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**Difficulties of Translating Negation from English into Arabic:
A case study of Second Year English Students at El-Oued University**

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Dedication

To my parents

To my sisters and brothers

To my best friends

To all my relatives

I dedicate this work

Acknowledgment

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Table of Contents

Dedication	I
Acknowledgment	II
Table of Contents	III
List of Tables	V
List of Abbreviations	VI
General Introduction.....	1
1.The statement of Problem	1
2.The Aim of the Study.....	1
3.Research Question	1
4.Hypothesis.....	1
5.Research Methodology	1
5.1.The Sample and Population	2
5.2.Data Gathering Tool.....	2

Chapter one:

Negation in English and Arabic

Introduction.....	4
1.Negation in English.....	4
1.1 Use of Negation	4
1.2 .Grammatical Rules of Negation.....	4
1.2.1 Negative Affixes	4
1.2.2. Using "not" to Form Negation	5
1.2.3 .Negative Words.....	6
1.2.4 .Negative Question	8
1.2.5 .Double Negatives.....	9
2. Negation in Arabic.....	9
2.1.Negative Particles in Arabic and their Uses	9
2.2.Words have Negative Meaning	14
2.2.1.Negation with غير Gayru.....	14
2.2.2.Negation with عدم Adamu	14
Conclusion	15

**Chapter two:
Translation of Negation**

Introduction	17
1. Contrastive study of English and Arabic negation	17
1.1.Similarities	17
1.2.Differences	18
2. Language Transfer	19
2.1.Possitive Transfer	19
2.2.Negative Transfer	19
3.Error Analysis	19
3.1.Goals of Error Analysis	19
4.Translation of Negation	20
4.1.Translation of Words with Negative Affixes	20
4.2.Translaation of Not	20
4.3.Translation of No	22
4.4.Translation of Neither...Nor	23
4.5.Translation of Never	24
4.6.Translation of Negative Indefinite Pronouns	24
Conclusion	25

**Chapter Three:
Case Study**

Introduction	27
1.Discription of Methodology	27
1.1.The Sample and Population	27
1.2. Description of The Test	27
2. The test and Data Analysis	28
Results	38
Conclusion	38
General Conclusion	39

Bibliography

Appendix

Summary of Research in Arabic

Abstract

List of tables

Table 1: Translation of sentence one results.....	28
Table 2: Translation of sentence two results.....	28
Table 3: Translation of Sentence three results	29
Table 4: Translation of Sentence four results.....	29
Table 5: Translation of Sentence five results.....	30
Table 6: Translation of Sentence six results.....	30
Table 7: Translation of Sentence seven results	31
Table 8: Translation of sentence eight results.....	31
Table 9: Translation Sentence nine t results	32
Table10: Translation of Sentence ten results.....	32
Table 11: Translation of Sentence eleven results.....	33
Table 12: Translation of Sentence twelve results.....	33
Table 13: Translation of Sentence thirteen results.....	34
Table 14: Translation of Sentence fourteen results.....	34
Table 15: Translation of Sentence fifteen results.....	35
Table 16: Translation of Sentence sixteen results.....	35
Table 17: Translation of Sentence seventeen results.....	36
Table 18: Translation Sentence eighteen results.....	36
Table 19: Translation of Sentence nineteen results.....	37
Table 20: Translation of Sentence twenty results.....	37

List of Abbreviations

MSA: Modern Standard Arabic

EA: Error Analysis

L1: First Language

L2: Second Language

TL: Target Language

General Introduction

1. The Statement of Problem

Nowadays, translation became an essential aspect of the modern world. It is accurately accomplished when the translator has a basic knowledge of the various aspects of both languages; the source and the target one. Negative form is one aspect of language structure that hinders students to translate correctly. That is why we want to shed light on it in this study.

2 .The Aim of the Study

The main objective of this research is to shed light on some areas of difficulties that students encounter in translating negation from English into Arabic, and determine whether the system of negation in English can be translated into Arabic negation straightforwardly.

3. Research Question

This study will be carried out to answer the following questions:

- 3.1. Do negation forms in both English and Arabic cross together in some points of similarities?
- 3.2. What forms of negation are more difficult to be rendered accurately into Arabic?
- 3.3. Why do English students find difficulties in translating certain forms of negation?

4. Hypothesis

The differences between English and Arabic negation may cause students difficulties in translation.

We hypothesize that certain forms of English negation may prevent learners to translate them into Arabic accurately due to their different use and meaning that is too far from the Arabic ones.

5. Research Methodology

this work sheds light on the way and the manner of doing research. In our study, we will test a group of 30 students. Then, we will analyze the results in the form of tables to test the effectiveness of the hypothesis formulated.

5.1. The sample and Population

In this work, the target population is second year LMD English students in the university of El-Oued. The reason of this selection is because they have already started to study translation module .Since it is difficult to deal with the hole of population we have randomly chosen a group composed of thirty students.

5.2. Data Gathering Tool

The students were invited to take part in a test containing twenty sentences to be translated into Arabic. These sentences were taken from different books of grammar. Since we are dealing with negation, we have chosen these sentences including different levels and items of negative forms. The students input was used to accept or reject our hypothesis.

Chapter One:

Negation in English and

Arabic

Introduction

Negation is common to all languages ,but the structure of negation differs from one language to another. In this chapter , we will see how most common negative structures are formed in both languages : English and Arabic .Firstly we will begin with negation in English and try to explain the construction of negation levels and its grammatical rules; negative affixes, using the particle "not" to form negative verbs and other forms, negative words, how to make a negative question and the case of double negatives .Then, we will discuss the rules of negation in the Arabic language through explaining the different negative particles and their use in Arabic sentences and expressions. In addition we will see cases of making negative expressions without negative particles relying on words having negative meaning.

1. Negation in English

According to Longman dictionary of Language Teaching and Applied Linguistics (2010, p. 390), negation contradicts the meaning or part of the meaning of a sentence. It means that negation may affect word, phrases or the whole sentence.

1.1. Use of Negation

We use negative statements to correct a mistaken idea; to inform someone that what he might think or expect is not so.

In this respect Jespersen (1917, pp. 4-5) says: "the chief use of a negative sentence being to contradict and to point a contrast."

1.2 Grammatical Rules of Negation

Grammatical rules of negation vary from one language to another; in English we have more than one way of producing negation. Negation is marked by individual words (such as not, no, never) or by affixes within a word. (Huddleston and Pullum , 2005, p.149)

1.2.1. Negative Affixes

In English we can use affixes to express negation; we can add prefixes to transfer adjectives and adverbs to negative form such as: un, in, il, ir, dis, a.

happy – unhappy

happily – unhappily

appropriate – inappropriate

appropriately – inappropriately

possible – impossible

possibly – impossibly

logical – illogical

logically – illogically

relevant – irrelevant

relevantly – irrelevantly

ordered – disordered

orderly – disorderly

typical – atypical

typically – atypically

some prefixes may be added to verb to express negative as dis

like dislike

trust distrust

there is also a negative suffix , 'less', which can be used to negate nouns by expressing their absence or nonexistence ,thus forming adjectives such as: hopeless, penniless ,speechless, lifeless, and shameless.

(Murcia and Freeman, 1999, p. 184)

1.2.2. Using "not" to Form Negation

According to Eastwood (1994) not is the main negative word in English.

* Negative verb forms are made by putting not after an auxiliary verb.

E.g.

He was not there

The student could not attend the lecture

* If there are two auxiliary verbs, not goes after the first.

E.g.

She has not been invited.

* If there is no auxiliary verb we make negatives by placing (do not, don't) *before the verb.

She speaks English very well

She does not speak English very well

Negative imperatives are made with do not / don't + infinitive.

Don't worry I will help you

Don't give up.

The negative forms of infinitives and ing forms are made by putting not before them. Do is not used.

E.g.

It is important not to give up.

The best thing in holiday is not working.

Also we can use not:

before a word or phrase when the speaker is correcting it.

Such as:

Not today but tomorrow.

I ordered tea, not coffee.

before a noun phrase with an expression of quantity (many) or before a phrase of distance or time.

Not many people have their own airplane.

There's a cinema not far from here.

The business was explained to me not long afterwards.

(Eastwood, 1994 p. 19)

Eastwood (ibid) claimed that we can emphasize negative with adding words such as: at all, by any means, ...etc

He is not coming at all.

The operation was not a success by any means.

1.2.3. Negative Words

There are other words besides not have a negative meaning.

The list of negative words in English is: neither, never, no nobody, none, no one, nor, nothing, nowhere, 'neither, neither.....nor, never, unless, seldom, rarely, scarcely and hardly.

They are also called Full negatives.

Neither

We can use it in the following different ways: as a determiner, pronoun, conjunction or as an adverb.

-As a **determiner** (followed by a singular noun):

Neither woman seemed sure of what to say.

-As **pronoun** (followed by of), When neither is the subject of a sentence, it is usually used with a singular verb:

Neither of the books was published.

-As a **conjunction** with **nor**, they join two negative ideas. They mean, "not the first part, not the second part".

Neither my father nor my mother went to the university.

-As an **adverb** followed by modal

Her family wouldn't help her and neither would anyone else.

No

it can be determiner means :not any, not one, not a. or to show that something is not allowed (no+ gerund).

There's no butter left

There are no pockets in these trousers

That's my kind of holiday no telephone, no TV and no worries

No smoking, No fishing.

Also it may become as an adverb used to give a negative answer.

Have you got any homework tonight?

No.

No also can make the sentence negative, especially when it negates the subject

No one was home to sign for the package. (Murcia and Freeman, 1999, p. 186)

Never

According to Oxford Advanced Learner's Dictionary, it is an adverb means not at any time, not on any occasion .used to emphasize a negative statement instead of not.

I never knew(didn't know until now) .

He never so much as smiled (did not smile even once)

We place never after the auxiliary verb, if there is no auxiliary verb, never become before the main verb of the sentence.

E.g.

He will never talk to them

He can never swim

John never teaches English.

Seldom, rarely, scarcely and hardly

These are adverbs of frequency have negative meanings without attaching the usual negative particles .These adverbs can be placed in various points in the sentences ,but commonly used before the main verbs and after be verbs.

E.g.

He seldom answers when I call him

It means that He often does not answer when I call him.

Unless

Is a subordinate conjunction that has negative meaning and often means the same as if.....

Not.

Leech and Cruickshank (1989) claimed that unless can replace if ...not when it introduces an exception to whatever is stated in the main clause.

E.g. unless you take more care, you will have an accident.

(= if you don't take more care)

I want you to keep working unless I tell you stop.

(if I don't tell you otherwise)

Unless there is a strike, the trains will be running normally.

(if there is not a strike)

Bill never does anything unless you tell him what to do.

(if you don't tell him)

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

I can understand nothing.

He will go nowhere.

(Leech and Cruickshank, 1989)

None

It is indefinite pronoun means not any ,not one .According to Leech and Cruickshank (1989) it can be followed by at all, of-phrase or became at the end of phrase or sentence.

E.g.

None of us speaks Italian.

Have you got any money? No, none at all sorry.

How many fish did you catch?

None.

There are also other negative indefinite pronouns simply used such as no body, nothing and no one.

1.2.4. Negative Question

The general form of formal negative question is :

Auxiliary verb + subject +not...

Does she not understand?

Have you not booked your holiday yet ?

We often use negative question to confirm that something has happened ,is true, etc.

the meaning is similar to 'it is true that ...,'isn't it ?'

(Swan and Walter, 1997, p. 214)

Didn't you go and see Helen? How is she?

Negative questions are common in exclamations and invitations

Isn't it a lovely day!

Won't you come in for a minute?

We can use negative question to show that we are surprised that something has not happened ,or happening.

Hasn't the postman come yet?

Aren't you supposed to be working?

(Swan, 1980)

1.2.5. Double Negatives

The effect of two negatives is to cancel each other out. This is sometimes done deliberately and can be effective:

I am not ungenerous. (= I am very generous.)

He is not unintelligent. (= He is quite intelligent.)

(Burt , 2002)

Swan (1980) adds that "double negatives are possible in standard English, but then both words normally have their meaning. Compare:

Say nothing (be silent)

Do not just say nothing .Tell us what the problem is .(do not be silent....)

Multiple negatives are sometimes used instead of simple positive structures for special stylistic effects.

This is rather literary; in spoken English it can seem unnatural or old –fashioned.

Not a day passes when I do not regret not having studied music in my youth.(more natural:

Every day I regret not having studied music when I was younger. Or I wish I had studied music when I was younger.) "(p. 357)

2. Negation in Arabic

Negation and negative expressions have an important role in Arabic. Therefore they need very special attention.

2.1. Negative Particles in Arabic and their Uses

Negative form in Arabic is made by negative articles. There are different particles used for negation in Arabic, each one have its specific uses and conditions.

Alsharif and Sadler (2009) stated that Modern Standard Arabic (MSA) uses five different particles to express negation: ما, لا, لم, لن, ليس

There are also other negative particles, beside these particles ,that used in old Arabic and with Qouranic language such as, In إن ,lamma لما ,laata لات

Ma ما

Beeston (1968,p.73) said that the particle ma ما is used to negative factual propositions, and is hence the appropriate negative for the perfect, particularly when used as a narrative form, as in

ما كتبت

he did not write

ما قال هذا

Hi did not said this

and for the imperfect when this denotes the immediate present, as in

ما أكتب

I am not at the moment writing

Ahmed (2008, p. 83) claimed that all forms of the perfect can be converted into the negative form by prefixing ma before the verb

ما ذهبت إلى الجامعة

I did not go to the university.

La لا

Ryding (2005, p.644) claimed that The negative particle laa has five functions:

(1) by itself, it can mean simply ‘no’ in response to a statement, question, or a request

هل أنت مصري؟

لا لست مصرياً

Are you Egyptian?

No. I am not Egyptian.

(2) it negates the present tense of verbs: The negative particle laa is used to negate present tense verbs. The verb remains in the indicative mood.

لا أفهم ما تقول

لا أدخن

I do not understand what you are saying.

I do not smoke

لا يحاول الخروج

لا أحب الجزر

He is not trying to leave.

I do not like carrots.

لا يشكل ضمانات

لا يجوز

It does not constitute a guarantees

It is not possible/permissible

(3) it is used for the negative imperative

The negative imperative is formed by using laa plus the jussive form of the verb in the second person (“you”).

لا تزعج نفسك

Do not disturb yourself/do not bother.

(4) to indicate categorical negation, absolute negation

(laa al-naafiya li-l-jins لا النافية للجنس)

This is a special use of laa that negates the existence of something absolutely. The particle laa precedes a noun which is in the accusative, but with no nunation

and no definite article. This type of negation is used in a number of idiomatic expressions.

لا سبيل لدفعه

لا جديد تحت الشمس

There is no way to defend it. There is nothing new under the sun.

لا قلب لها

She is heartless ('there is no heart to her').

لا شك فيه

There's no doubt about it.

لا بأس به

It's not bad ('there is no harm in it').

and (5) when repeated, indicates 'neither . . . nor.'

The two part formation of laa . . . wa-laa ولا...لا is used for the coordinate negative 'neither . . . nor' or 'don't . . . even . . .'. In response to a negative statement, the wa-laa ولا part may be used at the start of the response.

ولا أنا

لا في فاس ولا في مراكش

Me either/me neither

neither in Fez nor in Marrakesh

(Depending on context)

لا الولايات المتحدة ولا الاتحاد السوفياتي

neither the United States nor the Soviet Union.

لم

Ryding (2005,p.647) claimed that the most common way to negate a past tense verb in written Arabic is to use the negative particle lam followed by the verb in the jussive mood.

لم نأت

We did not come.

لم تكتشف الشرطة هويته

The police did not reveal his identity.

لم يحدث ما حدث في الشام

What happened in Syria did not happen here

لا تستخدم المصعد

Do not use the elevator.

لا ريب فيه

There is no doubt about it.

لا فائدة

It is useless. It is no use.

لا شكر على الواجب

There is no thanking for a duty'

لن Lan

It means shall/will not and used to make the future negative , Haywood and Nahmad (1965) state that it is restricted to the denial of the future and fairly strong particle often carrying the force of 'you shall not' , 'they shall not at all' and similar expressions in English.

Ahmed (2008,p.104) adds that when lan لن is prefixed to the present tense it brings about the following changes

1 It changes its meaning into the negative form with emphasis, i.e. instead of no/not, it becomes 'never'

2 the meaning of مضارع changes into futuristic tense.

لن يضرب

'he will never strike'

لن اشرب الخمر

'I shall never drink wine'

لن تؤمن

'you will never believe'

ليس Laysa

Qassim (n,d , p.58) claimed that in nominal sentences the negative particle /laysa/ "not" is usually used and placed before the subject and it can ,but less commonly, be placed before the predicate of the sentence, as in;

ليست البنت حزينة

The girl is not sad.

or

البنت ليست حزينة

Ryding (2005,p.63) adds that Verbless sentences are usually made negative with the use of the verb lays-a 'to not be' .When lays-a is used, it changes the predicate of the sentence from the nominative case to the accusative case.

أنت لست صديقنا

You are not our friend

هو ليس خبيراً

He is not expert

Jiyad (2010,p.45) adds that Arabic allows to negate sentence starts with a pronoun subject with laysa ليس instead of the negative particle لا to convey pretty strong negative form.

لا نعرف أن السادات كان من أبطال الثورة المصرية
لسنا نعرف أن السادات كان من أبطال الثورة المصرية

We do not know that Sadaat was one of the heroes of the Egyptian Revolution.

لما Lamma

It is classical negative particle means 'not yet'. Hasan (1987) claimed that the negative particle lamma is used before the imperfect verb and takes the meaning of the past tense. When the speaker uses the negative particle lamma, he means that the action is not realized yet but it is expected to be at any time.

E.g.

لما يعد المسافر.

The traveler has not returned yet.

لما يأكل الولد

The boy hasn't eaten yet.

إن In

It is commonly used in old Arabic language and not used in modern Arabic. According to Wright (1862, p. 215) the particle إن is often found with negative force in verbal as well as in nominal sentences.

E.g.

إن الكافرون إلا في غرور. (Qur'an 67:20)

The unbelievers are not expect in blindness.

ولئن زالتنا إن أمسكهما أحد من بعده. (Qur'an 35:41)

And if they fail, no one could support them after him.

لات Laata

It is classical negative particle has limited uses. According to Elgalayini (2002) the negative particle laata must followed by adverb of time and it works like laysa.

E.g.

لات ساعة مندم

This is not time to regret.

لات حين مناص.

This is not time to escape.

Wright (1862) pointed out that when a clause containing one of the negative particles لما, لم, ما, لن or the negative verb ليس there is appended, by means of the conjunction و, another dependent clause, then, in place of repeating the particular negative of the former clause, the

general negative لا is used ,because the special kind of negation has already been sufficiently made known.

E.g.

لست أعني بالقلب قلب الجسم ولا الروح الذي في تجويفه.

I understand by the heart neither the corporeal heart nor the spirit that dwells in its cavity.

2.2. Words Have Negative Meaning

In addition to negating with negative particles, Arabic can express negation through words have negative meaning such as: gayru, غير, adamu عدم ...etc

2.2.1. Negation with غير gayru

The noun gayru can be used before an indefinite adjective or noun in the genitive case to express negation or contradiction. It thus translated as not non ,un ,in ,dis...etc. (Chacra, 2007, pp.172)

غير مهم

Unimportant

غير عربي

Not an Arab, non-Arab

غير موجود

Unavailable, not present, non-existent.

2.2.2. Negation with عدم Adamu

The noun adamu (عدم); nonbeing, lack absence or the adjective adimun (عديم); lacking. Can be followed by a noun in the genitive meaning; non ,in un, dis ,less, lack of,...etc.

the noun عدم appears without article or nunation.(ibid)

E.g.

عدم حضور أحد

Without anyone being present

عدم الخبرة

Lack of experience

عديم الحياة

Lifeless, dead

Conclusion

In order to render correct and meaningful meaning, the translator should master grammar of both languages he works with. In this chapter we attempted to convey the most common structures of negation in the two languages and simplify their grammatical uses.

Chapter Two:

Translation of Negation

Introduction

In this chapter we will try to account for some problems that may be confronted by students while translating English negation into Arabic and to clarify how English negation should be translated, but first of all we have to compare the system of negation in English to the one that is used in the Arabic language and show the areas of similarities and differences between them and shed light on language transfer, error analysis and its goals, then we will analyze each area of confusion in translating English negation in isolation by suggesting the appropriate translation for most common English negation forms and deal with each one in isolation.

1. Contrastive Study of English and Arabic Negation

1.1. Similarities

-In both languages we need negative particle to form a negative sentence

-In addition to the negative particles there are words that have a negative meaning in English the same as in Arabic.

The two languages allow the answer of some questions with only a negative particle instead of the full sentence.

E.g.

In English:

- Are you Christian?
- No. (No, I am not a Christian)

Instead of saying No, I am not a Christian.

In Arabic:

- هل أنت مسيحي؟

- لا. (لا، لست مسيحياً)

-It is often that explicitly emphatic negative in English is encountered by explicitly emphatic negative in Arabic.

E.g.

The increase of Saudi Arabia's power... did not please the Iranian government. (Saleem, 2014, p.327)

تزايد القوة السعودية لم يكن أمرا سارا للحكم الإيراني.

1.2. Differences

We can make negation in English with prefixes as a, im, il... etc or with suffixes but in Arabic we have no affixes.

-In order to form a negative sentences in English we need an auxiliary verb whereas in Arabic there is no auxiliary verb in negative sentence.

-Unlike English the Arabic negation particle become in the beginning of the sentence

-In English The negative particle not can be used in the contracted form and can be written as one word with the verb as in didn't, haven't on the other hand , the negative particle in Arabic should be placed separately from the verb.

-In English not become after the auxiliary verb whereas in Arabic the negative particle become before the verb.

-Negation in Arabic is more complicated than in English.

2. Language Transfer

Transfer happened when two languages come in contact with each other. According to Longman dictionary of Language Teaching and Applied Linguistics(322, p.2010), it is the effect of one language on the learning of another. Two types of language transfer may occur; positive transfer and negative transfer.

2.1. Positive Transfer

Is transfer which makes learning easier, and may occur when both the native language and the target language have the same form. For example, both French and English have the word table, which can have the same meaning in both languages.

Positive transfer based on similarities between the two languages.

2.2. Negative Transfer

It is also known as interference, is the use of a native-language pattern or rule which leads to an error or inappropriate form in the target language. For example, a French learner of English may produce the incorrect sentence I am here since Monday instead of I have been here since Monday, because of the transfer of the French pattern Je suis ici depuis lundi (“I am here since Monday”).

Although L1 to L2 transfer has been investigated most widely, it is also generally recognized that there can also be transfer from an L2 to one’s native language, as well as L2 to L3 transfer from one second or foreign language to another. Negative transfer is the faulty application of structures from one’s native language to the target language

3. Error Analysis

Wetzorke (2010) claimed that EA was an alternative to contrastive analysis. Error analysis studies the kinds and causes of language errors.

Error analysis is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the errors made in the Target Language (TL) and that TL itself.

Pit Corder is the “Father” of Error Analysis (the EA with the “new look”). It was with his article entitled “The significance of Learner Errors” (1967) that EA took a new turn. Errors used to be “flaws” that needed to be eradicated. Corder presented a completely different point of view. He contended that those errors are “important in and of themselves.” For learners themselves, errors are 'indispensable,' since the making of errors can be regarded as a device the learner uses in order to learn (Abi Samra, 2003)

3.1.Goals of Error Analysis

EA tries to give precise identification and classification of errors in order to follow its two main principles, one being the obligation to give detailed, helpful learner-oriented feedback ,and the other one being able to focus on specific aspects of the linguistic system. Jaimes (1998,as cited in Wetzorke,2010) explains the goal of EA from his point of view ,which can be identified in their aim " to prevent obsession with trivial errors and give priority to the ones that really matters .

According to Corder (1974, as cited in Abeywickrama, 2011), error analysis has two objectives: one theoretical and another applied. The theoretical objective serves to “elucidate

what and how a learner learns when he studies a second language.” And the applied object serves to enable the learner “to learn more efficiently by exploiting our knowledge of his dialect for pedagogical purposes”. The investigation of errors can be at the same time diagnostic and prognostic. It is diagnostic because it can present us the learner’s state of the language at a given point during the learning process and prognostic because it can inform course organizers to reorient language learning materials on the basis of the learners’ current problems.

Johanson (1975, as cited in Abeywickrama, 2011) stated that, An error analysis is the best tool for describing and explaining errors made by speakers of other languages

4. Translation of Negation

Students face difficulty in translating an English negative sentence into Arabic, because the process of negation in English is different from that in Arabic.

Ghazala (1995) claimed that negation in English includes words like not, do not does not, never, neither, nor and no , the translation of these words is not always as easy as many students might think.

It is noticed that their translation is not easy because they have not constant equivalents that suit every sentence.

4.1. Translation of Words with Negative Affixes

In Arabic we have no negative affixes, in translating words with negative affixes we need to add words such as غير, عدم

E.g.

Unknown غير معروف

Unusual غير عادي

Illogical غير منطقي

Distrust عدم ثقة

4.2. Translation of Not

Students may think of not as a simple word and has a simple translation equivalent in Arabic the particle لا but is not always so.

The appropriate translation of not is always negative but differs according to context.

Ghazala (1995) said that the students are required to search for the suitable word in Arabic .It can be either(لا), (لن), (ليس) or (ما)

E.g.

1 He cannot go.

لا إلا الله

2 Ahmed is not in the university.

أحمد ليس في الجامعة

3 Ahmed will not go to the university.

لن يذهب أحمد إلى الجامعة

From the previous examples we can see that the negative particle not has more than one equivalent in Arabic as many students may think.

So it can be translated to several negative particles in Arabic according to the time of the verb it used to negate.

Ghazala (1995) added that the constructions of (do not),(does not) and (did not) may confuse students because these constructions are different in English which make students think that they equally have to be translated into different forms in Arabic in terms of word for word translation .But we do not have a word for each of these three particles. So we use the particle لا in Arabic for both (do not) and (does not) and the negative particle لم for (did not)

E.g.

They do not want to come with me.

لا يريدون أن يأتوا معي.

He does not speak English well.

لا يتحدث الانجليزية بشكل جيد.

They did not pay him this month.

لم يدفعوا له هذا الشهر .

Ali did not emigrate to France.

لم يهاجر علي إلى فرنسا.

4.3. Translation of No

Many students take no to means (لا) only in Arabic. They may produce the following translation:

No smoking

لا تدخين

No children allowed

لا أطفال مسموح لهم بالدخول

She has no money

معها لا نقود/عندها لا نقود/ تملك لا نقود

The previous constructions is not acceptable in Arabic, لا is not the only equivalent to not , instead we can use the word ممنوع or the expression لا يسمح especially when it is used to express something forbidden.

The previous examples would be translated as follows:

No smoking

التدخين ممنوع

ممنوع التدخين

No children allowed

دخول الأطفال ممنوع

ممنوع دخول الأطفال

She has no money

ليس معها نقود

لا تملك نقودا

4.4. Translation of NeitherNor

Students may confuse between (neithernor) and(eitheror) because of their lexical similarity.

The construction (eitheror) has a positive meaning imply the choice between two things ;one or other, this or that, he or she....etc, but the construction (neither....nor) is negative and means a refusal of two things; not this one nor the other, not this nor that, not he nor she, etc. So the correct translation of (neither....nor) should be (لا....ولا) in Arabic as it is shown in the following examples:

I know neither his address nor his phone number.

لا أعرف لا عنوانه ولا رقم هاتفه.

لا أعرف عنوانه ولا رقم هاتفه.

Neither did he refuse nor accept.

لا هو رفض ولا هو قبل.

لم يرفض ولم يقبل.

Neither you nor I must go.

لا أنت ولا أنا يجب أن نذهب.

Neither the passenger nor the driver was hurt

لم يتأذى لا الركاب ولا السائق.

4.5. Translation of Never

One of student's mistakes is thinking of translating never as one word أبدا the same as it is in the dictionary, but it seems that it leads to mistranslation. Ghazala (1995) suggest the two pairs (لن....أبدا) or (لم....أبدا) for a correct translation of never as it is clear in the following examples:

We never give up.

لن نستسلم أبدا.

I never saw him before.

لم أره من قبل أبدا.

Never say this again.

لا تقل هذا ثانية أبدا.

A point to notice is that both two words (قط), (البتة) can be used and convey the same meaning as (أبدا)

I never saw him before

لم أره من قبل قط

لم أره من قبل البتة

4.6. Translation of Negative Indefinite Pronouns

Arabic has no form corresponding structurally to English 'nobody', 'nothing', no (noun) and sentences containing expressions of this nature are normally represented by the structure 'not ... any'

E.g.

We found no difficulty in this

ما وجدنا صعوبات في هذه

He wrote to nobody

لم يكتب لأحد

ما كتب لأحد

Nothing troubles him

لا يشوشه شيء

He knows nothing

لا يعرف شيئاً

Although the undefined noun is sufficient to express these senses, it is not uncommon to reinforce it after a negative by annexing to it *أية* or *أي*

E.g.

we found no difficulty in this

لم نجد أية صعوبات في هذه

There is no way to a solution

ليس هناك أي سبيل للحل

It worth mentioning that one of problems students face in translating negation is negative particle position in the English sentences which is totally different in Arabic.

Conclusion

We have noticed that English and Arabic languages have areas of similarities and very wide differences in constructing negation that may puts one in confusion while translating English negation into Arabic. The present chapter has dealt with comparing English with Arabic negation system, defining the concepts of language transfer, positive and negative transfer, error analysis, the goals of error analysis and simplifying translation of different English negative forms.

Chapter Three: Case Study

Introduction

In the general introduction we hypothesized that certain forms of English negation may prevent learners to translate them into Arabic accurately due to their different use and meaning that is too far from the Arabic ones. The current chapter will be concerned with the implementation of the test including sentences in negative forms. To check the validity of this hypothesis we conducted a test of thirty students to be used as a data collection. This chapter is divided into two sections. The first section is about description of the test and the methodology used. The second section is devoted for the test and data analysis.

1. Description of Methodology

1.1. The Sample and Population

In this work, the target population is second year LMD English students in the university of El-Oued. The reason of this selection is because they have already started to study translation module. Since it is difficult to deal with the whole of population we have randomly chosen a group composed of thirty students.

1.2. Description of the Test

The students were invited to take part in test containing twenty sentences to be translated into Arabic. These sentences were taken from different books of grammar. Because we are dealing with negation, we have chosen these sentences including different levels and items of negative forms. The student input was used to accept or reject our hypothesis.

2. The Test and Data Analysis

Sentence 01

Sentence 01: This issues are of no great interest to me	
Translation: لا تمثل هته القضايا بالغ أهمية لي	
Correct translation	Wrong translation
20	10
66.67%	33.33%

Table one: translation of sentence one results

In the first sentence out of 30 students, 20 of them (66.67%) got the correct translation and the others 10 students (33.33%) went the wrong translation 6 of them used inappropriate translation as: ليس للمشاكل أهمية كبيرة عندي, هذه المواضيع ليست من اهتمامي; the others (4 students) confused or did not understand the expression "of no great interest" they produce translations like: غير متعلقة بي, لا تعينني

Sentence 02

Sentence 02 He hardly goes to bed before midnight	
Translation: بالكاد يخلد إلى النوم قبل منتصف الليل	
Correct translation	Wrong translation
12	18
40%	60%

Table two: translation of the sentence two results

In the second sentence out of 30 students, 12 of them (40%) used the correct equivalent of the negative adverb hardly. The other 18 students (60%) provided various wrong translations; they might not know that the adverb hardly has a negative meaning means almost not, almost no. They provided unsuitable translations like:

يذهب مرغما إلى النوم قبل منتصف الليل

يذهب إلى النوم بصعوبة قبل منتصف الليل

Sentence 03

Sentence 03:	Didn't you vote for him? No, I didn't and I did not vote for the other candidate.	
Translation:	ألم تصوت لصالحه؟ لا، لم أفعل ولم أصوت للمرشح الآخر	
	Correct Translation	Wrong translation
	7	23
	23%	77%

Table three: translation of the sentence three results

In the third sentence out of 30 students 7 of them (about 23%) translated the negative items correctly. The others 23 students (about 77%) went different wrong translations. Some students rendered unacceptable translation of the negative question "didn't you vote for him" as "هل صوت لصالحه؟ هل انتخبته؟، أليس أنت من صوت له؟" others used "ألن" instead of "ألم" and "لا" instead of "لم", some of them used only one negative item for the second expression "أنا لا أصوت لأي مترشح، لا أنتخب أي مترشح"

Sentence 04

Sentence 04:	Never before have I seen such awful behavior.	
Translation:	لم أرى مثل هذا التصرف الفظيع من قبل قط	
	Correct translation	Wrong translation
	8	22
	26.67%	73.33%

Table four: translation of the sentence four results

In the fourth sentence out of 30 students, 8 students (26.67%) translated it acceptably. The others 22 students (73.33%) made different mistakes; many students rendered inadequate meaning because they used only the negative particle 'لم' for 'never' instead of 'لم...أبدا'. Some others used unacceptable translation like:

مستحيل أن أرى تصرفا كهذا من قبل

لم أرى منه خلقا سيئا من قبل

أبدا لم أرى في حياتي هذا التصرف من قبل

Sentence 05

Sentence 05: According to unofficial figures most of members did not vote for the new draft	
Translation: استنادا إلى جهات غير رسمية فإن معظم الأعضاء لم يصوتوا للمسودة الجديدة	
Correct translation	Wrong translation
13	17
43.33%	56.67%

Table five: translation of the sentence five results

In the fifth sentence out of 30 students, 13 of them (43.33%) got the correct translation and used the appropriate equivalent for the negative word 'unofficial'. The others 17 students (56.67%) used unsuitable or completely wrong translations such as:

بالعودة إلى اطلاعات غير مضبوطة..... من خلال تصريحات خاطئة..... غير موثقة

Others ignored the translation of the first part of the sentence and provided completely wrong translations like: أغلب الأعضاء لم يصوتوا للمسودة الجديدة.

Sentence 06

Sentence 06: No one of the royal family is in the castle	
Translation: لا أحد من العائلة الملكية في القلعة	
Correct translation	Wrong translation
27	3
90%	10%

Table six: translation of the sentence six results

In the sixth sentence out of 30 students, 27 of them (90%) provided suitable translations. Only 3 students (10%) rendered unacceptable translations as following:

لم يكن أحد من العائلة الحاكمة في القلعة.

لا تتواجد العائلة الملكية في القصر.

لم يكن هناك أي أحد من الأسرة الحاكمة في القصر.

Sentence 07

Sentence 07: Neither one of us can live without the other	
Translation: لا يستطيع أحدنا العيش من دون الآخر	
Correct translation	Wrong translation
18	12
60%	40%

Table seven: translation of the sentence seven results

In the seventh sentence out of 30 students, 18 of them (60%) used appropriate equivalents .the others 12 students (40%) answered with wrong translations, five students translate it literally . لا أحدنا يستطيع أن يعيش بلا الآخر . Three of them added the word مساعدة which is not exist in the original sentence لا أحد فينا يستطيع العيش من دون مساعدة الآخرين .The others rendered inappropriate translations as: لا أحد يستطيع العيش وحده

Sentence 08

Sentence 08: He is unhappy of his marks	
Translation: غير سعيد بنقاطه	
Correct translation	Wrong translation
25	5
83%	17%

Table eight: translation of the sentence eight results

In the eighth sentence out of 30 students, 25 students (83%) answered with correct translations. The other 5 students (17%) rendered inappropriate translations like: هو حزين بسبب .لم يكن سعيدا بعلامته .Some of them used the negative particle لم to negate the sentence: علامته

Sentence 09

Sentence 09: No smoking ,no drinking alcohol and no drugs are allowed in the camp	
Translation: يمنع التدخين وشرب الكحول والمخدرات في المخيم	
Correct translation	Wrong translation
3	27
10%	90%

Table nine: translation of the sentence nine results

In the ninth sentence out of 30 students, 3 of them (10%) got the right translation. The other 27 students (90%) rendered different unsuitable translations. Most of the students who answered with wrong translations do not know that the expressions of (no + gerund) used to mean that something is forbidden .The provided inappropriate translations as:

لا تدخين,لا شرب كحول ,لا مخدرات مسموحة في المخيم.

لا للتدخين ,لا للمخدرات وشرب الكحول في المخيم.

لم يكن التدخين ,المخدرات,شرب الكحول مسموحة في المخيم.

Some students added words that do not exist in the original sentence as في قانون المخيم ,لا تكون مسموحة ,من شروط المخيم .

Sentence 10

Sentence 10: Unless you save some money ,you cannot buy new car	
Translation: إذا لم تدخر بعض النقود فلن تستطيع شراء سيارة جديدة	
Correct translation	Wrong translation
24	6
80%	20%

Table ten: translation of the sentence ten results

In the tenth sentence, out of 30 students, 24 of them (80%) used the appropriate equivalent for 'unless' and rendered acceptable translations .The other 6 students (20%) used inadequate translations as: this; بالرغم من أنك حفظت بعض المال لكنك لا تستطيع شراء سيارة جديدة,;

sentence is completely different from the appropriate meaning because the students misunderstood the subordinator 'unless'.

Sentence 11

Sentence 11: I will visit you unless it rains	
Translation: سوف أزورك إذا لم تمطر	
Correct translation	Wrong translation
9	21
30%	70%

Table eleven :translation of the sentence eleven results

In the eleventh sentence we noticed that only 9 students (30%) got the right translation; however, the rest failed to catch the right answer; that is 21 students (70%) because they were confused the appropriate meaning of 'unless'. For example:

سأزورك حتى وان أمطرت, سأزورك عندما تتوقف المطر

Sentence 12

Sentence 12: In the end it is not up to you, so don't worry about issues you have no control over	
Translation: لا يعود الأمر إليك في النهاية فلا تقلق حيال أمور لا تملك السيطرة عليها	
Correct translation	Wrong translation
2	28
6.67%	93.33%

Table twelve: translation of the sentence twelve results

The above table shows an obvious weakness in translating this sentence containing various negative forms. In other words, out of 30 students, we have only 2 students (6.67%) whose answers were completely correct. However, the majority of them, 28 students (93.33%), did not catch the complete right translation; some of them went to translate the first half correctly as:

في النهاية لا تخصك, فلا تقلق بشأن أشياء لا علاقة لك بها.

whereas some others whose answers were correct only in the second half. For example: في النهاية ليس خطوك فلا تقلق حياال أمور لا تسيطر عليها

Sentence 13

Sentence 13: All the glitters is not gold	
Translation: ما كل ما يلمع ذهباً	
Correct translation	Wrong translation
27	3
90%	10%

Table thirteen: translation of the sentence thirteen results

In this sentence students reveal the ability to translate this sentence in correct way ;that is to say 27 students (90%) caught the right translation while only very few students 3 (10%) whose translations were wrong as : كل ما يلمع ليس ذهباً :

Sentence 14

Sentence 14: This is a war which neither side can win	
Translation: هذه حرب لا يستطيع أي طرف الفوز فيها	
Correct translation	Wrong translation
14	16
46.67%	53.33%

Table fourteen: translation of the sentence fourteen results

In this sentence out of 30 students, 14 of them (46.67%) got the suitable translation. Whereas, 16 students (53.33%) used different wrong translations. Some of them ignored the translation of negative item 'neither' and produced unacceptable translation يمكن لأي طرف الانتصار في هذه الحرب. هذه حرب كلا الطرفين يمكنه أن يفوز فيها

Others used inappropriate equivalent for 'neither', they produce translations like:

لم يتمكن أي طرف من الانتصار في هته الحرب. لن ينتصر أحد في الحرب.

Sentence 15

Sentence 15:	I will take the job unless the pay is too low	
Translation:	سوف أقبل بالوظيفة إذا لم يكن الراتب متدنيا جدا	
	Correct translation	Wrong translation
	12	18
	40%	60%

Table fifteen: translation of the sentence fifteen results

In the fifteenth sentence out of 30 students, 12 of them (40%) answered with acceptable translations. The others 18 students (60%) provided wrong translations. Most of the students whose rendered wrong translation did not understand the role of the word 'unless' in this context; they suggested translations like: سوف أقبل العمل وحتى وان كان الأجر منخفضا جدا. سوف أقبل الوظيفة مع الأجر القليل

Sentence 16

Sentence 16:	He is no longer interested	
Translation:	لم يعد يهتم	
	Correct translation	Wrong translation
	9	21
	30%	70%

Table sixteen: translation of the sentence sixteen results

The above table shows that only few students got the correct translation and the others went wrong translation. In other words, out of 30 students ,9 of them (30%) used appropriate translation. The others 21 students (70%) used unacceptable translations. Most of students confused the translation of 'no longer'; they suggested translations like: ليس مهتما كثيرا. انه ليس بهذا مهتم. ليس مهتم. ليس اكبر مهتم. هو لا يكن اهتمام كبير.

Sentence 17

Sentence 17:	It is good for nothing	
Translation:	لا يصلح لأي شيء/لا يصلح لشيء	
	Correct translation	Wrong translation
	6	24
	20%	80%

Table seventeen: translation of the sentence seventeen results

In the seventeenth sentence out of 30 students, only 6 of them (20%) provided correct translation. The other 24 students (80%) answered with wrong translations. Most of students whose answered were wrong used inappropriate literally translation for the sentence like: جيد

للاشيء. جيد من أجل لاشيء. انه جيد من اجل لا شيء.

Some others answered with meaningless translation as: جيد بدون أي شيء

Sentence 18

Sentence 18:	We wanted tickets, but there were none left	
Translation:	أردنا التذاكر لكن لم تتبقى ولا واحدة	
	Correct translation	Wrong translation
	12	18
	40%	60%

Table eighteen: Translation of the sentence eighteen results

In the eighteenth sentence out of 30 students, 12 of them (40%) got the right translation. the other 18 students (60%) used unsuitable translations. Some of them answered with inadequate translations like: أردنا تذاكر لكن لا يوجد. لم يبقى لنا بطاقات:

Others did not know the meaning of 'none' in this context; they replaced it with 'لاشيء'

A few students rendered completely wrong translations as: أردنا التذاكر لكن لم يغادر أحد: 'أي شيء'

Sentence 19

Sentence 19: Neither my father nor my mother went to the university	
Translation: لم يذهب للجامعة لا أبي ولا أمي	
Correct translation	Wrong translation
15	15
50%	50%

Table nineteen: translation of the sentence nineteen results

The above table show that half of students got the right answer and the other half answered wrongly. It is to say that out of 30 students, 15 of them (50%) used the suitable equivalent of (neither...nor) and provided the right translation. Whereas the other 15 students (50%) used unsuitable translations, some did not use the equivalent

'لا...ولا' and others used it in incorrectly place. For example

لم يذهب أبي وأمي إلى الجامعة .

لم يذهب كل من أبي وأمي إلى الجامعة.

لا يذهب أبي ولا أمي إلى الجامعة.

Sentence 20

Sentence 20: It is none of your business	
Translation: هذا ليس من شأنك/أمر لا يخصك	
Correct translation	Wrong translation
17	13
56.67%	53.33%

Table twenty: translation of the sentence twenty results

In the twentieth sentence out of 30 students, 17 of them (56.67%) got the suitable translation, they were fully aware of the exact meaning of the expression .However, the other 13 students (53.33%) answered with different wrong translations ,they did not know that the

above expression is used to say that 'It is nothing that you need to know ' . They rendered translations like: ليست أعمالك. لا يوجد أي أحد في عمله

Results

As clearly noticed the majority of students being tested went the wrong answers in translating most of the above sentences. This clearly indicates that students have an obvious problem in translating English negation into Arabic. In other words one can say that students go the right answer with simple and familiar negative structure. However, in case the structure of sentences contains more than one negative item or unfamiliar forms, learners did not guess the appropriate translation in Arabic.

Accordingly, the prediction we supposed in this work is accepted. That is to say that certain forms of English negation prevent learners to translate them into Arabic accurately due to their different use and meaning that is too far from the Arabic ones.

Conclusion

As a conclusion, the present chapter was to validate our hypothesis. It contains all the research methodology used; the sample, population, description of the test and its analysis. After carrying the analysis, the obtained results from the test proves that students have a remarkable problems in translating negative forms into Arabic. In the light of this analysis we conclude that certain forms of negation in English prevent foreign learners to give the equivalent translation in Arabic correctly.

General Conclusion

Our concern in this study was to make sure whether or not the negation prevents translating into Arabic. This work is composed of three chapters that are regarded as the structure of the thesis. The first two chapters were devoted to present the theoretical part of this study, and the third chapter is concerned with the field work.

In the first chapter, we dealt with the most common negative structures of both languages English and Arabic. Firstly we have started with negation in English and tried to simplify the construction of negation levels and its grammatical rules; negative affixes, using the particle not to form negative verbs and other forms, negative words, how to make a negative question and the case of double negatives. Then we summarized the rules of negation in the Arabic language through explaining the different negative particles and their use in Arabic sentences and expression and then we have seen cases of making negative expressions without negative particles through words have negative meaning.

In the second chapter compared the system of negation in English to the one that used in the Arabic language and showed the areas of similarities and differences between them, explained the terms of language transfer, error analysis and its goals, then we analyzed and suggested appropriate translation for most common English negation forms when student are expected to encounter difficulties and dealt with each one in isolation.

In the third chapter we concerned with the implementation of the test including sentences in negative forms. This chapter is divided into two sections. The first section is about description of the test and the methodology used. The second section is devoted for the test and data analysis.

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Appendix

Dear students

This test is supposed to provide a clear overview about your ability 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- The issues are of no great interest to me.

.....

2-He hardly goes to bed before midnight.

.....

3- Didn't you vote for him?

.....

-No, I didn't and I did not vote for the other candidate.

.....

4-Never before have I seen such awful behavior.

.....

5-According to unofficial figures, most of members did not vote for the new draft.

.....

6-No one of the royal family is in the castle.

.....
7-Neither one of us can live without the other.

.....
8-He is unhappy of his marks.

.....
9- No smoking, no drinking alcohol, and no drugs are allowed in the camp.

.....
10-Unless you save some money, you cannot buy new car.

.....
11-I will visit you unless it rains.

.....
12- In the end, it is not up to you, so don't worry about issues you have no control over.

.....
13- All the glitters is not gold.

.....
14-This is a war which neither side can win.

.....
15- I will take the job unless the pay is too low.

.....
16- He is no longer interested.
.....

17- It is good for nothing.

.....

18-We wanted tickets, but there were none left.

.....

19-Neither my father nor my mother went to the university.

.....

20-It is none of your business.

.....

المخلص

المقدمة

للتجربة الدور الأهم في تسهيل عملية التواصل بين اللغات والثقافات المختلفة. و لتتم عملية الترجمة على أكمل وجه على المترجم أن يكون مؤهلاً ويتقن جميع مستويات اللغتين المصدر واللغة الهدف. تشكل الصعوبات النحوية في ترجمة أشكال النفي عائقاً لعملية الترجمة في بعض الأحيان بالأخص بالنسبة للطلبة وحديثي العهد بمجال الترجمة.

تهدف هذه الدراسة إلى تسليط الضوء على بعض الصعوبات التي يواجهها الطلبة أثناء تعاملهم مع ترجمة النفي من اللغة الانجليزية إلى اللغة العربية. وسيتم من خلال فصول هذا البحث التعرف على كيفية بناء النفي في كلتا اللغتين, إيضاح بعض أوجه الشبه وأوجه الاختلاف لبنية النفي بين اللغتين واقتراح ترجمات مناسبة لتراكيب النفي التي قد تشكل عائقاً للطلبة عند التعرض لها في حين يقوم الجزء العملي على دراسة ترجمات عينة من الطلبة لعدة جمل تتضمن أشكالاً مختلفة من النفي. تتسلسل فصول هذا البحث على النحو التالي:

الفصل الأول: النفي في اللغتين الانجليزية والعربية

(1) النفي في اللغة الانجليزية:

قد يؤثر النفي على مستوى الكلمة الواحدة أو العبارة وقد يشمل كامل الجملة فيقلب معناها إلى النقيض تماماً. ويتم ذلك من خلال:

- النفي المطرف (Negative Affixes): وهي الزوائد التي تضاف إلى الكلمة فتقلب معناها إلى النفي وتكون هذه الزوائد

إما سوابق (تضاف في بداية الكلمة) مثل: un, il, dis

Unhappy , illogical ,disorder

أو لواحق (تضاف في آخر الكلمة) مثل: speechless, jobless , homeless

- النفي باستخدام أداة النفي (not): وتعتبر الأداة الأساسية التي يتم بها النفي في اللغة الانجليزية ويتم من خلالها نفي الأفعال .

- كلمات النفي : وهي كلمات يستخدم كل منها في سياق معين فتعطي معنى النفي ومنها: neither, never, no

nobody, none, , nor, ,nothing, nowhere, neither, neither.....nor, never and unless

- السؤال بصيغة النفي : في الغالب يأخذ السؤال بصيغة النفي الشكل التالي:

auxiliary verb + subject +not

فعل مساعد+فاعل +الأداة not

-النفي المضاعف : وهي الحالة التي يكون في نفي النفي وفي الغالب لا يستعمل في اللغة الرسمية

(2) النفي في اللغة العربية

يتم النفي في اللغة العربية من خلال:

-أدوات النفي المتعددة يختص كل منها بنوع مخصص من السياق ولا يمكن استبدال إحدى هته الأدوات بالأخرى. وأدوات

النفي في اللغة العربية هي : لم ,لن ,لا , ما ,لما , إن , لات وليس.

لم : تختص بالدخول على الفعل المضارع فتفيد عدم حصوله في الماضي مثل: لم يذهب , لم يكتب . لم يشرب.

لن: تدخل على الفعل المضارع لتدل على عدم حصوله في المستقبل مثل : لن يذهب .لن يكتب.

لن يشرب .

لا: يمكن أن تأتي أداة النفي لا في عدة حالات منها: أن تكون لوحدها في شكل إجابة تفيد النفي ,تنفي الفعل

المضارع,تفيد النهي,تفيد النفي المطلق (لا النافية للجنس) وقد تأتي مكررة لتتقي أكثر من شيء واحد.

ما: يمكن أن تدخل على الفعل الماضي وعلى الفعل المضارع أحيانا .

لما: تنفي الفعل المضارع فتفيد عدم حصوله وهو متوقع الحصول.

إن: يمكن أن تنفي الجملة الاسمية والجملة الفعلية.

لات: تختص بنفي الجملة الاسمية ويمكن أن تعمل عمل ليس ومن شروط عملها أن يكون معمولها من ألفاظ الزمان نحو :

الحين ,الوقت الساعة...

ليس: تدخل أداة النفي ليس على الجملة الاسمية ويمكن أن تتموضع قبل المبتدأ أو قبل الخبر أحيانا .

- إضافة إلى أدوات النفي يمكن التعبير عن النفي باستخدام كلمات تفيده معنى النفي مثل الكلمتين: غير وعدم

مثل:

غير صحي . غير طبيعي . غير عربي .

عدم مبالاة . عدم خبرة . عدم الحياة .

الفصل الثاني: ترجمة النفي

خلال هذا الفصل تم التطرق إلى مقارنة بنية النفي بين اللغتين العربية والانجليزية وإيضاح أوجه الشبه وأوجه الاختلاف بينهما كما تم اقتراح ترجمات لأشكال النفي التي يمكن أن تشكل عائقا للطلبة في الترجمة.

مقارنة أسلوب النفي بين العربية والانجليزية:

أوجه الشبه:

- نحن في حاجة إلى أدوات النفي في كلا اللغتين.
- تشتركان بوجود كلمات تدل على النفي, ولا يقتصر الأمر على الأدوات فقط.
- تشتركان في وجود النفي الصريح والنفي الضمني في كلاهما بحيث يمكن أن تحمل الجملة معنى النفي دون أن يكون هناك وجود لأي أداة نفي.

أوجه الاختلاف:

- وجود النفي المطرف في الانجليزية وانعدامه في اللغة العربية.
- يتطلب النفي في اللغة الانجليزية على مستوى الجملة وجود فعل مساعد وهذا الأخير غير موجود أصلا في اللغة العربية .
- اقتصار الانجليزية على حرفي نفي أساسيين وهما: no و not بينما تعدد حروف النفي في العربية.
- تبدأ الجملة المنفية في العربية بحرف النفي يلي الفعل أو الاسم المنفي مباشرة دون فاصل بينهما, في حين يتغير موقع حرف النفي في اللغة الانجليزية وفقا لنوع الجملة .
- تقبل اللغة الانجليزية اختصار أداة النفي not وهذا غير موجود أصلا في اللغة العربية.

ترجمة النفي

اختلاف شكل وأسلوب النفي في الإنجليزية عنه في العربية يشكل عائقا في بعض الأحيان أثناء التعرض لترجمته من الإنجليزية إلى العربية. إضافة إلى انه لا يوجد مكافئ ثابت, أي أن ترجمة الشكل الواحد من النفي تعتمد في أغلب الأحيان على السياق والاستعمال.

ترجمة النفي المطرف: لا يوجد في اللغة العربية هذا الشكل من النفي لذلك عند التعرض لترجمة كلمات بها لواحق أو سوابق

تفيد معنى النفي نستعمل كلمات مثل : غير وعدم

مثل: غير معروف : unknown

غير عادي : Unusual

غير منطقي : Illogical

عدم ثقة : Distrust

ترجمة الأداة not :

يعتقد الطالب بان ترجمة not في العربية هي أداة النفي لا,غير أن ذلك لا يصح دائما ,فهي تترجم إلى النفي لكن يعبر عنه بأداة مختلفة كل مرة حسب السياق,فهي يمكن أن تأتي بمعنى ما أو لا أو ليس أو لن مثل:

1.He cannot go

لا يستطيع أن يذهب

2.Ahmed is not in the university.

أحمد ليس في الجامعة

3.Ahmed will not go to the university.

لن يذهب أحمد إلى الجامعة

ترجمة الأداة no :

في العبارة الاصطلاحية الشائعة المتكونة من (no+gerund) (لا+مصدر) يفيد هذا الاستعمال المنع البات لذلك يجب ترجمة no في هذا السياق إلى يمنع أو ممنوع.

مثل:

No smoking: ممنوع التدخين

No parking: ممنوع الوقوف

كما يمكن أن تأتي كذلك بمعنى ليس مثل:

She has no money: ليس معها نقود

ترجمة (neither...nor):

أحيانا قد يقع الطالب في التباس بين العبارتين (neithernor) و (eitheror) وذلك للتشابه بينهما .

التركيبية (eitheror) عبارة موجبة لا تعطي معنى النفي وتفيد الخيار بين شيئين. أما التركيبية

(neithernor) تفيد النفي وتعني رفض الشئيين معا بمعنى (لا هذا...ولا ذاك) لذلك يجب ترجمتها إلى أداة النفي العربية

(لا) مكررة .

مثل:

I know neither his address nor his phone number.

لا أعرف لا عنوانه ولا رقم هاتفه.

لا أعرف عنوانه ولا رقم هاتفه.

Neither did he refuse nor accept.

لا هو رفض ولا هو قبل.

لم يرفض ولم يقبل.

Neither you nor I must go.

لا أنت ولا أنا يجب أن نذهب.

Neither the passenger nor the driver was hurt

لم يتأذى لا الركاب ولا السائق.

ترجمة never:

الترجمة التي تعطىها القواميس للكلمة (never) (أبدا) وحدها غير كافية ولا تؤدي معنى تام لذلك يتوجب إضافة إحدى أو ات النفي لم أو لن أو لا حسب السياق والزمن المستعمل. فتكون ترجمة Never إلى: (لم...أبدا) أو (لن...أبدا) (لا...أبدا) مثل:

We never give up.

لن نستسلم أبدا.

I never saw him before.

لم أراه من قبل أبدا.

Never say this again.

لا تقل هذا ثانية أبدا

الفصل التطبيقي

لاختبار الفرضية التي تفيد بأن بعض أشكال النفي الإنجليزية قد تمتع المعلمين من تقديم ترجمة دقيقة لها في اللغة العربية, قمنا خلال هذا الفصل بإجراء اختبار لمجموعة من 30 طالبا يدرسون بقسم الإنجليزية للعام الثاني بجامعة الوادي حيث تم اختيارهم عشوائيا واختبارهم في ترجمة 20 جملة تشتمل على أغلب أنواع النفي المستعمل في اللغة الإنجليزية.

بعد إجراء الاختبار تم تحليل ترجمات الطلبة لكل جملة على حدا تم التوصل إلى الآتي

-يقدم الطلبة ترجمات مناسبة وصحيحة إذا ما كانت جملة النفي بسيطة ومألوفة.

عندما تتضمن الجملة أكثر من أداة نفي واحدة أو تركيب غير مألوف من النفي لا يصيب غالب الطلبة في تقديم الترجمة المناسبة والدقيقة لها.

- يتضح أن أكثر الطلبة الذين اختبروا لم يعطوا ترجمات مناسبة لأغلب الجمل مما يدل في على أنهم يواجهون صعوبة في ترجمة أشكال النفي المختلفة.

وعليه يمكن الحكم بصحة الفرضية التي قدمناها في بداية هذا العمل والقائلة بان بعض أشكال النفي الإنجليزية قد تمتع المعلمين من تقديم ترجمة دقيقة لها في اللغة العربية نظرا للاستخدام والمعنى المختلف عن نظيره في العربية

Abstract

Translation problems or at least difficulties are the concern of translators. The grammatical problems of translating negation into Arabic make challenge to students. This research is an attempt to investigate the students' difficulties of translating negation from English into Arabic. To test our hypothesis that certain forms of English negation may prevent learners to translate them into Arabic accurately due to their different use and meaning that is too far from the Arabic ones, a test is given to a group composed of thirty students belonging to second year LMD at the English Department, University of El-Oued .This test consists of twenty sentences in the negative form where students are asked to translate into Arabic. After having carried The analysis of the students' answers, we found out that they have a real problem regarding translating negative forms.

Key words: *negation, difficulties, translating negation, negative form.*

ملخص

تعتبر مشاكل وصعوبات الترجمة محط اهتمام المترجمين. تشكل المشاكل النحوية في ترجمة النفي تحديا للطلبة. يتناول هذا البحث الصعوبات التي يواجهها الطلبة في ترجمة النفي من الانجليزية إلى العربية. ولاختبار الفرضية التي طرحناها بان بعض أشكال النفي في الانجليزية قد تمتع الطلبة من تقدم ترجمة دقيقة له في العربية لاختلافهما الكبير في الاستعمال والمعنى قمنا باختبار فوج يتكون من 30 طالبا من طلبة السنة الثانية ليسانس ل.م.د بقسم اللغة الانجليزية بجامعة الوادي. يحتوي هذا الاختبار على 20 جملة في صيغة النفي, حيث يطلب من الطلبة ترجمتها إلى العربية. بعد تحليل إجابات الطلبة توصلنا إلى أن لديهم مشاكل تجاه أشكال النفي .

الكلمات المفتاحية: *النفي, صعوبات, ترجمة النفي, أشكال النفي .*

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رسالة:
ماستر أكاديمي
ميدان: الآداب واللغات الأجنبية
مجال: اللغة الإنجليزية
اختصاص: الترجمة و علم دراسات الترجمة

من إعداد: الجباري بكاكرة

بعنوان

صعوبات ترجمة النفي من الانجليزية إلى العربية
دراسة حالة طلبة سنة ثانية انجليزية بجامعة الوادي

تمت مناقشتها علنيا

بتاريخ: 05 / 06 / 2014

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