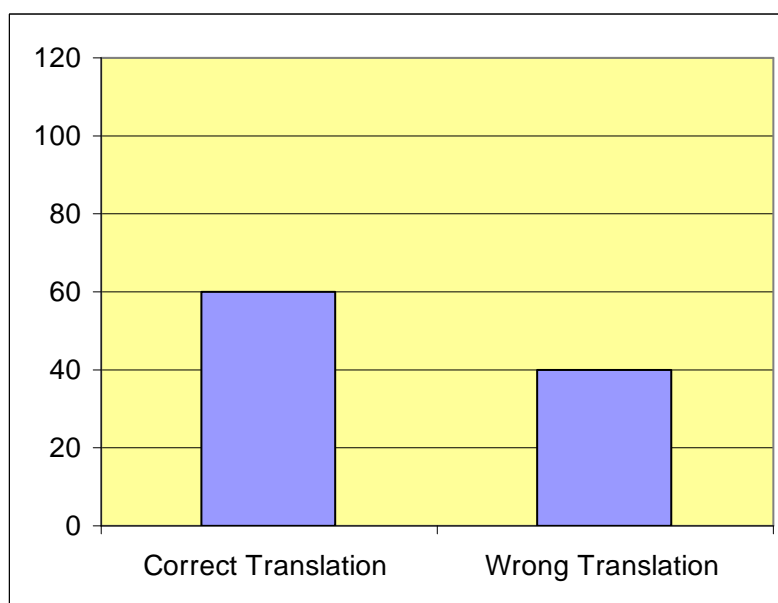


Figure 25: Correct Vs. Wrong Translation of the 25th Sentence.

In the 25th sentence, out of 20 students, 12 of them (60%) used appropriate equivalents of the negative word " no sooner ". The other 8 students (40%) used word- for-word translation; they translated. " no " into " ليس " and " sooner " into " قريب " . So, they produced a wrong translation since "no sooner" means all together in Arabic "ما انفك".

1.4 Results

After dealing with all the sentences given in the translation test, one can notice that students use the appropriate equivalents of negative items when the sentence has a simple structure or when the negative words are familiar to them. However, they translate wrongly if they face new negative items inserted in a complex structure of a sentence. They do not know when they can change the negative equivalent to a more suitable one for the meaning of the sentence because every negative word in English can have other alternatives to be translated into Arabic. Those alternative equivalents are chosen to suit the meaning and the structure of the sentence in the target language.

Conclusion

In conclusion, we can say that students are aware of the appropriate use of the familiar negative words used in simple sentences. They also focus on meaning rather than applying grammatical rules accurately concerning each item in the sentence including negation. But it is preferable to be restricted to the S T to produce a native- like sentence. Students do master the negation translation rules, however, they face difficulties because of the negative words themselves and the sentence structure which complicate the matter.

General conclusion

After carrying out this research theoretically and practically, we can say that translating negation from English into Arabic is problematic to a large extent. Negative sentences have different structures in both languages English and Arabic that is why their translation does not depend, in most cases, on mastering the rules of negation's translation. Hence, finding the appropriate equivalent of negative words that is suitable lexically and structurally to the TL is difficult. Moreover, students may face difficulty in translating negative words that are rarely used since they ignore their equivalents and their suitable position in the target sentence.

Bibliography

- Allsop, J.(1986). *Cassels' Students English Grammar*. Liverpool: English Language Book Society.
- Aziz, Yowell, Y & Lataiwish, M.S. (2000). *Principles of translation*.Benghazi: Dar Annhada Al- Arabiya.
- Baker, M. (1992). *In Other Words: A Course Book on Translation*. London: Routledge.
- Baker, M. (1994). *In Other Words: A Course Book on Translation*. London: Routledge.
- Bassnett, S. (2005). *Translation Studies*. London: Routledge.
- Bassnett, S. (1991). *Translation Studies*. London: Routledge
- Biber, D. et. al. (2002). *Corpus linguistics: Investigating Language Structure and Use*. Cambridge: Cambridge University Press.
- Bright, J, A. (1973). *Gerunds and Infinitives*. Cambridge: Longman for the British Council.
- Catford, J, C. (1965). *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. Oxford: Oxford University Press.
- Fawcett, P. (1997) *Translation and Language: Linguistic Theories Explained*. Manchester: St Jerome Publishing.
- Ghazala, H. (1995). *Translation as Problems and Solutions: A Course Book for University Students and Trainee Translators*. Valetta: ELGA Publications..
- House, J. (1977) *A Model for Translation Quallity Assessment*. Tubrigen: Gunter Nan.
- Jackobson, R. (1959). *On Linguistic Aspect of Translation*. Brower, R.A (ed). On Translation Cambridge: Harvard University Press.
- Langedeon, T. (1970) *Essentails of English Grammar*. New York: HoltRinehart Winston.
- Leech, G. et al. (2006). *An A-Z of English Grammar and Usage*. England: Longman.
- Nida, E & C. Taber. (1969). *The Theory and Practise of Translation*. Leiden: EJ. Brill.

Shuttleworth, M & M, Cowie. (1997) *Dictionary of Translation Studies*. Manchester:
St Jerome Publishing.

Yule, J. (1999) *Pragmatics*. Oxford: Oxford University Press.

Appendix
The Translation Test

Name:.....

Dear students

This test is supposed to provide a clear overview about your ability of applying the grammatical rules in translation, especially in negation's translation. We will be so grateful if you could take the time and the energy to share your experiences by translating the sentences below.

Your translation will be very useful for our research project. So, we hope you give us full attention and interest when translating the following sentences.

Thank you in advance

1) I like neither lying nor cheating

.....

2) Have you got any idea?

a. No, none at all.

.....

.....

3) Our parents would not have enjoyed our failure.

.....

4) Don't you understand the lesson?

.....

5) Unless you revise well, you will fail in the exams.

.....

6) John saw no one.

.....

7) They no longer earn enough money to buy good food.

.....

8) Before 1492, people in the old world thought that there were no human beings beyond
The Atlantic Ocean.

.....

9) John knows none of his classmates.

.....

10) No matter where you live, you will find it difficult not to laugh at, say, Charlie
Charlie's films.

.....

.....

11) Unless he apologizes, I won't speak to him.

.....

12) All what glitters is not gold.

.....

13) Never open the door without his permission.

.....

14) I am sorry about Mary not going to the party.

.....
15) No phones allowed.

.....
16) If only he wouldn't wear that ugly shirt.

.....
17) She wanted to take not only one, but two degrees both a master's and a doctorate of science

.....
.....
18) No one ate anything.

.....
.....
19) In the future, people might not eat as much processed food as they do now.

.....
.....
20) How many prizes did you win?

a. None.

.....
.....
21) Mary is jobless; she regrets not having taken into account the job market at the time of her registration at university.

22) Will no one help me with these packages?

.....

23) Didn't you apply for a job then?

No, I didn't; and I don't think I will. Because I am not sure whether I won't regret it later.

.....

.....

24) Neither of the pupils heard the alarm.

.....

25) No sooner had the head of the department hung the exams planning, than students overcrowded and saw it.

.....

.....

المخلص

اصبحت الترجمة في هذا الوقت عملا ضروريا بسبب الحاجة الى التعامل مع اناس اخرين يستعملون لغة اخرى و تمارس الترجمة عندما يملك المترجم رصيذا كافيا من المعرفة عن مختلف جوانب كلا اللغتين الام و المصدر و هما النحو والمفردات.

يعد النحو احد جوانب اللغة الذي يجب على المترجم اتقانه بشكل جيد وربما انه مجال واسع للدراسة فان اهتمامنا سيكون محصورا على النفي.

هذا البحث يحاول القاء الضوء على بعض الصعوبات المصادفة في ترجمة النفي.