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**Difficulty in Translating the Arabic Grammatical
Category 'The Accompaniment Complement' (المفعول معه)
into English. The Case of First Year Master Students of
English, University of Constantine.**

**Dissertation submitted in partial fulfillment of the requirement for the
Master degree in Applied Languages Studies**

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Dedication

I dedicate this dissertation to:

My dear husband Benzaoui Rabah, God bless him

My generous mother Naima and my dear father Nacer Eddine, God protect them

My dear mother in-law Toma, God protect her, and my memorable father in-law Salim, God gives him mercy

My venerable grandparents, Saleh (God cure him and give him the health), Youssef and Hadjira (God protect them and give them the health). And my memorable grandmother Thalja (God give her mercy)

My lovely sister Hadjer, and my beloved brothers Taki Eddine Zakaria and Yahia Abd Nour (Midou)

My aunts, uncles, cousins and all my big family

My sisters and brothers in-law and all their children

My best friends Khadidja, Soumia, Asma, and Chahra who I Loved

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Abstract

The present research attempts to test the students' abilities in translating the accompaniment complement () from Arabic into English. The objectives of this study are to find out whether students find difficulties in translating it and to identify these potential difficulties and their reasons. The hypotheses of this research emphasize that if students truly understand the accompaniment complement, they will be able to translate it and also the absence of the accompaniment complement equivalent in English will lead students to translate it literally. In order to test these hypotheses, a questionnaire and a test have been submitted to first year Master students of English. The findings reveal that students have serious problems that make them unable to translate the accompaniment complement into English appropriately. The absence of the accompaniment complement equivalent in English and the difficulty in understanding its meaning lead to inappropriate translations.

List of Abbreviations

TL: Target Language

SL: Source Language

TT: Target Text

ST: Source Text

Vs: Verses

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General Introduction

1. Statement of the Problem

When translating a piece of writing, many problems face translators and students because of differences between languages. Because of that the translator must be very careful when he translates. Some people may think that translation is an easy process, especially the translation of grammatical categories, and it is just to find their equivalents in the target language. However this is not always true; there are some categories which have not equivalents in the target language. One aspect of these cases is the Arabic grammatical category ‘*al-ma’athir*’ (the accompaniment complement). So, this study is based on difficulties which face first year Master students in translating this category into English. This difficulty emerges because this category has not an equivalent in English.

1. Aim of the Study

The main aim of this dissertation is to shed light on one aspect of difficulties in translation which face students of English as a foreign language. This difficulty is the translation of the category ‘*al-ma’athir*’ (the accompaniment complement) into English. This study is based on showing this difficulty, its reasons, and how students try to translate it.

2. Research Questions

Our study aims at investigating the following questions:

- 1) Is the absence of this category in English the only reason of difficulty or are there others?
- 2) How do students translate this category?
- 3) Does their understanding of this category affect their translation?

5. Research Hypotheses

In our research two main hypotheses are put:

1. If students truly understand the meaning of the accompaniment complement, they will be able to translate it.
2. The absence of the accompaniment complement equivalent in English will lead students to translate it literally.

6. Methodology

6.1. Materials

In order to collect data and test the hypotheses, two main tools will be used. A questionnaire will be given to 1st year Master students in order to know their views about translation in general, their understanding of the category the accompaniment complement, their awareness about its meaning, and how it is translated. Also, a test will be given to the same sample in order to know their abilities in translating it and which strategies they apply. After collecting data, the results will be analyzed quantitatively and qualitatively to show the importance of understanding the accompaniment complement. This analysis will help students a lot in order to do acceptable translations.

6.2. Subjects

The population of our research is 1st year Master Students. This population has been chosen because these students have had enough lectures in translation during their previous years of study. In addition, they are selected in order to know whether postgraduate students still have difficulties. We will select thirty (30) students randomly from this population as our sample.

7. Structure of the Study

This research is divided into two main chapters. Chapter one is a theoretical part which deals with a review of translation, grammar, and the accompaniment complement. Chapter Two is the practical part of our research. It deals with the research methodology, and the analysis of the students' questionnaire and test.

Chapter One: Translation, Grammar, and the Accompaniment Complement

Introduction

1. Translation

1.1. Definition

1.2. The Importance of Meaning

1.3. Types of Translation

1.4. Equivalence

1.5. Translation Problems

2. Arabic Grammar

1.1. Definition of Grammar

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3.1. Definition

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3.5. Difference between the Companionship and Conjunction

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Introduction

The present chapter is the theoretical part of the research. It includes a literature review and is divided into three parts; each one will discuss a set of aspects. The first part is about translation in general, its definition, types, equivalence, and translation problems. The second one is concerned with some concepts of Arabic grammar such as word classes, grammatical categories, and grammatical functions. The third one is about (accompaniment complement). It includes its definition, conditions, rules and grammatical equivalence.

1.1. Translation

1.1.1. Definition

Translation is a field which makes relations between different languages (Catford, 1965). The term translation refers to both process and product (Lataiwish, 1999). As a process, translation means how texts will be translated. As a product, it is how translation must be, i.e., how the translated text should be. Translation has several definitions by many scholars, since each scholar focuses on a specific aspect. For example, Catford defines translation as “the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)” (1965: 20). Also, Lataiwish and Aziz see that “translation is replacing a text in one language by another text in another language” (1999:11). Both definitions are based on text-translation. They see that translation should involve two languages: the source language (the original language), and the target language (the language in which the text is translated). Ghazala also defines translation by saying: “Translation [refers] to all the processes and methods used to convey the meaning of the source language into the target language”(1995:1). He thinks that translation includes using words which have their equivalents in the target language, new words which have not their equivalents, foreign words written in the target

language letters, and foreign words changed to suit the target language pronunciation, spelling, and grammar (ibid.).

1.1.2. The Importance of Meaning

When translating a piece of writing, the translator does not translate only grammar and style, but he also translates meaning. Meaning is an important and essential element in translation because it is a very important property of language. Grammar, vocabulary, style, and phonology are also important in translation, but their roles are taken into consideration in understanding and affecting meaning. So, meaning is the network of all these language components, hence it is their product (ibid.). Lowendowski (1978) defines translation on the basis of meaning; he sees translation as “the transfer of ‘meaning’ from one set of language signs to another set of language signs” (Cited in Shutteleworth, 1997:182). During translation, the meaning of the source text is preserved and presented according to the target language grammar, style, vocabulary and phonology. So the appropriate translation is the translation of meaning, both semantic and pragmatic, and nothing else.

1.1.3. Types of Translation

The type of translation is determined by the method which is followed. Scholars have suggested many pairs of translation methods such as literal vs. free translation, formal vs. dynamic, and semantic vs. communicative. In fact, all these pairs express the same thing, only the names differ. The most traditional and known method are literal vs. free translation.

1.1.3.1. Literal Translation

Literal translation works to preserve the source text by producing a close text in the target language. The translator does not take into consideration the target culture. He keeps the

culture of the source language, and focuses only on the literal meaning. Ghazala (1995) divides this type into some subtypes which are:

1.1.3.1.1 Word-for-Word Translation

This method is a translation of individual words as they are in isolation without taking into consideration the target language grammar, word order, context and special uses. So the whole concentration is on the source language. The target text must follow the source one and be exactly like it. Hence, this method is not acceptable because it ignores the target language entirely and also ignores any indirect or metaphorical use of words. It cannot also find solutions to the absent equivalents (ibid.). For example, the sentence *The child ate a big apple* is translated as: .

1.1.3.1.2. Ono to One Literal Translation

In this type each word, phrase, or a clause is translated into a word, a phrase, or a clause in the target language. A noun is translated into a noun, a verb into a verb, a collocation into a collocation, and an idiom into an idiom even if the collocation or the idiom does not exist in the target language. Unlike word-for-word translation, this method takes into consideration the context and does not ignore the metaphorical and special use of words. Although it is better than word-for-word translation, it is still unacceptable because it ignores the word order and the grammar of the target language (ibid.). For example, the sentence *My friend is good* is translated as: .

1.1.3.1.3. Direct Translation (Translation of Meaning)

This type of translation takes into consideration the grammar, the word order and metaphorical uses of words in the target language and focuses on the direct or the literal

meanings of words in different contexts and combinations. This method is considered the best type of literal translation. But it has disadvantages; for example, it does not take into consideration whether the meaning is direct or indirect, common or uncommon (Ghazala, 1995). For example, the sentence *To run a company* is translated as _____ and not _____.

Literal translation is practiced in some types of texts, for example technical and legal ones, but it is not workable in other types such as literary texts and poetry (Shuttleworth, 1997). However, this type of translation ignores the pragmatic meaning of utterances and also the culture of the target language.

1.1.3.2. Free Translation

In this method of translation, the translator practices the process freely without any limitations. As Catford said, free translation is unbounded (1965). Shuttleworth said that “free translation is a type of translation in which more attention is paid to producing a naturally reading TT than to preserving the ST wording intact; also known [...] sense-for-sense translation.” (1997:62). Translation goes beyond and behind words or phrases, out of texts and contexts (Ghazala, 1995). The translator infers the implications and hidden meanings which are intended by the writer of the source text or the speaker. This type is more used in literary texts and poetry unlike literal translation. Ghazala (1995) divided free translation into:

1.1.3.2.1. Bound Free Translation

In this method, translation is related to the context directly even if the wordings of the target text are different from the original ones in the source text because the meaning is the same (they are different but they express the same idea). That is due to variations in languages and cultures. Ghazala states that although bound translation goes beyond context, it is not far

from it. So the bound free translation is acceptable because it is still related to context. For example, the sentence *You look quiet* is translated as: . (ibid.).

1.1.3.2.2. Loose Free Translation

In this method, when you look to the source text and the target text you feel that they are completely unrelated because they have very different meanings. The translator here tries to infer the pragmatic meaning and what the speaker means or wants by his speech, and translates it according to that implied meaning. Ghazala said: “[Loose free translations] are concluded from [the original] by the translator for different personal reasons.” (1995:15). However, the first type of free translation is more acceptable than this type because it is the job of the reader to interpret the implications beyond the text and to conclude and infer the implied meaning. The translator should transmit the text directly and contextually. For example, the sentence *I am frightened* is translated as: , and the sentence *It is half past nine* is translated as .(ibid.).

Free translation is more TL oriented than literal translation as Shuttleworth said. (1997). However the direct translation, the third type of literal translation, is considered as most suitable and widely used, and it is preferable for students because it is a convincing translation. Anyway, each type of translation is used in specific types of texts. For example, literal translation is used in technical texts and the free one is used in literary texts.

1.1.4. Equivalence

Equivalence is a term to describe the relationship which exists between SL and TL items or texts (Shuttleworth, 1997). Lataiwish (1999) sees that equivalence is very essential and considers it as the basis of translation. He said that the translated text must be equivalent to the source text in one way or another especially in meaning, and he argued that meaning is the

most common basis for equivalence. Nida and Taber also see that equivalence is important in translation. They said: “translating consists in reproducing in the receptor language the closest natural equivalent of the source language matters, first in terms of meaning and secondly in terms of style” (1969: 12). However, a heated controversy emerged between theorists about the theory of equivalence. They are divided into three groups. The theory of the first group is based on the linguistic approach, but they forget that translation is not only a matter of linguistics. The second group sees that translation equivalence is a transfer of the message from the source culture to the target culture and the semantic/pragmatic approach to translation. The third group stands in the middle. It is the most convincing one because it gathers all approaches and sees that translation is not the equivalence of individual words, and not only the equivalence of the pragmatic meaning, however it is the equivalence at all levels (Leonardi, 2000). Baker is one of the theorists of this group and sees that equivalence must be at different levels. The first level of equivalence is at and above word level. The first thing the translator takes into consideration is words as single units, and then he or she considers a number of factors which affect the word such as gender, number, and tense. Another level of equivalence is grammatical equivalence. The second thing that the translator considers is grammatical categories, and then compares them in the two languages. If there are some cases where there is no equivalence, he or she tries to add or omit information. Textual equivalence is another level which is based on equivalence in terms of information and cohesion. The last level is pragmatic equivalence. This level is based on implicatures and implied meaning (Baker, 1992).

1.1.5. Translation Problems

Translation seems to be an easy task, and it is just to find equivalents of the source language elements in the target language. However it is very difficult because when translating, the translator may face difficulties which make him stop translating, think, rethink, and use

dictionaries (Ghazala, 1995). These problems are at different levels. Ghazala (1995) divided them into: grammatical, lexical, phonological, and stylistic.

1.1.5.1. Lexical Problems

The problem at this level is arisen when the translator or the student does not understand a word or expression clearly and directly, or does not find its equivalent in the target language. Lexical problems are the greater number of problems posed to students because they think that translation is only at word level, translating words as they are in isolation. There are many kinds of this type of problems such as polysemous words, synonyms, idioms, proverbs, metaphors, collocations, technical terms, proper nouns, political establishments, titles, geographical terms, and UN acronyms (ibid.).

1.1.5.2. Grammatical Problems

Arabic and English grammars are different because Arabic and English belong to different families. Arabic is a Semitic language, and English is a Germanic one (ibid.). Each language has its specific grammatical rules, elements, categories, and features. This variation causes many problems to students when they translate.

1.1.5.3. Stylistic Problems

Style is very important because it is regarded as a part of meaning. If we ignore it, we ignore a part of meaning. Because of this importance, stylistic problems have been given a great attention. Sometimes when the translator tries to translate, he finds a kind of non-equivalence in some points such as formality vs. informality, simple vs. complex style, short vs. long sentences, passive vs. active style, and ambiguity. This non-equivalence leads to many problems (ibid.).

1.1.5.4. Phonological Problems

This type is limited to some types of texts such as literature, especially poetry, and advertising. This type of problems focuses on sounds (ibid.). It is the translation of sounds from SL into TL because of specific purposes. For example, as Mahdi said, in translating poetry some translators try to make the translated poem like the original one in terms of phonological structure by finding sounds in the target language as those used in the source language (2007). This translation is very difficult.

1.2. Arabic Grammar

1.2.1. Definition of Grammar

The term grammar refers to a set of rules which determine the way of combining units such as words and phrases in a specific language (Baker, 1992). It can be considered as a science because it describes how language is used. Leith said: "Grammar for linguists is the level of their analysis of linguistic structure which concerns the organization of words into sentences"(1997: 91). So, grammar is very important in any language in the world. There is no language which has not its specific grammar and no person can learn a language without learning its grammar. Al-Muttawa and Kailani said: "A language cannot be learned without learning its grammar, because it is the element that makes meaning in language use" (1989: 69). Speakers of grammar should know its rules otherwise they cannot put words in a meaningful way. As Leech, Deuchar, and Hoogemaad (1982:4) said: "Grammar [is] a part of language which relates sound and meaning. The meaning conveyed by language has to be converted into words [...] put together according to grammatical rules." So, grammar relates phonology and semantics because it relates sound and meaning. Grammar includes morphology and syntax. Morphology refers to the structure of words; it studies the way in which words and

morphemes are built. Syntax refers to the structure of sentences, i.e, the combination of units such as words into phrases and sentences, and also concerns word classes.

1.2.2. Arabic Word Classes

Sentences in any language consist of units which are considered as parts of speech (word classes), for example articles, nouns, verbs, adjectives, adverbs, and prepositions (Harouni, 2005). In Arabic, we find all these word classes: noun () such as , , , ; Adjective (): , , ; Adverb (): , , ; Verb (): , , a , ; Article (): definite, and indefinite, 0 article ; Preposition (): , , ; Conjunction (): , , .

1.2.3. Grammatical Functions of Word Classes

Some word classes such as nouns, verbs, adjectives, and adverbs have different functions in the sentence such as subject, object, verb, and complement (ibid.).

The sentence consists of two kinds of constituents, obligatory and optional (ibid.). In an Arabic verbal clause, if the verb is transitive, the obligatory constituents are the verb (), the subject (), and the object (). But if the verb is intransitive, they are the verb () and the subject (). However, in an Arabic nominal clause, the obligatory constituents are the subject of the nominal clause (topic) () and the complement (comment) (). So, without the above constituents the sentence will be ungrammatical.

The optional constituents are adjuncts and can be removed without affecting the sentence because it is still grammatical (ibid.). In Arabic there are many adjuncts for example .

1.2.4. Complements ()

Complements () are accusative nouns which show on what or whom the verb happens, its number, kind, reason, place, time, and company. They are considered as additional information in the verbal clause. There are five types of : , , , , (Al-Dahdah, 2001).

1.2.4.1. The Object ()

It is the thing or the person on which the action happens. For example, in the sentence (I read the book), (the book) is (object) (ibid.). It may be direct or indirect (). For example, in the sentence (I gave my colleague the book), (my colleague) is an indirect object and (the book) is a direct object.

1.2.4.2. Time and Place Complement ()

It is an accusative noun that comes after the verb in order to determine the time and the space of the action (ibid.). Al-Tarifi (2003) said that it takes the meaning of (in). For example, in the sentence ^a (The student went to the library to revise), is (adverb of place). Another example is ^a (I went to the university in the morning). is (adverb of time).

1.2.4.3. Reason of the Action ()

It is an accusative noun which shows the reason of the action (Abd-Almouaine, 2004: 496). It is the answer of the following question: why does the agent do the action? (Al-Dahdah, 2001). For example, in (I washed my sister's clothes to help her), is (Reason of the action).

1.2.4.4. Absolute Complement ()

It is an accusative original noun that comes after a verb to confirm the action, or to show its kind or number (Abd Al-Mouain, 2004). Al-Tarifi said that is the original noun of the verb, i.e., it is similar to the verb in the form and the sense (2003). For example, in (the teacher hit the pupil). is (absolute complement).

1.2.4.5. Accompaniment Complement ()

It is an accusative noun that comes after the verb. It is the company of the action; the action happens with its presence (Abd Al-Mouain, 2004). For example, means (I sat beside the library). is (accompaniment complement).

This research is concerned with (the accompaniment complement) and its translation into English because this word class does not exist in English.

1.3. Accompaniment Complement

1.3.1. Definition

The accompaniment complement is an adjunct in the verbal clause, and it accompanies the verb or the action, and does not participate in it. For example, the sentence does not mean that the beach also walks, but it means that I walked beside the beach. So, it is a company of the action of walking (Al-Afghani, 1970). may have different meanings in different contexts. It can refer to a place, a time, a person, a thing, or an animal.

1.3.2. Form

is an accusative noun that comes after ; it is for companionship. It is preceded by a verbal clause containing a main verb (Mubarac, 1992). For example,

(I sat beside the river). is , is a verb, and is . It can be also preceded by a noun which has the meaning of the verb or the action (ibid.). For example, in the sentence (I like your walk on the sidewalk), (your walk) is a noun which has the meaning of walking.

1.3.3. Conditions

has some conditions which are:

- 1-It should be optional, additional, and comes after a complete sentence (Al-Dahdah, 2001).
- 2- should be for companionship and not for addition and not as a conjunction (ibid.).
- 3-It must be after and not (with) (Mubarak, 1992).
- 4-It should be after a verb, or a word which implies the meaning of the verb (ibid.).

1.3.4. Rules

- 1- Al-Dahdah (2001) said that the accusation of can be due to the verb, the verbal noun, , , and (2001). The accusation is due to:
 - The verb which precedes it, for example ___ (The man walked in the gardens).
 - The verbal noun (implies the meaning of the verb), for example _____. (I like your walk on the sidewalk).
 - (the noun of the doer), for example ___ (I walk on the sidewalk).
 - (the noun of the object) for example, _____ (The car is left with the driver).
 - , for example _____ (Be quiet, do not follow the boat).
- 2- should not precede the verbal clause. It is not appropriate to say: _____. (Al-Afghani, 1970).
- 3- It should not be between the verb and the subject. It is not appropriate to say:

(Al-Dahdah, 2001).

4- (waw for companionship) should not be omitted (ibid.).

5- No word should be between (waw) and (ibid.)

6- The accusation may be by or (which refer to a question), for example and (how is your relation to Zaid) (ibid.).

1.3.5. Difference between (Companionship) and (Conjunction)

- The conjunction () means that two persons or two things participate to do an action, i.e, the two do the action. Also is a conjunction for addition (Ben-Taridi and Ayat Abd- Alsalam, 2007). For example, in ^a (Khaled and Ali went to school), both of them went to school. The noun after is nominative.

- The companionship () shows that the action happened with a company. accompanies the action and does not participate in it. So, is used for companionship and not for addition (ibid.). For example, in (the child sat in front of the television), the television does not participate in the action of sitting; it is just a company of this action. The noun after is accusative.

1.3.6. States of the Noun after (waw)

There are three cases of the noun after (waw of companionship) which are:

- If cannot be a conjunction in the sentence, the accusation will be obligatory and the noun after became (accompaniment compliment). For example, in the sentence (I walked when the sun rised), is . In this sentence is for companionship and not a conjunction because does not participate in the action of walking, but it accompanies it (Mubarak, 1992).

- If the conditions of are not provided, the nomination will be obligatory and became a conjunction. So the noun after is not (ibid.). For example, in the sentence ^a (each man and his children go). is a conjunction because children participates in the action.
- Both accusation and nomination are acceptable if the conditions of and are provided and can be a conjunction or for companionship. For example, in the sentence , can be because it means that Zaid came when Khaled came (not together). And can be a conjunction (Ali and Khaled came together) (ibid.).

1.3.7. Grammatical Equivalence

Grammarians distinguished between two kinds of grammar, universal and grammar of a particular language. Universal grammar is the set of rules which consists of properties that all languages of the world have. A grammar of particular language consists of specific rules which distinguish this language from other languages (Langedoen, 1970). Because each language has its grammar, there may be many differences between grammatical structures and categories. These differences may lead to difficulties in translation from the source language into the target language. The change between the source and the target languages may lead to add information to the target language which is not expressed in SL. This is applied when TL has some grammatical categories or word classes which SL has not (Baker, 1992). Also, some grammatical categories or word classes may be found in SL and do not exist in TL. If this happens, the information expressed by this category or word class may be ignored (ibid.). Sometimes we do not ignore the information, but express it or explain it according to the structure or grammar of TL. So, lack of equivalence between languages in terms of grammar leads to grammatical problems in translation. In Arabic there are some grammatical categories and word classes which have not their equivalents in English. For example, (the

accompaniment complement) does not exist in English and that leads to problems in translating it.

Conclusion

Translation has a great importance because it is a means which helps people from different societies and countries to communicate and know different cultures in the world. But it is difficult in the same time. The translator must know the two languages in terms of vocabulary, grammar, phonology, and also in terms of culture. He or she should know how to find solutions if there is lack of equivalence. The accompaniment complement () is very difficult to be understood since it is ambiguous and has a complicated structure. It can be assumed that this difficulty in understanding it may lead to many problems especially when students do not know it. The next chapter will test this assumption and reach the aim of this research.

Chapter Two: The Situation Analysis

Introduction

1. The Sample

2. Research Tools

3. Description of the Questionnaire

4. Analysis of the Questionnaire

5. Description of the Test

6. Analysis of the Test

7. Summary of Findings

Conclusion

Introduction

The previous chapter includes theoretical concepts about translation in general and the translation of the Arabic grammatical category or the word class accompaniment complement () into English. This chapter will deal with the practical part of this research paper in order to know the problems or the difficulties in translating this category from Arabic into English which face students of English as a foreign language. Also, this chapter deals with the analysis of the data to test the hypotheses. It is divided into two main parts. The first part includes a questionnaire which is used to recognize the students' views about translation, their difficulties, their understanding of the accompaniment complement, their awareness about its meaning, and how they translate it. The second part includes a test which is used to know the students' abilities in understanding the accompaniment complement and translating it into English.

2.1. The Sample

In order to test our hypothesis and collect data, a selected sample is required. The population of our research is first year Master students from Applied Languages Studies in the Department of English, Mentouri University, Constantine. Thirty (30) students are selected randomly from the total population (about 180 students). These thirty students are a group among four groups in Applied Languages Studies.

2.2. Research Tools

As mentioned above, data is gathered through two main tools: a questionnaire and a test.

2.2.1. The Questionnaire

The questionnaire is the first tool used in order to conduct this research paper. Most questions are closed in order to have the maximum information from students. The major reason of using the questionnaire as a tool of our research is to identify the students' knowledge and understanding of the accompaniment complement (), their difficulties in translation especially in translating this category, and the strategies they use in translating it.

2.2.2. The Test

The test is the second tool which is used in our research. The sentences of this test are taken from different sources of Arabic grammar. The major reason of using this tool is to recognize the students understanding of the accompaniment complement, awareness about its meaning, and strategies of translating it.

2.3. Description of the Questionnaire

The questionnaire is designed to suit the aim of our research. It contains sixteen (16) questions and is divided into three sections. The first section is about general information. The second is about translation in general, and the last is about the accompaniment complement ().

2.4. Analysis of the Questionnaire

The analysis of this questionnaire relies on the technique of percentages.

2.4.1. Section One: General information

Question One: What was your stream in the secondary school?

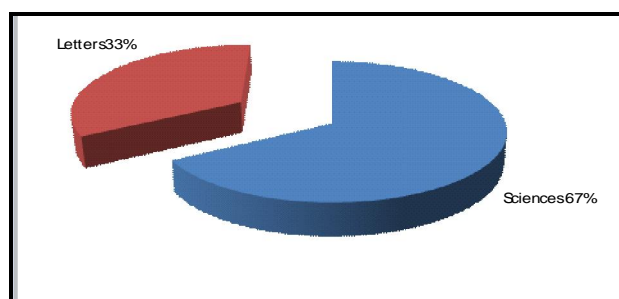
Sciences

Letters

This question was asked in order to see whether the accompaniment complement is taught only in Letters stream or even in Sciences. The stream of the majority of students was Sciences (67%). Although they studied Sciences in the secondary school, they chose to study English in the university. Either they liked English or their average did not allow them to study the scientific majors which they wanted. The following table shows the results:

Stream	Number of students	Percentage
Sciences	20	67%
Letters	10	33%
Total	30	100%

Table 01: Students' stream in the secondary school



Graph 01: Students stream in the secondary school

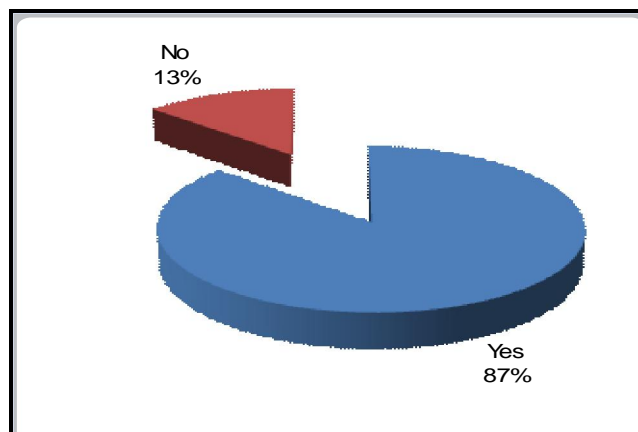
2.4.2. Section Two: Information about Translation

Question One: Do you like translation?

The majority of students answered the question positively. They like translation because they see that it is the opportunity to enrich their vocabulary in English. A few of them answered negatively because they had difficulties with translation or their marks were not good. The following table summarizes the results:

Attitude	Number of students	Percentage
Yes	26	86.66%
No	04	13.33%
Total	30	100%

Table 02: Students' attitudes towards translation



Graph 02: Students' attitudes towards translation

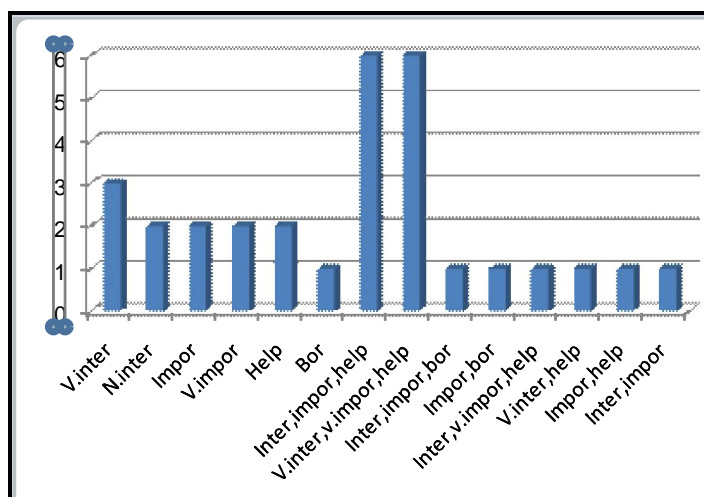
Question Two: Do you think that translation session is:

Interesting	<input type="checkbox"/>	Very interesting	<input type="checkbox"/>	Not interesting	<input type="checkbox"/>
Important	<input type="checkbox"/>	Very important	<input type="checkbox"/>	Not important	<input type="checkbox"/>
Helpful	<input type="checkbox"/>	Unhelpful	<input type="checkbox"/>	Boring	<input type="checkbox"/>

Most students chose more than one choice and their opinions differed. The majority saw that translation was interesting, important, and helpful in the same time. A similar number of students saw that translation was very interesting, very important, and helpful in the same time. No one considered it is unhelpful. Just two students said that it was boring. So, these results show that the students' opinions towards translation are positive; that is the reason why the majority of them like it. Results are presented in the following table:

Opinion about translation	Number of students	Percentage
Very interesting	03	10%
Not interesting	02	6.66%
Important	02	6.66%
Very important	02	6.66%
Helpful	02	6.66%
Boring	01	3.33%
Interesting, important and helpful	06	20%
Very interesting, very important and helpful	06	20%
Interesting, important and boring	01	3.33%
Important and boring	01	3.33%
Interesting, very important and helpful	01	3.33%
Very interesting and helpful	01	3.33%
Important and helpful	01	3.33%
Interesting and important	01	3.33%
Total	30	100%

Table 03: Students' opinions about translations



Graph 03: Students' opinions about translation

Question Three: How do you assess yourself in translation?

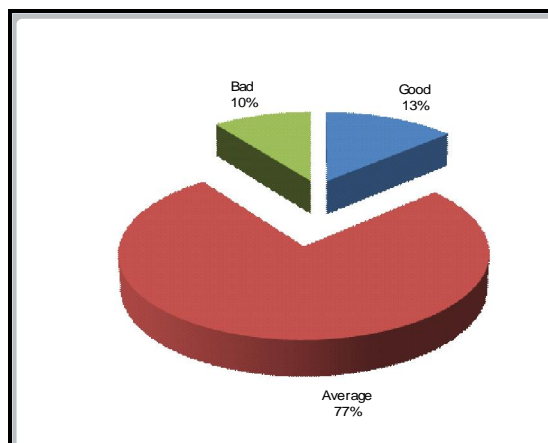
Good Very good Average
Bad Very bad

Most students said that their level was average. However, few said it was good, and approximately the same number said bad. But no one said it was very good or very bad. They assessed themselves according to their marks or the comments of their teacher of translation.

The following table shows the results:

Level in translation	Number of students	Percentages
Good	04	13%
Very good	00	00%
Average	23	77%
Bad	03	10%
Very bad	00	00%
Total	30	100%

Table 04: Students' level in translation



Graph 04: Students' level in translation

Question Four: Do you have difficulties in translation?

This question was asked in order to see the percentage of students who had difficulties in translation. All students answered positively, which means that they still had difficulties even if they were postgraduate students. Even students who said in the previous question that they were good in translation, they admitted that they had difficulties. The following table summarizes the results:

Having difficulties	Number of students	Percentage
Yes	30	100%
No	00	00%
Total	30	00%

Table 05: Students who have difficulties

Question Five: If yes, at what level do you have difficulties?

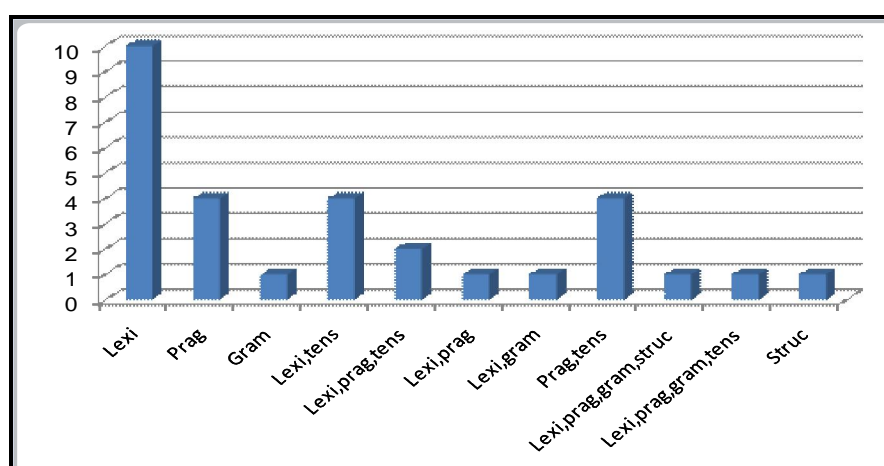
Lexical items Pragmatic meaning

Tenses Grammatical categories

This question was asked to know which kind of difficulties students had in translation. The majority of students chose more than one alternative. This means that they had many difficulties at different levels. But the highest percentage of difficulties was lexical items; the majority of students chose this alternative either alone or with other alternatives. The low percentage was grammatical categories. Some students added another kind of difficulties which was the structure. The following table summarizes the findings:

Difficulties	Number of Students	Percentage
Lexical items	10	33.33%
Pragmatic meaning	04	13.33%
Grammatical categories	01	3.33%
Lexical items and tenses	04	13.33%
Lexical items, pragmatic meaning and tenses	02	6.66%
Lexical items and pragmatic meaning	01	3.33%
Lexical items and grammatical categories	01	3.33%
Pragmatic meaning and tenses	04	13.33%
Lexical items, pragmatic meaning, grammatical categories and structure	01	3.33%
Lexical items, pragmatic meaning, grammatical categories and tenses	01	3.33%
Structure	01	3.33%
Total	30	100%

Table 06: Students' difficulties in translation



Graph 05: Students' difficulties in translation

Question Six: Which translation direction is difficult?

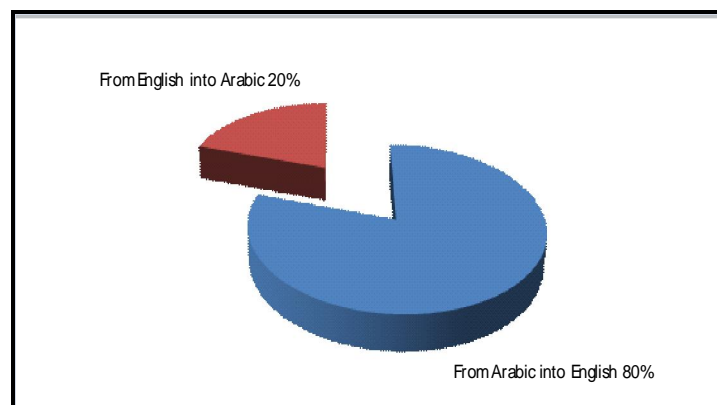
From English into Arabic

From Arabic into English

This question was asked in order to see whether students find that translation from English into Arabic is more difficult, or from Arabic into English. The majority of them thought that Arabic – English translation is more difficult. When asked orally about the reason, they said that Arabic was complicated, had a rich vocabulary, and consists of several things which did not have equivalents in English. The following table summarizes the results:

Table 07: The difficult direction of translation according to students

Translation Direction	Number of students	Percentage
From Arabic into English	24	80%
From English into Arabic	06	20%
Total	30	100%



Graph 06: The difficult direction of translation according to students

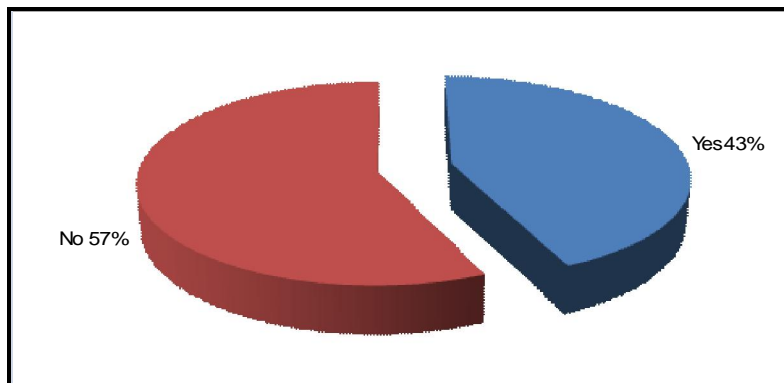
2.4.3. Section Three: Information about the Accompaniment Complement

Question One: Do you know the Arabic Category ?

This question was asked in order to know whether students are familiar with the accompaniment complement or not. According to the results, the highest percentage of students said no. It is noticed that the majority of students who said yes had studied in the Letters stream in the secondary school and who said no studied in the Sciences stream. The following table shows the results:

Students' Answer	Number of students	Percentage
Yes	13	43.33%
No	17	56.66%
Total	30	100%

Table 08: Students' knowledge about the accompaniment complement



Graph 07: Students' knowledge about the accompaniment complement

Question Two: If yes, is:

Adverb of time

Reason of the action

Adverb of place

Accompaniment complement

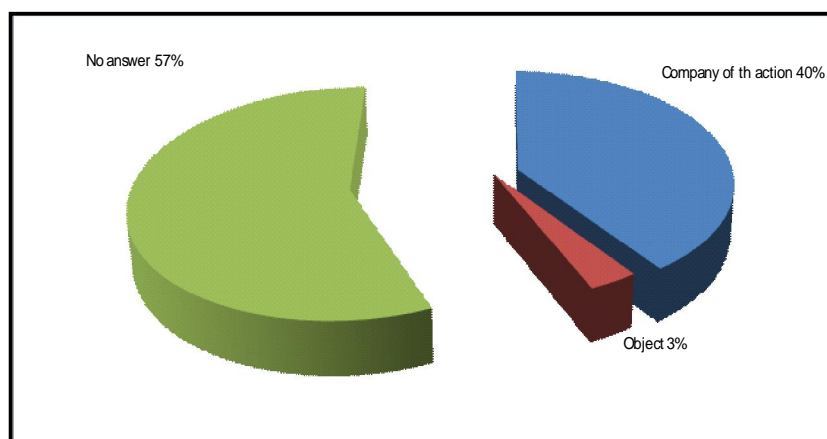
Object

This question was asked in order to see whether students really know the accompaniment complement or not. It is noticed that students who answered the previous

question positively answered this question. Most of them said that _____ was the accompaniment complement, which means that they really knew it. Only one student said that _____ was an object, which means that he or she did not know it. The other students did not answer this question because they answered negatively the previous question. Therefore, most students who know _____ were students in the Letters stream in the secondary school. The results are as follows:

Definition	Number of students	Percentage
Adverb of time	00	0%
Adverb of place	00	0%
Reason of the action	00	0%
Accompaniment complement	12	40%
Object	01	3.33%
No answer	17	56.66%
Total	30	100%

Table 09: Students' definition of the accompaniment complement



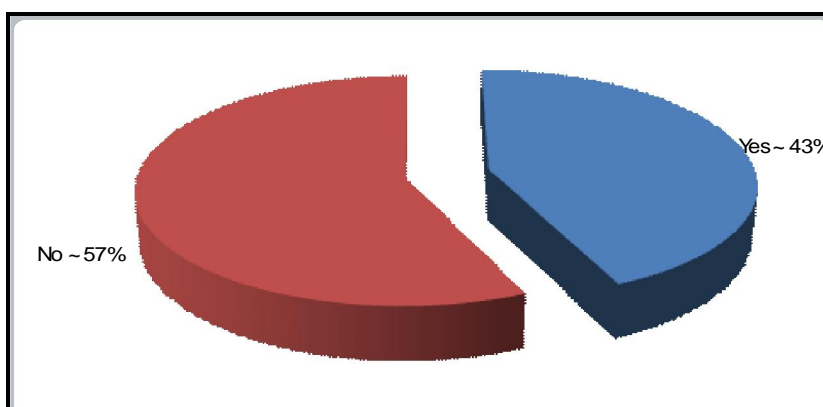
Graph 08: Students' definitions of the accompaniment complement

Question Three: Did you study _____ before?

It is noticed that students who answered question 01 positively answered this question also positively and vice versa. So, we can say that this category is taught only in Letters stream. That is the reason why most of them did not know it. The following table shows the results:

Students' Answers	Number of students	Percentage
Yes	13	43.33%
No	17	56.6%
Total	30	100%

Table 10: Students who studied the accompaniment complement



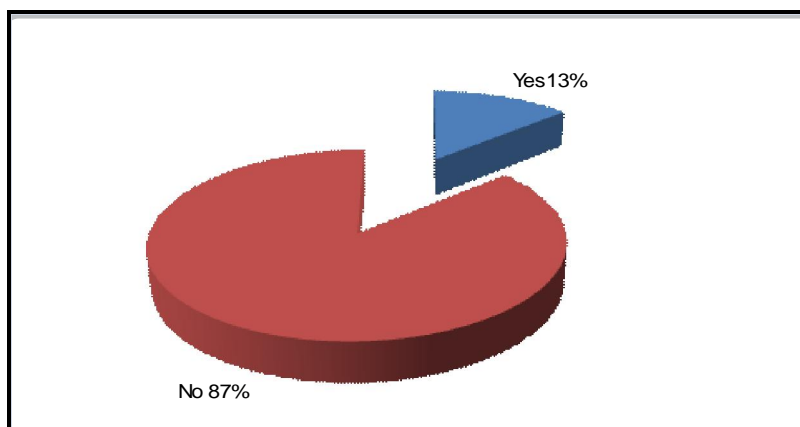
Graph 09: Students who studied the accompaniment complement

Question Four: Do you know how to translate ?

The majority of students said no. They do not know how to translate the accompaniment complement even if they already know it. Few of them said yes. The following table summarizes the findings.

Students' Answers	Number of students	Percentage
Yes	04	13.33%
No	26	86.66%
Total	30	100%

Table 11: Students' knowledge about translating the accompaniment complement



Graph 10: Students' knowledge about translating the accompaniment complement

Question Five: If yes, how?

Only those who answered the previous question positively answered this question. According to them, the translation of the accompaniment complement is performed as follows:

- replacing waw () by maa () and translating the meaning in context.
- choosing an appropriate preposition.
- trying to understand the meaning despite the feeling that something is missing.
- considering meaning in context.

The strategies of replacing waw () by maa (), and choosing an appropriate preposition are not workable in all cases. There are some cases where other strategies should be used. Also, it is true that translating the accompaniment complement is by considering the

meaning in context, but sometimes the ambiguity of the sentence leads to the misunderstanding of the real meaning. Hence, this misunderstanding leads to the mistranslation of the sentence.

Question Six: If you do not understand the accompaniment complement, how do you translate it?

All students gave their opinions about translating the accompaniment complement.

They gave many suggestions which are:

- Using literal translation.
- Translating it according to the meaning comes in their minds.
- Translating it according to the context.
- Guessing the meaning.
- Translating it as an object.
- Translating it as an adverb.
- Avoiding the translation.

It is noticed that the strategies of translating this category differ from one student to another because they did not know the appropriate one.

Question Seven: Did you study how to translate the accompaniment complement before?

All students answered this question negatively. That is why they do not know how to translate the accompaniment complement. So, students are assumed to have difficulties in translating the accompaniment complement because they studied neither this category nor its translation. The following table shows the results:

Students' Answers	Number of students	Percentage
Yes	00	00%
No	30	100%
Total	30	100%

Table 12: Whether students studied the translation of the accompaniment complement

Question Eight: Do you have difficulties in translating the accompaniment complement?

All students said yes (they have difficulties in translating the accompaniment complement) because they did not study how to translate it. If we compare the results of this question with results of question five in section two we find that: although the majority of them have not difficulties in grammatical categories, all of them have difficulties in the translation of the accompaniment complement. So, students have difficulties in grammatical categories but they are not aware about them. The findings are summarized in the following table.

Students' Answers	Number of students	Percentage
Yes	30	100%
No	00	00%
Total	30	00%

Table 13: Students who have difficulties in translating the accompaniment complement

Question Nine: If yes, what are these difficulties?

All students answered this question because all of them said yes in the previous question. The results showed that the students' difficulties in translating the accompaniment complement are as follows:

- Misunderstanding the meaning of the accompaniment complement in the sentence.
- Neither knowing nor learning the accompaniment complement before.
- Confusion about which preposition is the appropriate.
- Not finding its equivalent in English.
- Not reaching an acceptable structure in English.

So, the absence of the accompaniment complement equivalent in English and lack of awareness lead students to misunderstand the meaning of this category, be confused about which preposition is the appropriate, and write in an unacceptable structure in English.

2.5. Description of the Test

The test consists of thirteen (13) sentences. They are taken from several books of Arabic grammar such as: kawaiid Al-Logha Al-Arabiya, Al-Mujaz Fi Kawaiid Al-Logha Al-Arabiya Wa Shawahidiha. All sentences include the accompaniment complement. These sentences are chosen because they are common and more used than others. In each sentence the accompaniment complement has a different meaning and a different context.

2.6. Analysis of the Test

Sentence One:

.1

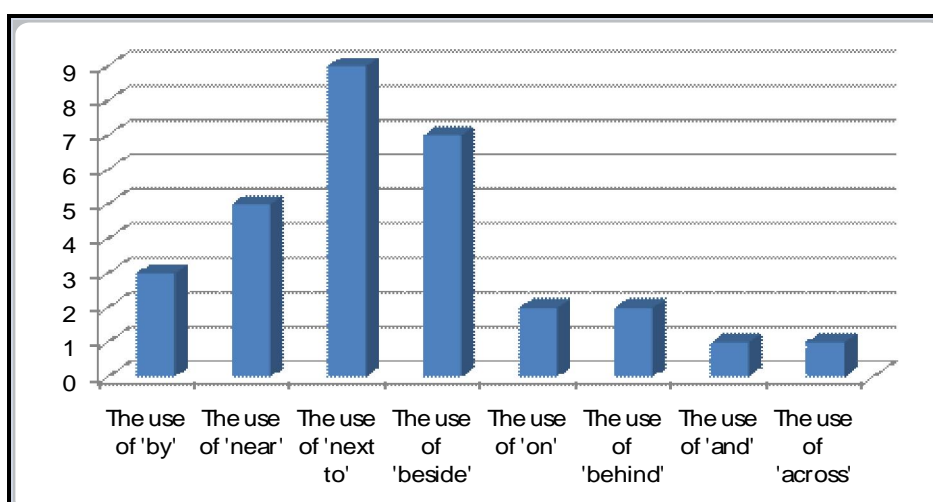
The thief walked by the wall of the house.

This sentence has been translated in different ways as shown in the table below.

Strategy	Translation	Number	Percentage
The use of the preposition 'by'.	The thief walked by the house wall.	03	10%
The use of the preposition 'near'.	The thief walked near the house wall.	05	16.66%
The use of the preposition 'next to'.	The thief walked next to the house wall.	09	30%
The use of the preposition 'beside'.	The thief walked beside the house wall.	07	23.33%
The use of the	The thief walked on the house	02	6.66%

preposition 'on'.	wall.		
The use of the preposition 'behind'.	The thief walked behind the house wall.	02	6.66%
The use 'and'.	The thief walked and the house wall.	01	3.33%
The use of the preposition 'across'.	The thief walked across the house wall.	01	3.33%
Total		30	100%

Table 14: Students' strategies in the translation of Sentence One



Graph 11: Students' strategies in the translation of Sentence One

The appropriate translation of this sentence is through using the preposition 'by'. Only three students reached this translation because they have understood the meaning of the sentence and succeeded in choosing the appropriate translation. Also there are many students who have understood the meaning of the sentence, but did not succeed in choosing the appropriate translation. In spite of that, their translations are suitable because the meanings of their translated sentences are near to the real meaning. Their translations are through the use of the following prepositions: 'next to', 'beside', and 'near'. However other students' translations are not successful at all because the meanings are far from the real one. These students used the

prepositions ‘on’, ‘behind’, and ‘across’. They did not understand the real meaning. Another inappropriate strategy was used is literal translation by replacing ‘ ’ by ‘and’. The use of this strategy is due to the misunderstanding of the sentence. So, the difficulty which faced students in this sentence is choosing the appropriate preposition.

Sentence Two:

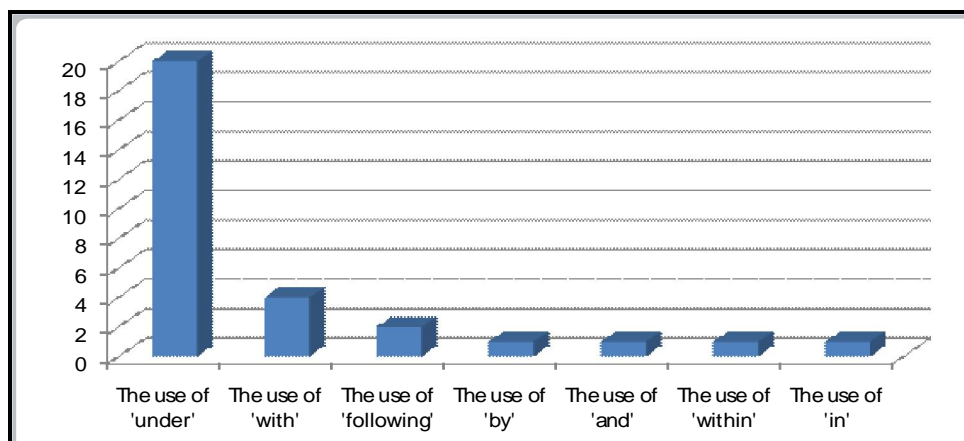
.2

I walked under the moon light.

The students’ translations are as follows:

Strategy	Translation	Number	Percentage
The use of the preposition ‘under’	I walked under the moon/moon light	20	66.66%
The use of the preposition ‘with’	I walked with the moon	04	13.33%
The use of the ‘following’	I walked following the moon	02	6.66%
The use of the preposition ‘by’	I walked by the moon	01	3.33%
The use of ‘and’	I walked and the moon	01	3.33%
The use of the preposition ‘within’	I walked within the moon	01	3.33%
The use of the preposition ‘in’	I walked in a night moon	01	3.33%
Total		30	100%

Table 15: Students’ strategies in the translation of Sentence Two



Graph 12: Students' strategies in the translation of Sentence Two

It is noticed that the majority of students (20) translated the accompaniment compliment by using the preposition 'under'. This preposition is the most appropriate one in this sentence. So, the majority of students found the appropriate one because they have understood the real meaning of the sentence. The translations of the rest of students are not successful because the meanings are far from the real meaning of the sentence. They translated the sentence through using 'following', 'by', 'within', and 'in' which means that they did not understand what the sentence means. Others preferred to use literal translation by using the preposition 'with' and 'and'. They chose the easiest strategy because they did not understand the meaning or they did not know which preposition is the appropriate. So, students failed to understand and translate this sentence because it seems ambiguous.

Sentence Three:

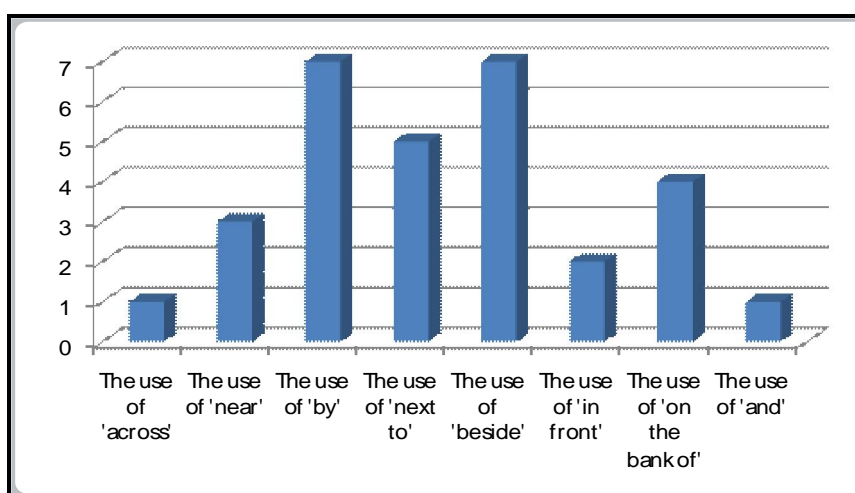
.3

I sat by the river.

This sentence has been translated as follows:

Strategy	Translation	Number	Percentage
The use of the preposition 'across'	I sat across the river	01	3.33%
The use of the preposition 'near'	I sat near the river	03	10%
The use of the preposition 'by'	I sat by the river	07	23.33%
The use of the preposition 'next to'	I sat next to the river	05	16.66%
The use of the preposition 'beside'	I sat beside the river	07	23.33%
The use of the preposition 'in front'	I sat in front the river	02	6.66%
The use of the expression 'on the bank of'	I sat on the bank	04	13.33%
The use of 'and'	I sat and the river	01	3.33%
Total		30	100%

Table 16: Students' strategies in the translation of Sentence Three



Graph 13: Students' strategies in the translation of Sentence Three

The successful translation in this sentence is through using the preposition ‘by’. According to the results many students have understood the meaning of the sentence, but just few of them succeeded in choosing the appropriate preposition. Others failed and chose other prepositions such as ‘near’, ‘next to’, ‘beside’, and ‘on the bank’ which convey a near meaning to the real one. Although they are not the most appropriate, they are still acceptable. The rest of students mistranslated the sentence because they failed in understanding the meaning. These students either used ‘in front of’ and ‘across’, or translated it literally by using ‘and’. So the most important difficulty in translating this sentence is choosing the appropriate preposition.

Sentence Four:

a .4

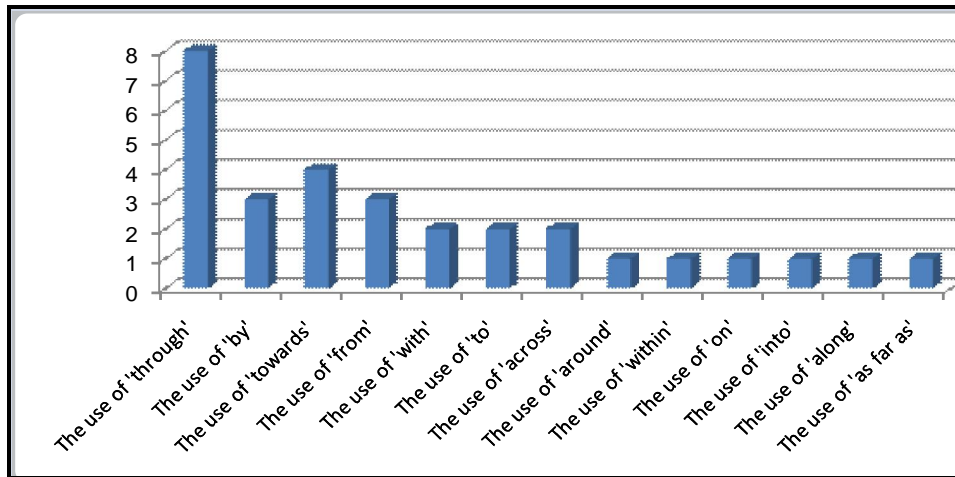
Go along the new street.

The students’ translations are in the following table:

Strategy	Translation	Number	Percentage
The use of ‘through’	Go through the new street	08	26.66%
The use ‘by’	Go by the new street	03	10%
The use of ‘towards’	Go towards the new street	04	13.33%
The use of ‘from’	Go from the new street	03	10%
The use of ‘with’	Go with the new street	02	6.66%
The use of ‘to’	Go to the new street	02	6.66%
The use of ‘around’	Go across the new street	02	6.66%
The use of ‘around’	Go around the new street	01	3.33%
The use of ‘within’	Go within the new street	01	3.33%
The use of ‘on’	Go on the new street	01	3.33%
The use of ‘into’	Go into the new street	01	3.33%

The use of 'along'	Go along the new street	01	3.33%
The use of 'as far as'	Go as far as the new street	01	3.33%
Total		30	100%

Table 17: Students' strategies in the translation of Sentence Four



Graph 14: Students' strategies in the translation of Sentence Four

The translation of this sentence differs from one student to another. Each one of them translated it according to the meaning which came in his or her mind. The majority of them (29) mistranslated this sentence by using the following prepositions: 'through', 'towards', 'by', 'from', 'with', 'to', 'across', 'around', 'within', 'on', 'into', and 'as far as'. Students failed to translate the sentence correctly and to choose the appropriate preposition because they failed to understand the real meaning. Only one student succeeded to translate the sentence and chose the appropriate preposition because he or she understood the real meaning. This student used the preposition 'along' which is the most appropriate one in this context. So the most important difficulty in translating this sentence is in understanding the exact meaning of the accompaniment complement.

Sentence Five:

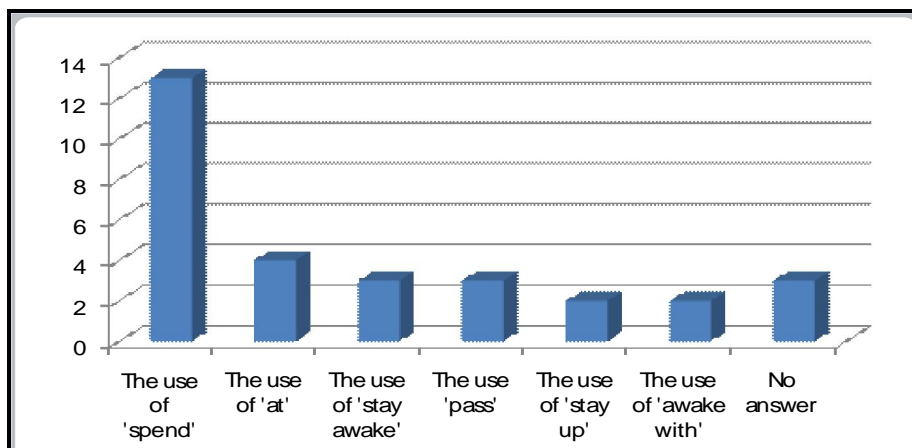
.5

I stayed awake reading the Qur'an.

This sentence is translated by students in different ways as the following table shows:

Strategy	Translation	Number	Percentage
The use of the verb 'spend'	I spent the night reading Qur'an	13	43.33%
The use of the preposition 'at'	I read Qur'an at night	04	13.33%
The use of the expression 'stay awake'	I stayed awake reading Qur'an	03	10%
The use of the verb 'pass'	I passed the night reading Qur'an	03	10%
The use of the expression 'stay up'	I stayed up late reading Qur'an	02	6.66%
The use of 'awaked with'	I awaked with reading Qur'an	02	6.66%
No answer		03	10%
Total		30	100%

Table 18: Students' strategies in the translation of Sentence Five



Graph 15: Students' strategies in the translation of Sentence Five

The appropriate translation of this sentence is by using the verb ‘to stay’ in the past simple and the adjective ‘awake’. Just three (03) students succeeded in translating this sentence because they understood the correct meaning and chose the appropriate verb. A big number of students (20) have understood the meaning because the meanings of their translations are near to the real one. They used either the verb ‘to spend’ in the past simple, the preposition ‘at’, or the verb ‘to pass’ in the past simple. Although these translations are not the most appropriate ones, they are suitable. Other students did not know how to express the sentence in English. Hence they used wrong structures by using the verb ‘to stay up’ in the past simple with the adjective ‘late’, and ‘awaked’ with the preposition ‘with’. Three students preferred to avoid translating the sentence because they did not understand the sentence, or did not know how to express it in English. So students find a big difficulty in expressing the sentence in an acceptable structure in English.

Sentence Six:

. a .6

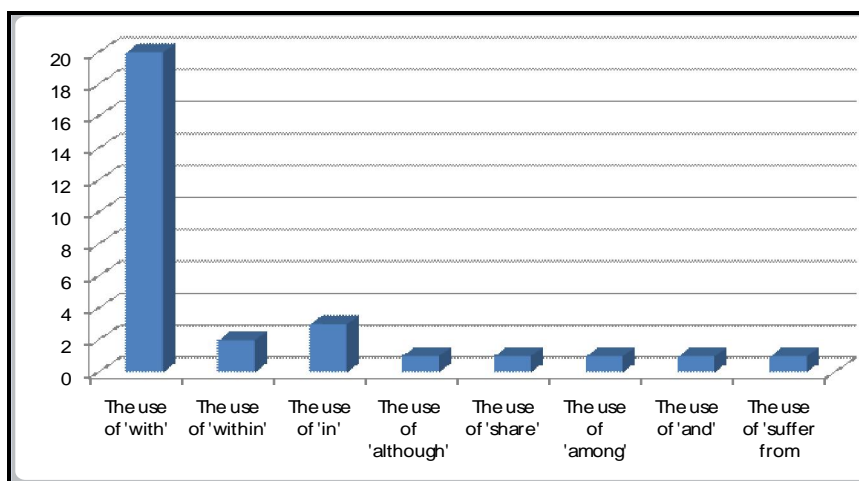
I live thinking about the worries of Muslims.

The following table shows the strategies which are used by students in order to translate the accompaniment compliment in this sentence:

Strategy	Translation	Number	Percentage
The use of ‘with’	I am living/ live with Muslims troubles	20	66.66%
The use of ‘within’	I am living/live within Muslims troubles	02	6.66%
The use of ‘in’	I live/am living in Muslims troubles	03	10%
The use of ‘although’	I am living although Muslims troubles	01	3.33%

The use of 'share'	I live and share Muslims troubles	01	3.33%
The use of 'among'	I am living among Muslims troubles	01	3.33%
The use of 'and'	I live and Muslims troubles	01	3.33%
The use of 'suffer from'	I live and suffer from Muslims troubles	01	3.33%
Total		30	100%

Table 19: Students' strategies in the translation of Sentence Six



Graph 16: Students' strategies in the translation of Sentence Six

The appropriate translation of this sentence is through the use of the expression 'thinking of', whereas no one reached this translation. The majority of students have used prepositions in order to translate this sentence such as using 'in', 'within', 'among', 'with'. Some students used the verb 'to suffer' with the preposition 'from', or the verb 'to share'. Also another strategy was used which is the use of the conjunction 'although'. However, all the preceding translations are not suitable because do not convey what is exactly meant by the source sentence. One student translated the sentence by using 'and'. This student translated the sentence literally because he or she did not understand the meaning. So, it is noticed that the biggest difficulty in translating this sentence is the misunderstanding of the sentence and also

students thought that the only strategy of translating the accompaniment complement is through using prepositions.

Sentence Seven:

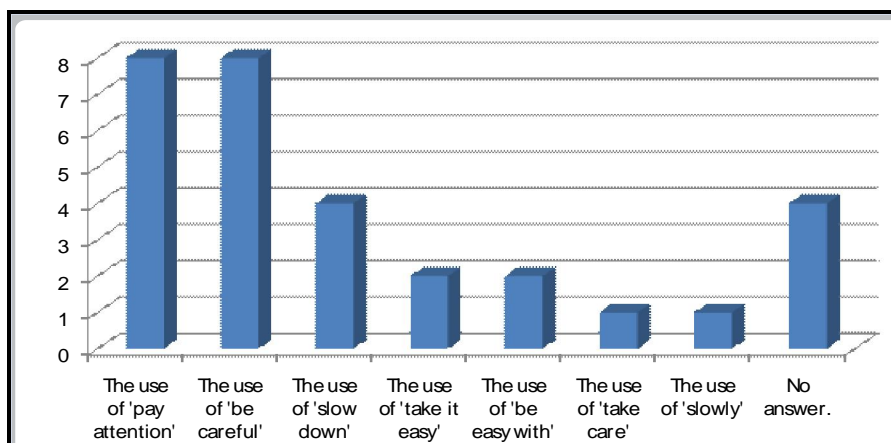
.7

Be quiet, do not follow the boat.

This sentence is translated by students as the following table shows:

Strategy	Translation	Number	Percentage
The use of 'pay attention'	Pay attention to the boat	08	26.66%
The use of 'be careful'	Be careful to the ship	08	26.66%
The use of 'slow down'	Slow down the speed of the ship	04	13.33%
The use of 'take it easy'	Take it easy with the boat	02	6.66%
The use of 'be easy'	Be easy with the boat	02	6.66%
The use of 'take care'	Take care of the ship	01	3.33%
The use of 'slowly'	Slowly, there is a boat	01	3.33%
No answer		04	13.33%
Total		30	100%

Table 20: Students' strategies in the translation of Sentence Seven



Graph 17: Students' strategies in the translation of Sentence Seven

The appropriate meaning of the sentence is ' (do not follow the boat). Nevertheless no one has understood this meaning, and hence they mistranslated the sentence. It is noticed from the table that students translated this sentence in different ways. Some students used the imperative form of the verbs 'to pay' and 'to be' and adding the noun 'attention' and the adjective 'careful' respectively. Others used the adverb 'slowly'. These students understood as . But this translation is not appropriate because it does not convey the real meaning of the sentence. Other students used the expressions 'slow down', 'take it easy', and 'be easy'. These students did not understand the meaning at all because the meanings of their translations are far from the real meaning. Another strategy is by using the expression 'take care' in order to translate the sentence, but the equivalent of this translation in Arabic is ' . So, this translation is not appropriate because its meaning differs from the meaning of the source one. Four students did not translated the sentence. They have not understood the sentence, or they did not know its equivalent in English. So, the biggest difficulty in translating this sentence is the misunderstanding of the accompaniment complement.

Sentence Eight:

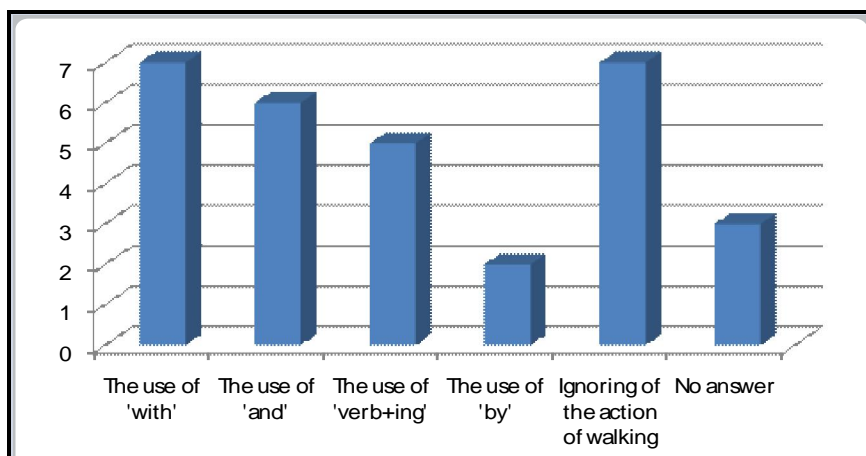
.8

I walked reading the morning sermons.

The students' translations of this sentence are presented in the following table.

Strategy	Translation	Number	Percentage
The use of the preposition 'with'	-I walked with reading morning invocations	07	23.33%
	-I walked with morning invocations		
The use of 'and'	I walked and reading/ repeating/ saying morning invocations	06	20%
The use of a read+ing	I walked reading morning invocations	05	16.66%
The use of the preposition 'by'	-I walked by morning sayings/ prayers	02	6.66%
	-I walked by reading morning invocations/ sayings		
Omitting the action of walking	I read the morning invocations	07	23.33%
No answer		03	10%
Total		30	100%

Table 21: Students' strategies in the translation of Sentence Eight



Graph 18: Students' strategies in the translation of Sentence Eight

The appropriate translation of this sentence is by using the verb 'to read' in 'ing' form. Just five students reached this translation because they have understood the real meaning of the sentence. Other students have used literal translation by using 'with' or 'and'. But in fact this strategy is not workable in this context. The translated sentences mean that the invocations also walked, but this is not logical. So these translations are not suitable. Other students used the preposition 'by'. But their translation is not appropriate because the structure is wrong. Other students used the ignorance strategy; they ignored the action of walking in order to make the translation easier. But this translation is not successful because they omitted an important part of the sentence. Three students did not translate because they did not know how to translate.

Sentence Nine:

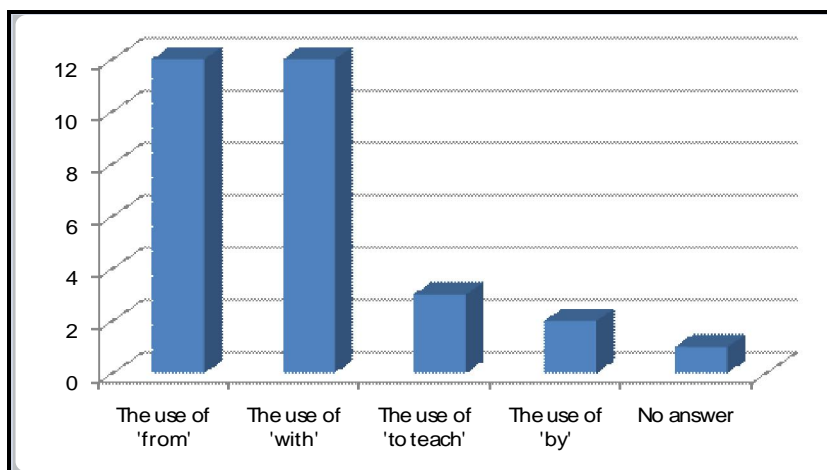
.9

I learnt the Arabic grammar from the teacher / The teacher taught me the Arabic grammar.

The strategies used by students in order to translate this sentence are presented in the following table:

Strategy	Translation	Number	Percentage
The use of the preposition 'from'	I learnt the Arabic grammar from my teacher	12	40%
The use of the preposition 'with'	I learnt the Arabic grammar with my teacher	12	40%
The use of the verb 'to teach'	The teacher taught me the Arabic grammar	03	10%
The use of the preposition 'by'	I have learnt/learnt the Arabic grammar by my teacher	02	6.66%
No answer		01	3.33%
Total		30	100%

Table 22: Students' strategies in the translation of Sentence Nine



Graph 19: Students' strategies in the translation of Sentence Nine

The most appropriate translation of this sentence is through the use of the preposition 'from' or the verb 'to teach' in the past simple. Half of the sample reached this translation because they have understood the real meaning of the sentence. The other students mistranslated the sentence by using the preposition 'with' or 'by'. Their misunderstanding of the sentence led to the mistranslation. Only one student preferred to avoid translating the sentence because he or she did not understand the meaning or did not know how to translate. So

we can say that the difficulty which faced students in this sentence is the misunderstanding of the meaning.

Sentence Ten:

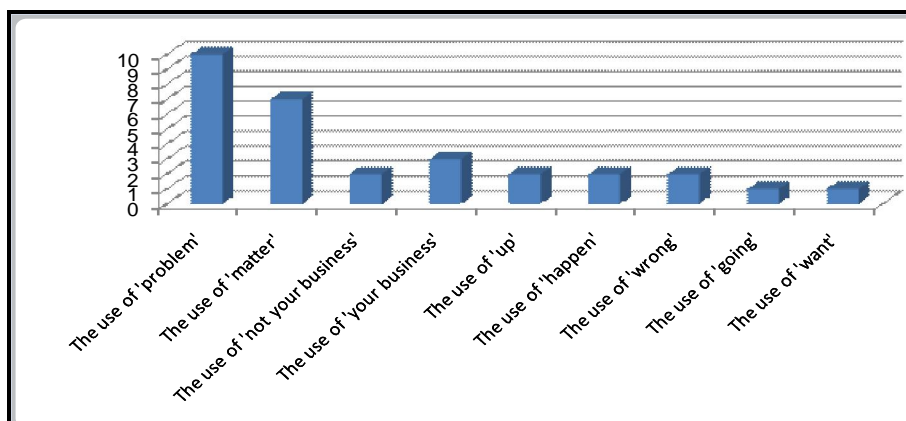
.10

What is the matter between you and Zaid? / What is wrong between you and Zaid?

The sentence was translated as the following table shows:

Strategy	Translation	Number	Percentage
The use of the word 'problem'	What is the problem between you and Zaid	10	33.33%
The use of the word 'matter'	What is the matter between you and Zaid	07	23.33%
The use of 'not your business'	It is not your business with Zaid	02	6.66%
The use of 'your business'	What is your business with Zaid	03	10%
The use of 'up'	What is up with Zaid	02	6.66%
The use of the verb 'happen'	What happened between you and Zaid	02	6.66%
The use of 'wrong'	What is wrong between you and Zaid	02	6.66%
The use of the verb 'go'+ 'ing'	What is going between you and Zaid	01	3.33%
The use of the verb 'want'	What do you want from Zaid	01	3,33%
Total		30	100%

Table 23: Students' strategies in the translation of Sentence Ten



Graph 20: Students' strategies in the translation of Sentence Ten

The most successful translation is through the use of the expressions 'what is the matter' or 'what is wrong'. Just few students (09) translated this sentence successfully by using these expressions because they have understood the exact meaning of the sentence. Also many students (12) have understood the meaning, but failed to choose the appropriate expressions. They used other expressions which convey an approximate meaning to the real one such as 'what is the problem' and 'what happened'. Although they are not the most appropriate, they are still acceptable. The other students mistranslated the sentence by using the verb 'to go', the verb 'to want', the word 'up', the expression 'what is your business', and the expression 'it is not your business'. The meanings of these translations are far from the real meaning of the sentence. Therefore, students found difficulties in understanding the meaning and choosing the appropriate translation.

Sentence Eleven:

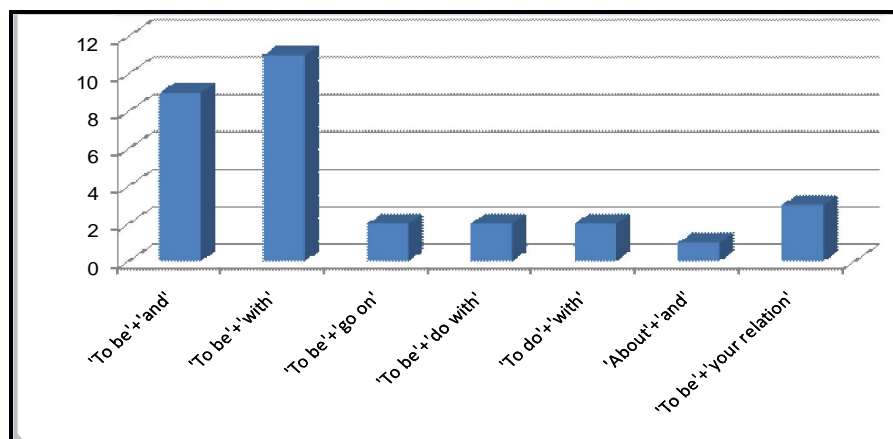
.11

How is your relation to Amr?

Students translated this sentence as the following table shows. All of them translated this sentence as a question either by using 'how' or 'what'.

Strategy	Translation	Number	Percentage
The use of 'to be' + 'and'	How are you and Omar?	09	30%
The use of 'to be' + 'with'	How are you with Omar?	11	36.66%
The use of 'to be' + 'go on'	What is going on between you and Omar?	02	6.66%
The use of 'to be' + 'do with'	How are you doing with Omar?	02	6.66%
The use of 'to do' + 'with'	How do you do with Omar?	02	6.66%
The use of 'about'	How about you and Omar?	01	3.33%
The use of 'to be' + 'your relation'	How is your relation to Omar?	03	10%
Total		30	100%

Table 24: Students' strategies in the translation of Sentence Eleven



Graph 21: Students' strategies in the translation of Sentence Eleven

The appropriate translation of this sentence is by using the expression 'how is your relation'. Only three students reached this translation because they have understood the real meaning and chose the most appropriate expression. The rest of students failed to get the

successful translation because they misunderstand the meaning. The majority of these students preferred to use literal translation as the easiest strategy by using the preposition ‘with’ and ‘and’. The others used other strategies in their translation such as using the verb ‘to do’ and the preposition ‘with’, the phrasal verb ‘to go on’ and the preposition ‘between’, and the preposition ‘about’. All these translations are not successful because they do not convey the real meaning of the sentence. So, the reason behind the mistranslation of this sentence is the misunderstanding of the meaning.

Sentence Twelve:

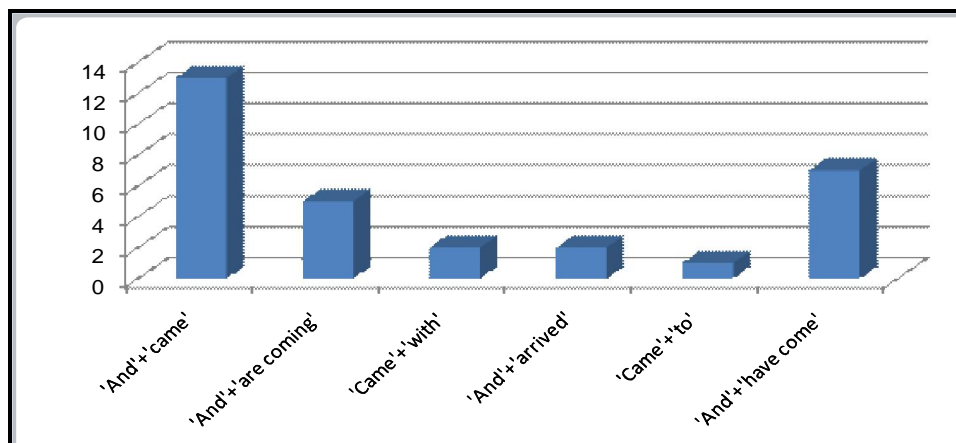
.12

Ali came and khaled too.

This sentence is translated in different ways as the following table shows.

Translation	Number	Percentage
Ali and khaled came	13	43.33%
Ali and khaled have come	07	23.33%
Ali and khaled are coming	05	16.66%
Ali came with khaled	02	6.66%
Ali and khaled arrived	02	6.66%
Ali came to khaled	01	3.33%
Total	30	100%

Table 25: Students’ strategies in the translation of Sentence Twelve



Graph 22: Students' strategies in the translation of Sentence Twelve

The real meaning of this sentence is that both Ali and Khaled came in the same time, but not together. No one reached the appropriate translation because they did not understand the real meaning. They followed other ways such as using 'and' and the verb 'to come', the verb 'to come' and the preposition 'with', the verb 'to come' and the preposition 'to', the verb 'to arrive' and 'and'. The meaning of these translations is that Khaled and Ali came together. So, these translations are not suitable because they do not convey the real meaning. Therefore, students' mistranslation of the sentence is due to the misunderstanding of the meaning of the sentence.

Sentence Thirteen:

.13

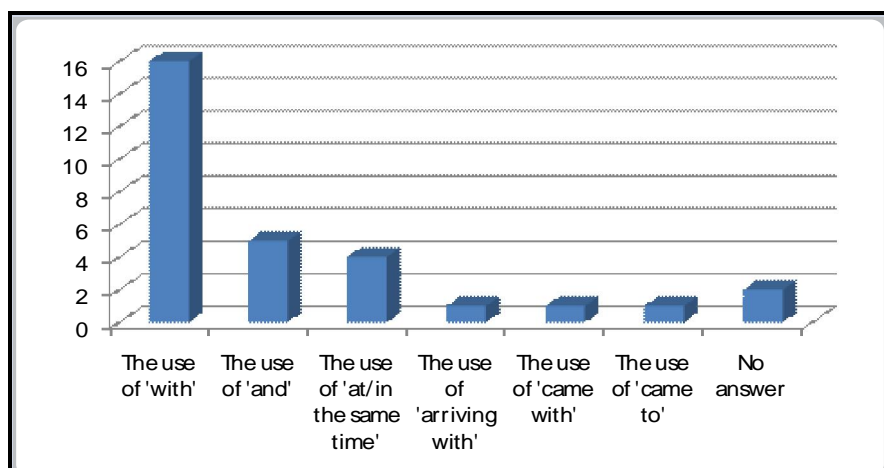
I arrived at the same time Ahmed arrived / I arrived when Ahmed arrived.

This sentence is translated as follows:

Translation	Number	Percentage
I arrived with Ahmed	16	53.33%
Me and Ahmed arrived	05	16.66%
-I arrived in the same time with Ahmed	04	13.33%
-I arrived on the moment Ahmed		

arrived -Me and Ahmed arrived at the same time		
I am arriving with Ahmed	01	3.33%
I came with Ahmed	01	3.33%
I came to Ahmed	01	3.33%
No answer	02	6.66%
Total	30	100%

Table 26: Students' strategies in the translation of Sentence Thirteen



Graph 23: Students' strategies in the translation of Sentence Thirteen

The successful translation of this sentence is through the use of the expression 'at/in the same time'. Only four students succeeded in getting this successful translation because they understand the exact meaning of the sentence. The majority of students mistranslated the sentence by using the verb 'to arrive' and the preposition 'with', the verb 'to come' and the preposition 'to', the verb 'to arrive' and 'and', and the verb 'to come' and the preposition 'with'. The meaning of these translations is that I and Ahmed arrived together, but it is not the same meaning of the source sentence. So, the students' misunderstanding of the meaning led to the mistranslation. Two students avoided translating because they did not understand the meaning or did not know how to translate.

2.7. Summary of Findings

Throughout the analysis of the questionnaire and the test, the following findings were deduced:

- The majority of students like translation.
- Most of them see that translation is important, interesting and helpful.
- The majority of students have the average level in translation according to their assessment, but all of them have difficulties even the good ones.
- Students have difficulties at several levels especially in lexical items according to their opinions.
- The majority of students see that the most difficult version is from Arabic into English because Arabic is complicated and consists of several things which do not exist in English.
- The majority of students do not know the Arabic category the accompaniment complement and did not study it.
- Students do not know how to translate the accompaniment complement because they did not study how to translate it.
- All students have difficulties in translating the accompaniment complement which are: understanding its meaning, finding its equivalent in English, choosing the appropriate preposition, and writing in an acceptable structure in English.
- The main reasons of difficulties are: the absence of the accompaniment complement's equivalent in English, students did not study it, and they did not study how to translate it.
- Students followed many strategies in their translations such as: using literal translation, using a preposition, using an adverb, guessing the meaning and translating according to this meaning, or abstaining from translating.

Conclusion

Throughout the analysis of the test and the questionnaire we found that all students did not translate well. Although they are Master students, they still have difficulties in translation in general and translating the accompaniment complement () in particular. They have serious problems in translating this category and they rarely give the appropriate translation. Hence, the most important difficulties are understanding the meaning, choosing the appropriate preposition, and writing in an acceptable structure in English. These difficulties are due to many reasons such as the absence of the equivalent of this category in English, and also students studied neither the accompaniment complement nor how to translate it. Thus, we assume that these findings will help students and even teachers to pay more attention to this grammatical category and its translation into English.

General Conclusion

The present research was mainly developed to test the students' abilities in translating the Arabic grammatical category the accompaniment complement () into English, and whether they have difficulties in translating it. Throughout the chapters, we tried to discuss some concepts which are related to our topic.

In order to test the hypotheses of this research a questionnaire and a test were submitted to first year Master students. The findings went hand in hand with our hypotheses which emphasize that the absence of the equivalent of the accompaniment complement in English and the difficulty in understanding its meaning lead to serious problems in translating this category into English.

The analysis of the test and the questionnaire showed that all students find difficulties in understanding the meaning of the accompaniment complement. Many students thought that the only strategy of translating this category is through using prepositions. However, this strategy is not workable in all cases. There are some cases where other strategies should be used instead of using prepositions. They found difficulties even in choosing the appropriate preposition. In addition, when students do not understand the meaning of the sentence or do not know how to translate it, they sometimes use literal translation as the easiest strategy or avoid translating it.

So, the main aim of this research is to make teachers and students aware of the category the accompaniment complement (), its meaning and its translation into English. We hope that all what is discussed throughout this dissertation and findings obtained help students to improve their abilities in translating the accompaniment complement into English, and be aware of its meaning in order to translate it appropriately. In order to reduce the difficulty of translating this category, teachers should deal with its translation into English in their

translation sessions. Also students should read in Arabic in general and read about the accompaniment complement in particular in order to be familiar with it and at least to be able to understand its meaning.

To test a huge number of students, a long period of time is needed. So, because of the time constraints we were obliged to limit our study by introducing only the basic concepts of our topic and selecting a small sample (one group). Lack of sources was also one of the difficulties we met in carrying out our research. There were not enough books and articles which are directly related to our topic. Another difficulty we met is that the majority of books we found are written in Arabic hence we took the time and the energy in order to translate the ideas, and sometimes we did not find the exact equivalents of some Arabic grammatical concepts. Although the existence of these limitations, the research was carried out and achieved the major reason of our dissertation.

This research is a first step to deal with such grammatical category and the difficulty in translating it into English. We hope that further researches will continue this study, or deal with other similar topics.

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Appendix 01

Questionnaire

Dear students,

This questionnaire is a tool which helps us to collect data about our research. I would be so thankful if you agree to answer the questions it contains in order to give your thoughts and ideas about translation in general, and translating ‘ ’ in particular.

Your cooperation is very important and very helpful in the investigation of the topic.

Note: Please, put (X) in the box which expresses your answer, or write in the space provided.

Thank you in advance.

General information:

1. What was your stream in secondary school?

Sciences

Letters

Information about Translation:

2. Do you like Translation?

Yes

No

3. Do you think that translation session is:

Interesting

Very interesting

Not interesting

Important

Very important

Not important

Helpful

Unhelpful

Boring

4. How do you assess yourself in Translation?

Good

Very good

Middle

Bad

Very bad

5. Do you have difficulties in Translation?

Yes

No

6. If yes, at what level do you have difficulties?

Lexical items

Pragmatics meaning

Tenses

Grammatical categories

Others:.....
.....

7. Which translation direction is difficult?

From Arabic into English

From English into Arabic

Information about ‘ ’:

8. Do you know the Arabic category ‘ ’?

Yes

No

9. If yes, is:

Adverb of time

Reason of the action

Adverb of place

Accompaniment complement

Object

10. Did you study before?

Yes

No

11. Do you know how to translate ?

Yes

No

12. If yes, how?

.....
.....

13. If you do not understand , how do you translate it?

.....
.....

14. Did you study how to translate before?

Yes

No

15. Do you have difficulties in translating ?

Yes

No

16. If yes, what are these difficulties?

.....
.....

Appendix 2

Test

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Résumé

La recherche présente tente de tester les aptitudes des étudiants dans la traduction du complément d'accompagnement (المفعول معه) de l'Arabe vers l'Anglais. L'objectif de cette étude est de savoir si les étudiants trouvent des difficultés à traduire le complément d'accompagnement, quelles sont ces difficultés, et quelles sont les raisons qui les motivent. Afin de tester nos hypothèses, un questionnaire et un test ont été présentés aux étudiants de première année Master /Anglais. Les résultats révèlent que les étudiants ont de graves problèmes qui les rendent incapable de traduire le complément d'accompagnement en Anglais de manière appropriée. Le problème le plus important est la difficulté à comprendre son sens ce qui cause des traductions inopportunes.