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DEDICATION

First of all, all praises to Allah, who helped me finish this work,

The present work is dedicating to my dearest person, my first teacher, who supported and encouraged me all the time. Whom I am really proud of and very lucky to be his daughter, to the most precious:

MY FATHER

I also dedicate this work to my greatest woman, whom taught me all about the beautiful thing in life, my source of strength who raised me to be the person I am today and help me achieve what I dream for it; The one who is praying for me -my wonderful, beautiful and precious

MOTHER

To my eldest brother who is my hero and whom I love most Oussama

To my shiny star;

To my dear brothers Ramy, Yacine, Noufel

To my sister Selma and her son Ahmed Nassif

To my dearest grandmother and grandfather whom I will never forget.

To my lovely friends Aridj, Moufida, Amina, Sara, Ferdous, Nesrin, Ratiba, Sana, Fadila,

Samia, Hanan, Kheireeldin, Noufel

To my sympathetic friend Sara with whom I enjoyed this work,

To all my friends and my family.

Amina Boulahdid

DEDICATION

In the name of God, Most Gracious, Most Merciful

All the praise due to God alone, the sustainers of all the worlds

This work is dedicated to:

My father who helped me achieves my dream

The most important person in my life: my mother

My sisters: Djihad, Chaima, Islame, Amira, Nourhane

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List of abbreviations

FYMES. First Year Master English Students

Q. Question

SL. Source Language

TL. Target Language

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Introduction

INTRODUCTION

Statement of the Problem

Translation is considered as one of the crucial human activities. It enables people to understand different aspects of history, religion, culture, and language of various communities. Translation, hence, is the key to the development of many societies through culture exchange achieved by translating the various aspects above mentioned.

Translation, as a subject, is very important in the realm of cultural exchange that lead to considerable researches and studies by many scholars.

It is viewed as a number of different kinds of problems that require suitable and possible solutions through the application of effective and efficient methods and strategies.

English and Arabic belong to two different languages families, and therefore, difficulty will definitely arise.

Translation difficulties are found at various levels, among which are the rendering of one-abbreviation forms. Abbreviations enjoy a very significant influence on the translation's accuracy, especially when dealing with translation terminology (scientific, legal, financial, engineering, medical, technical...). Most novice translators and translation students face difficulties when dealing with this kind of translation since this field requires some given specialized vocabulary. Translating abbreviations is not a simple task; it is a sensitive area that needs to be handled with care, so that it requires a perfect, wide and a deep knowledge in terms of equivalence.

The present study aims to investigate to what extent First year master English Students are dealing accurately with identifying, producing abbreviations in English and Arabic, and translating it from English into Arabic and vice versa with.

Aim of the study

The present study aims at investigating the student's competence when dealing with abbreviations in translation from English into Arabic and vice versa.

It is also aims at investigating abbreviations in English and Arabic so as to make a comparison between them, in addition to that identifying and analyzing the errors committed by First Year Master English students of Translation and Translation Studies at Kasdy Merbah university-Ouargla when dealing with translating abbreviations.

The aim, hence, is to help them identify, produce and translate more accurate abbreviations through relying upon practice.

Research Questions

Departing from what has been produced, it is necessary attempt to answer the following questions:

- 1-Why it is difficult for FYMES of translation and translation Studies at Kasdy Merbah university-Ouargla to identify and to produce accurate abbreviations in English and Arabic?
- 2- How do FYMES able to translate abbreviations from English into Arabic and vice versa?
- 3-How do FYMES of Translation and Translation Studies at Kasdy Merbah university-Ouargla deal with abbreviations?
- 4-Could we have Arabic abbreviations that could be used as equivalent as the English ones?

Hypothesis

On the basis of the aforementioned research questions, we do mainly hypothesize that:
-First Year Master English Students of Translation and Translation Studies are unable to identify, produce the various forms of abbreviations in English and Arabic, and are in particular unable to guess and translate these forms from Arabic into English and vice versa.

Structure of the study

The present study consists of two main chapters, a theoretical and practical one. The first chapter is devoted into two sections. Section one focus on English abbreviations its etymology and history, different definitions of abbreviations and its types, punctuation and meaning according to English language. In the other hand section two discusses the Arabic abbreviations its history, different definitions of abbreviations its types, borrowed acronyms punctuations and meaning according to Arabic language in addition to arabilization, and make a comparison between English and Arabic abbreviations. Chapter two is devoted to the description, interpretation and analysis of data collected through the two tests.

To achieve this aim, we have adopted a descriptive analytic method through which we investigate the errors committed by FYMES and try to see why they are done such? Then, we do analyze the results we got from the 6 tests and we finish by deciding to what extent the students are able or unable to produce accurate translation especially into English since Arabic language does not support this form of writing.

Chapter one

Theoretical Frame Work

CHAPTER ONE

Introduction

The present study is an attempt to identify to what extent abbreviations could be rendered accurately from English into Arabic language and vice versa. So, the theoretical chapter is divided into two sections. The first one deals with abbreviations in English, while the second one deals with the abbreviations in Arabic. Thus, in the first section, looks at English abbreviations its etymology and history, different definitions of it and its types, formation, uses and reasons of its types, punctuation and meaning, that what the section two dealing with it in addition to borrowed acronyms and make a comparison between English and Arabic abbreviations.

Translating of abbreviations from one language into another is not an easy task. Notwithstanding, the translation of abbreviations has played a very important part in the contact between different peoples and different cultures throughout history, and is still playing an even more important role in the increasingly globalised world.

1. Section one: Abbreviations in English

1.1. Etymology and history

Abbreviations which are one of the most noticeable features of present-day English Linguistic life would form a major of any super dictionary.

Abbreviation is coined from Greek “brevis” which means short. Abbreviations have been used as long as phonetic scripts have existed, in some actually being more common in early literacy, where spelling out a whole word was often avoided, initial letters commonly being used to represent words in specific application.

By classical Greece and Rome, the reduction of words to single letters still normal, but can default. An increase in literacy has historically sometimes spawned to trend toward abbreviation.

The standardization of English in the 15th through 17th centuries included such a growth in the use of abbreviation (Shortcuts 1483-1660). In 19th, the number of abbreviations started to increase quickly. The fashion for abbreviations, which is often thought to be an exclusively modern habit, can be traced back to over 150 years. There has been a great increase in the use of abbreviations (Crystal, 2004:120).

1.2. Abbreviations

Abbreviations usually, but not always consist of a letter or group of letters taken from a word or a phrase, for example: the abbreviation word can itself be represented by the abbreviation abbr, abbrv, abbrev.

In strict, abbreviations should not be confused with contractions or acronyms (including initialism), with which they share some semantic and phonetic functions, though all three are connoted by them abbreviation of a work is made by omitting certain letters or syllables and bringing together the first and last letter or elements, an abbreviation may be made by omitting certain portions from the interior or by cutting off part. It is mostly capital letters.

1.3. Types of abbreviations

The majority of linguists do agree that abbreviation term includes acronyms, blends and clipping which are labeled differently:

1.3.1. Acronyms

Most linguists define acronym as a word formed from the initial letters of a group of words (Lester, 1991:206; Crystal, 2003: 1 and Fromkin., Rodman and Hyams 2003: 95). (Allan, 1986: 24 and Kleinedler, 1993: iii) state that acronyms are created from the initial letter (s) or two of the words in a compound name. (Bauer, 1983: 237) substitutes the phrase “group of words” with “principal words in a title or phrase”, whereas (Pyles, 1971: 299) mentions that acronyms are sometimes made of syllables. A different opinion is given by (Smith, 2002: 154) who declares that an acronym might be formed from using one’s imagination.

1.3.1.1. Formation of Acronym

Acronyms mostly consist of three letters (usually all capital), more intensively, acronyms may be built on acronyms. For instance, PROM (programmable read- only memory) is built on ROM (read- only memory) (Fromkin, Rodman and Hyams, 2003: 96).

An acronym can also be formed from the first letters of the syllables in long polysyllabic words, e.g. PABA (paraaminobenzoic acid) (Kleinedler, 1993: iv).

In some cases, the name of a particular object is chosen to form the acronym and it spells something that sounds metaphorically right, for example, BASIC (beginner all- purpose symbolic instruction code), WASP (White Anglo- Saxon Protestant) and FIST (The

Federation of Inter- State Truckers) (Bauer, 1983: 237). Thus, the lack of predictability in acronyms is because of two reasons. Firstly, the original phrase is treated freely to form the acronym. Secondly, not every acronym pronounced as one word (ibid. 237-8).

Sometimes, acronyms like ATM (automatic teller machine) and PIN (personal identification number), are regularly written with one of their elements repeated, as in “I sometimes forget my PIN number when I go to the ATM machine” (Yule, 2006: 57).

Occasionally, unusual acronyms are written in a way that the letters are not the initial ones in the phrase, e.g. KREEP (a type of moon rock, where the K is the chemical symbol for potassium, and the acronym means potassium, rare earth elements, phosphate). In more common cases, more than one letter is taken from the beginning of one or more of the words in the original phrase, as in Arvin (Army of the Republic of Vietnam) and GHOST (Global Horizontal Sounding Technique) (Bauer, 1983: 238).

1.3.1.2. Uses of Acronyms

Acronyms belong to fields such as chemistry, health, transport, military, computer, and education (Gramley and Pätzold, 1992: 27).

Additionally, they tend to abound in large organization in which they express long cumbersome terms, as in MADD (mother against drunk driving) and NATO (north Atlantic treaty organization) (Yule, 2006: 429).

The use of acronyms for trade names has been established for a long time, such as sebco (extension drill, made by the Star expansion and Bolt Company) (Pyles, 1971: 301).

1.3.1.3. Reasons for Using Acronyms

Usually, the motive for creating acronyms is either brevity or catchiness in both speech and writing (Hartmann and Stork, 1976: 1). Additionally, euphemism may be one of the reasons, for example, BO (branch office), TB (tuberculosis), and VD (venereal disease) (Pyles, 1971: 299).

Accordingly, succinctness and precision are highly valued and acronyms can contribute greatly to concise style. Furthermore, acronyms help to convey a sense of social identity, i.e., the group to which it belongs. So it wastes time and space if such acronym are stated fully and it would be strange indeed to hear someone routinely expanding USA, AIDS, UNESCO, SARS, ROM, DOS, RAM and all the other well- known acronyms of contemporary English (Crystal, 2004: 120).

Acronyms are being added to lexicon daily because of the wide- spread of the Internet and proliferation of computers. Examples of recent acronyms are MORF (male or female), FAQ (frequently asked questions), WYSTWYG (what you see is what you get), FYI (for your

information), and BTW (by the way) (Fromkin, Rodman and Hyams, 2003: 96-97). Actually, even if the acronyms are proper names, they have to be entered in the dictionary. They cannot be left to have their meanings decided from the original phrases (Allan, 1986: 241).

1.3.2. Clipping

Clipping refers to the process whereby a lexeme (simplex or complex) is shortened, while still being a member of the same form class. (Bauer, 1983:233). (Yule, 2006:56) mentions that clipping occurs when a word of more than one syllable (facsimile) reduced to shorter form (fax) usually beginning in casual speech. And according to (Kleinedler, 1993: iv) the process of clipping is the shortening of a polysyllabic word by omitting part of the word's ending, such as exams from examinations.

1.3.2.1. Formation of clipping

Clipping usually consists of at least two or three syllables that are clipped. The most common form of clipping which is used is fore-clipping for example photog (photographer), Ana (anorexia), followed by back clipping e.g. blog (weblog), and back and fore-clipping (flu, fridge). Mid-clipping Jo'burg, Jo'bg (Johannesburg) is rare. It can be formed into parts a few combinations, and then they are pronounceable as clippings, for example, ATT-Gen (Attorney-General)(http://lexis.univ-lyon3.fr/IHG/pdf/lexis_2_fandrych-2pdf).

1.3.2.2. Reason for using clipping

According to clipping is sometimes used for euphemistic or obfuscatory purposes, as Mia, an in-group term used by young women afflicted with bulimia in their classrooms. (http://lexis.univ-lyon3.fr/IHG/pdf/lexis_2_fandrych-2pdf).

1.3.3. Blends

Blends is the combination of two separate forms to produce a single new term is also present in the process called blending however is typically accomplished by taking only the beginning of one word joining it to the end of the other word (Yule, 55). Blends in its general sense is the combination of the beginning of one word and the end of the another, such as caplet from capsule and tablet (Kleinedler, 1993: iv).

1.3.3.1. Formation of blends

Most blends consist of two elements, a characteristic which places them in the vicinity of compounds (Marchand, 1969:451), such as weborexia (web + anorexia). It can also be formed from acronyms such as ABB (ASEA+BBC)

(http://lexis.univ-lyon3.fr/IHG/pdf/lexis_2_fandrych-2pdf).

1.3.3.2. Reason for using blends

Many blends are used for attention-catching purposes in advertising and journalism, and these are often short-lived (Adams, 2001:141).

1.4. Punctuations

Usually, abbreviations (especially of organizations) are written without full stops even though in American English. (Swan, 2003:2). Each is an abbreviation of a separate word and in theory; it should get its own termination. Such punctuation is diminishing with the belief that the presence of all capital letters is sufficient to indicate that the word is an abbreviation.

An apostrophe is sometimes used before the S in plurals of an abbreviation (as in MP's, CD's) (Watkins, 2001:280). It is used also with some abbreviations such as (dep't, department and can't, cannot).

At the other hand a few abbreviations are punctuated with slashes for example (c/o, care of and w/o, without) (Merriment, 1998:79).

As mentioned earlier, most abbreviations are written with small one, as in radar and laser (Kleinedler, 1993: v-vi).

Articles are frequently dropped in acronyms, as in UNESCO not the UNESCO (Alexander, 2002:65). The new technique of using small caps is sometimes used in order to make the run of capital letters seem less jarring to the reader. For example, the style of some American publications, including the Atlantic Monthly and USA Today, is to use small caps for acronyms longer than three letters; thus U.S. and FDR are in normal caps, but NATO in small caps. The acronyms AD and BC are often written as small capped as well (Wikipedia, 2009 a: 10).

As for numbers (both cardinal and ordinal) in names, they are often represented by digits rather than initial letters: as in 4GL (Fourth generation language) or G77 (Group of 77). Large numbers may use metric prefixes, as with Y2K (for Year 2000) (sometimes written Y2K, because the SI symbol for 1000 is k - not K, which stands for Kelvin). Exceptions using initials for numbers include TLA (three-letter acronym/abbreviation) and GoF (Gang of Four). Acronyms that use numbers for other purposes include repetitions, such as W3C (World Wide Web Consortium); pronunciation, such as B2B (business to business); and what is

called 'numeronyms', such as i18n (internationalization; 18 represents the 18 letters between the initial i and the final n) (ibid.: 11).

1.5. Meaning

Abbreviations can be exploited to affect a double meaning such as the Women against Rape organization uses the abbreviation (WAR) to convey their militancy (Allan, 1986:241).

In fact, many abbreviations are used and understood in a particular field and cannot be used or assimilated easily outside it, whereas other obtained general currency (stageberg, 1981:124).

In some cases, the estimated meaning of the abbreviations are not related to its form, e.g. NEGRO (National Economic Growth and Reconstruction Organization) and NOW (National Organization of Women) (Pyles, 1971:300).

2. Section two: Abbreviations in Arabic

2.1 History and definition

In Arabic language the use of abbreviation in all its forms may be dated to the influence of translating these forms from the different forms of European languages. The Arabs did not tend to use abbreviation and did not hence have any rules concerning this tool because they are mainly related to writing and this latter was not given real importance since Arabic is read more than it is written.

2.2. Types of abbreviations

The process of abbreviation involves shorting words, phrases, and sentences by omitting and/or changing their letters in a way that meaning will remain clear. In Arabic acronym (اللفظة الاوانلية), (clipping الاجتزاز), (blending النحت) are all part of the process of abbreviation.

2.3.1. Acronyms

In Arabic, acronym is known as (اللفظة الاوانلية) which means an abbreviation of set of words to syllables or letters so as to make a word that is entirely new. As a result, the new created word is easier in memorization, reading and writing (Wikipedia, 2001 b: 2).

(Hijazi, 2000: 95-96) states that acronyms have been used in the past in the Arabic language. Some well knew linguists have mentioned them in the Arabic heritage. In addition, they have collected the acronyms from the ancient manuscripts and showed their meaning to the modern readers. Some of these acronyms are (إلى آخره) الخ, (انتهى) اه.

2.3.1.1. Formation of acronyms

In Arabic, the letters that from the acronym, especially the one that is not pronounced as a word (i.e. initialisms) are taken from the base form of the original words in order not to have additional letters like (ألف، التاء، الميم) in the acronym .On the other type, the other type of acronyms, which are enunciated as a word, is not governed by specific rules. In fact, these acronyms are formed according to easiness in usage and articulation (Wikipedia, 2010).

Usually the acronym is formed by picking up the first letter or two from the original complete Arabic word. In some cases, especially in scientific realms, markings and numbers are used in the acronyms as in the symbols and numbers used in mathematics e.g. نصف from ن, and قطر, and هو المطلوب from م.و.ه. electricity system in geometry, chemical and physical equations e.g. كغرام from ك and القوة المركزية from ق.م. Furthermore, they are used in modern linguistics and Morse code (Hijazy, 2000:97).

Acronyms in Arabic are sometimes created from the first letters in the syllables of the original word(s), e.g. انتهى from ه ا. Unlike the English language, the acronym is written as separate letters when it is not pronounced as a full word in Arabic. In addition, some letters may be added to the acronym so as to make it metaphorically right, i.e. it resembles a word in Arabic; a clear example is مشمش from المصرية الشيوعية المنظمة (ibid.).

2.3.1.2. Importance of using acronyms

Firstly, acronyms provide time owing to not writing full words. Secondly, it offers space in printing because full phrases are represented by individual letters. Thirdly, acronyms are used in order to have better comprehension of the original sentence or phrase. Fourthly, because some acronyms are used around the world, they became well-known in all of the global languages (Hijazi, 2000:97)

As a matter of fact, acronyms have become a fundamental component in modern languages on science technology and media levels. Additionally, the increase in the industrial products requires the usage of short words and symbols that to the creation of specialized dictionary in some foreign languages (ibid: 96).

Moreover, some of the names of famous authors, scientist, and linguists have been abbreviated into acronyms in Arabic, such as حجج (ابن الحجر الهشيمي) and مر (محمد الرملي) (wright, 1971: 294).

2.3.2. Clipping

In Arabica, lapping (الاجتزاز) is made either at the beginning of a word, namely, the initial letters, as in (لعل)(عل), (هذا)(ذا) or at the end of the word such as (ذلك)(ذا) (sayeed,1995 :490) it can be also occur in the middle e.g. (منذ)(منذ) (wright, 1971 :22) .

2.3.3. Blends

Blends (النحت) are very identified in Arabic language and it includes terms that have been used in ancient references. Blends that are frequently cited in these books are: (السبحة): (سبحان الله), (Jebel, 2005:28-29, Abdul-hameed, 2005: 28-29 and Alkhawarizmi, n.d:24)

2.3.4. Borrowed acronyms

The acronyms are the same as in the two languages: English and French which occur for the same reasons that happens about the use of borrowed terms as loan words generally. The issue of borrowed terms may be explained through one of the techniques of translation. Borrowed words usually arise from language contact of various linguistic communities. This may be due to immigration, colonization, trade, etc., or for a need to maintain originality or local nuance of the SL text in the TL text or for simple stylistic reason which is the case with

journalists. And at times it is simply the case of a weaker culture being subsumed by the stronger one. This is the case with most of the modern IT acronyms. That is why in French we have acronyms such as CDROM, DVD, FTP (File Transfer Protocol), email, even though the acronym couriel (for e-mail) now exists in French.

Arabic has two types borrowed acronyms:

2.3.4.1. Untranslated borrowed acronyms

In English some acronyms have been formed and used in media world, as a result, have entered the Arabic language as they are in English as in يونيتار (UNITRA= united nations institute for training and research), انتربول (INTERPOL = International Criminal Police Organization), هايبات (HABITAT =United nations centre for Human settlement), كيس (CIS=International Occupational Safety and Health Information centre), ايدا (IDA =International Development Association), بيس (PIS =Prior Informed consent), رادار (Radio detecting and ranging) (EL-Jarf,2009:3).

2.3.4.2. Translated borrowed acronyms

In Arabic, the element of loan acronyms, particularly acronyms used for scientific degrees are translated and used in their full forms rather than using their acronyms, EMS (European Monetary System) which is translated into (نظام النقد الدولي) (Wikipedia, 2009). This is another example: WF.A (World food Assembly) which is translated into (جمعية العالمي الغذاء) (<http://accurapid.com/journal/38acronyms.htm>).

2.4. Punctuation

In Arabic language letters that from the acronyms are written differently with or without the use of dots, usually to distinguish pronouncing them letter by letter from pronouncing them as full word. For instance, unlike ب.ص. (صندوق بريد) (وكالة الأنباء الدولية) is pronounced as a word (Mansur,1996: 122).

For distinguishing between the plural and singular, male and female form of acronyms in Arabic, the use of vowel points (الحركات) is done (Wikipedia, 2009:1-2).

2.5. Meaning

In Arabic language some cases of acronyms are rebuilders conversely in order to make their meaning acceptable and more suitable in the societies. (حسبنا الله و نعم الوكيل) حسبك which is transferred to سبحان الله which means (سبحان الله).

And another example حركة التحرير الفلسطينية فتح is converted from حتف which means « death » to فتح which means « to set free ».

2.6. Arabilization

Many tries of an arabilization are being made by writers of books in different ways of life, especially on internet because of these reasons.

Firstly, most of acronyms are borrowed as they are from English as consequence of considering English as the language of science.

Secondly, there are few Arabic acronyms in comparison with English,

Thirdly, they increase need for abbreviated form in writing on the net because of the huge development in all of scientific fields. (Al Najjer, 2009:1)

2.7. Comparison between English and Arabic abbreviations

1. The rapid advance of science and technology in recent centuries seems to be an underlying force driving the usage of acronyms, as new inventions and concepts with multiword names create a demand for shorter, more manageable names. Thus, what many Arab linguists believe (that acronyms are not of that significance, they can be neglected, and as a consequence there is no need for using them in Arabic) is not true. As such, there are not many dictionaries of acronyms in Arabic like English.

2. In English, abbreviations are not usually written with full stops (even though in American English they do), whilst in Arabic they usually put full stops.

3. In Arabic, some abbreviations have been borrowed from more than one resource, mostly from English and French. This is why one may find two abbreviations that mean the same thing as in *اوتان* and *ناتو* and *سيدا* and *ايدز*

4. The letters that shape the acronym in the Arabic language, especially initialisms, are taken from the base form of the original words.

5. Acronyms have not been studied or written about thoroughly in Arabic, whereas they have attracted the attention of many linguists in English especially in the present time.

6. Some of the acronyms that are used in the Internet and the Arabic media are borrowed from English and other global languages without translation, while most others are translated into Arabic and written in their full form without using acronyms. In addition, using the same way of creating acronyms in English, many Arabic agencies use English and/or Arabic acronyms to refer to their agencies names.

Conclusion

To sum up, this chapter has been devoted to discover, in the present research, the obstacles and difficulties that have faced the students with translating the abbreviations. We have noticed that learners should have strong background knowledge something that plays a major role in carrying out this task which demands talent and capacities on their parts and

awareness of both cultures in order to be able to translate abbreviations and make them acceptable and more suitable.

General conclusion of the first chapter

To sum up, this chapter sheds light on the history of abbreviations in Arabic that appeared because of the deep effect of the translation .It shows and that Arabs neglected the use of abbreviations and since it was not important for them.

Firstly, we have introduced and defined types of abbreviations that are: Acronym, Blending and Clipping starting with introducing how they are defined in addition to their formations, reasons and uses. This chapter looks also at the learners of English's dealing with the difficulties when translating abbreviations from Arabic into English. Secondly, we have also presented types of borrowed acronyms in Arabic; translated and un-translated borrowed acronyms.

Chapter two

Practical Frame Work

Chapter two: Practical Part

Data Collection, Description, Analysis and Results.

Introduction

The present chapter represents the practical part of the study; it comprises collecting data, describing, analyzing, evaluating resources errors and results of two tests which contain 06 questions that have been done in English department with the students of First Year Master Translation and translation studies. It aims to optimize the hypothesis: if First Year Master Students of English Translation and Translation Studies are aware of the crucial role of abbreviation in translation or not, and if their translation inaccuracy is due to abbreviations in translation problems; if they are really able to identify, produce abbreviations in English and Arabic, and to translate it from English into Arabic and vice versa.

3.1. Choice of sample

The target sample is FYMES of English Translation and Translation Studies at Kasdy Merbah University-Ouargla. The chosen population is motivated by the fact that they have been studying handled field at least three years in their curses. In addition, most of abbreviations translation has been introduced in their studies .twenty students have been randomly taken from the whole population of students studying on FYMES Translation and Translation Studies Students. All of the informants responded two both tests.

3.2. Research tools

The data are gathered by means of written tests which were administrated to the participants in their translation previous lectures as an academic test, they passed it as a TD exam. It was taken seriously since the participants had enough time to do it.

3.3. Description of the first test

The first test used in the present study is a form of identifying and producing task given to students, it is composed of four questions each one contains twenty items which are:

Q1: write the origin (the full expression) of the following abbreviations in English? .

Q2: make the abbreviation for each one of the following points in English?

Q3: write the origin (the full expression) of the following abbreviations in Arabic?

Q4: make the abbreviation for each one of the following points in Arabic?

3.4. Data analysis

To analyze the student's answers, each item was taken separately. In addition, the data were analyzed quantitatively (i.e. by means of table and percentage) and qualitatively (i.e. by discussion and explanation of the results).

All the informants were able to represented to the test, however not all of them of occurrence, and analysis of errors committed.

The following tables show the subject's performance of questions;

Table N°1
Subjects' achievement of the first question

| N° of Item | N° of Correct Answers | Percentage % | N° of Incorrect Answers | Percentage % |
|-------------------|------------------------------|---------------------|--------------------------------|---------------------|
| 01 | 14 | 14 | 06 | 06 |
| 02 | 03 | 03 | 17 | 17 |
| 03 | 01 | 01 | 19 | 19 |
| 04 | 00 | 00 | 20 | 20 |
| 05 | 03 | 03 | 17 | 17 |
| 06 | 01 | 01 | 19 | 19 |
| 07 | 06 | 06 | 14 | 14 |
| 08 | 07 | 07 | 13 | 13 |
| 09 | 09 | 09 | 11 | 11 |
| 10 | 06 | 06 | 14 | 14 |
| 11 | 06 | 06 | 14 | 14 |
| 12 | 00 | 00 | 20 | 20 |
| 13 | 00 | 00 | 20 | 20 |
| 14 | 03 | 03 | 17 | 17 |
| 15 | 01 | 01 | 19 | 19 |
| 16 | 06 | 06 | 14 | 14 |

| | | | | |
|--------------|----|-------|-----|-------|
| 17 | 03 | 03 | 17 | 17 |
| 18 | 00 | 00 | 20 | 20 |
| 19 | 00 | 00 | 20 | 20 |
| 20 | 00 | 00 | 20 | 20 |
| Total | 69 | 17.25 | 331 | 82.75 |

As shown in the table above, it seems that most of the participants face real difficulties in identifying the origins of the given abbreviations. For this reason, the total number of their correct answers (69, 17.25 %) is lower than of the correct ones (331, 82.75%). This verifies the hypothesis which reads: FYMES of Translation and Translation Studies at Kasdy Merbeh University–Ouargla are unable to identify the original words from which the abbreviations are constructed.

Table N°2

Subjects' Achievement of the second question

| No. of Item | N° of Correct Answers | Percentage % | N° of Incorrect Answers | Percentage % |
|--------------------|------------------------------|---------------------|--------------------------------|---------------------|
| 01 | 00 | 00 | 20 | 20 |
| 02 | 19 | 19 | 01 | 01 |
| 03 | 17 | 17 | 03 | 03 |
| 04 | 10 | 10 | 10 | 10 |
| 05 | 16 | 16 | 04 | 04 |
| 06 | 20 | 20 | 00 | 00 |
| 07 | 03 | 03 | 17 | 17 |
| 08 | 18 | 18 | 02 | 02 |
| 09 | 18 | 18 | 02 | 02 |

| | | | | |
|--------------|-----|-------|-----|-------|
| 10 | 16 | 16 | 04 | 04 |
| 11 | 10 | 10 | 10 | 10 |
| 12 | 05 | 05 | 15 | 15 |
| 13 | 07 | 07 | 13 | 13 |
| 14 | 05 | 05 | 15 | 15 |
| 15 | 00 | 00 | 20 | 20 |
| 16 | 07 | 07 | 13 | 13 |
| 17 | 00 | 00 | 20 | 20 |
| 18 | 01 | 01 | 19 | 19 |
| 19 | 18 | 18 | 02 | 02 |
| 20 | 09 | 09 | 11 | 11 |
| Total | 199 | 49.75 | 201 | 50.25 |

From the results in the above table, the total number of their correct answers (199, 49.75%) is lower than incorrect ones (201, 50.25%). This indicates that they encounter difficulties in constructing abbreviations. This verifies the hypothesis which states: they are bad at producing English abbreviations.

Table N°3
Subjects' Achievement of the third question

| No. of Item | N° of Correct Answers | Percentage % | N° of Incorrect Answers | Percentage % |
|--------------------|------------------------------|---------------------|--------------------------------|---------------------|
| 01 | 6 | 6 | 14 | 14 |
| 02 | 12 | 12 | 8 | 8 |
| 03 | 7 | 7 | 13 | 13 |
| 04 | 7 | 7 | 13 | 13 |
| 05 | 3 | 3 | 17 | 17 |
| 06 | 5 | 5 | 15 | 15 |
| 07 | 8 | 8 | 12 | 12 |
| 08 | 5 | 5 | 15 | 15 |
| 09 | 11 | 11 | 9 | 9 |
| 10 | 8 | 8 | 12 | 12 |
| 11 | 6 | 6 | 14 | 14 |
| 12 | 2 | 2 | 18 | 18 |
| 13 | 6 | 6 | 14 | 14 |
| 14 | 1 | 1 | 19 | 19 |
| 15 | 2 | 2 | 18 | 18 |
| 16 | 7 | 7 | 13 | 13 |
| 17 | 5 | 5 | 15 | 15 |
| 18 | 5 | 5 | 15 | 15 |
| 19 | 5 | 5 | 15 | 15 |
| 20 | 7 | 7 | 13 | 13 |
| Total | 118 | 29.5 | 282 | 70.5 |

From the result in the above table the total number of the correct answers (118, 29.5%) is lower than of the incorrect ones (282, 70.5%) this indicates that they encounter difficulties in constructing abbreviations. This validates the hypothesis which states: FYMES English of translation and translation studies are incapable of recognizing or the original words from which the abbreviations are constructed.

Table N°4
Subjects' Achievement of the fourth question

| No. of Item | N° of Correct Answers | Percentage % | N° of Incorrect Answers | Percentage % |
|--------------------|------------------------------|---------------------|--------------------------------|---------------------|
| 01 | 7 | 7 | 13 | 13 |
| 02 | 3 | 3 | 17 | 17 |
| 03 | 3 | 3 | 17 | 17 |
| 04 | 4 | 4 | 16 | 16 |
| 05 | 5 | 5 | 15 | 15 |
| 06 | 4 | 4 | 16 | 16 |
| 07 | 3 | 3 | 17 | 17 |
| 08 | 3 | 3 | 17 | 17 |
| 09 | 2 | 2 | 18 | 18 |
| 10 | 1 | 1 | 19 | 19 |
| 11 | 1 | 1 | 19 | 19 |
| 12 | 2 | 2 | 18 | 18 |
| 13 | 4 | 4 | 16 | 16 |
| 14 | 4 | 4 | 16 | 16 |
| 15 | 1 | 1 | 19 | 19 |
| 16 | 1 | 1 | 19 | 19 |
| 17 | 1 | 1 | 19 | 19 |

| | | | | |
|--------------|----|------|-----|------|
| 18 | 2 | 2 | 18 | 18 |
| 19 | 3 | 3 | 17 | 17 |
| 20 | 4 | 4 | 16 | 16 |
| Total | 58 | 14.5 | 342 | 85.5 |

From the table above, the total answers (58, 14.5%) in more than of the correct ones (342, 68.4%) this denotes that the students face real difficulties in constructing abbreviation they are bad at producing abbreviations in Arabic. This verifies the hypothesis which states are bad at producing abbreviations in Arabic.

The following tables show the subjects' achievement in the whole test.

Table N°5

Subject's achievement of whole English tests

| No of question | N° of Correct Answers | Percentage % | N° of Incorrect Answers | Percentage % |
|-----------------------|------------------------------|---------------------|--------------------------------|---------------------|
| Q.1 | 69 | 17.25 | 133 | 82.75 |
| Q.2 | 199 | 49.75 | 201 | 50.25 |
| Total | 268 | 33.5 | 532 | 66.5 |

From table (5), it is intelligible that total performance with students in Q.2 is better than their performance at Q.1, the achievement of the students is constructing abbreviation is much better than the producing the original words of abbreviations.

Table N°6**Subject's achievement of the whole Arabic tests**

| No of question | N° of Correct Answers | percentage % | N° of Incorrect Answers | Percentage % |
|-----------------------|------------------------------|---------------------|--------------------------------|---------------------|
| Q.3 | 118 | 29.5 | 282 | 70.5 |
| Q.4 | 58 | 14.5 | 342 | 85.5 |
| Total | 176 | 22 | 624 | 78 |

From table (6), it is apparent that the students real difficulties in both questions as the total number of the incorrect (642, 78%) is more than of the correct one (176, 22%).

Table N°7**The following table shows the subject's achievement of both English and Arabic tests**

| Language | N° of Correct Answers | Percentage % | N° of Incorrect Answers | Percentage % |
|-----------------|------------------------------|---------------------|--------------------------------|---------------------|
| English | 268 | 35.5 | 532 | 66.5 |
| Arabic | 176 | 22 | 624 | 78 |
| Total | 444 | 27.75 | 1156 | 72.25 |

Actually, it is clear that the total achievement of the students in English is better than in Arabic.

3.5. Sources of errors

All learners commit errors and errors are natural processes for language. This section deals with the reasons beyond students' errors. FYMES of translation and translation studies in this study, most errors are attributed to interlingual, intralingual transfer, context of learning and communication strategies.

3.5.1. Interlingual transfer

This type of error happens owing to the effect of the learners' first language into the foreign one.

This sort of error can be seen in the following items

Item (4): UCC = University Central of California

Item (11): FAQ = Formation Analysis Quality

Item (15): ID = Identity

The reasons behind students' errors are that Abbreviation is not used on a wide scale in Arabic. Moreover, Arab linguists have not focused or elaborated on this process in the books of linguistics because they envisage that this concept is not Arabic in origin (i.e. it is borrowed from foreign languages like English and French)

3.5.2. Intralingual transfer

This sort of errors occurs due to of the target language on itself,(Penny,2001:8-9)

Intralingual errors encompass the following

3.5.2.1. Overgeneralization error

Is a form of negative transfer which involves the incorrect application of the previously learned second language material to a present second language context (Ellis, 1986:171).

3.5.2..2. Ignorance of rule restriction

The learners apply a rule on a category which is in incorrect place that leads to error committing (Richards and Sampson, 1974:70).

3.5.2.3. Incomplete application of the rules

It involves the inability to learn more complex types of structures because the learner thinks that he can achieve effective communication by using relatively simple rules(Brown,1987:8-3).(Richards and Schmidt,2002:185) false concepts hypothesized that may derive from wrong comprehension of a distinction in the target language (Brown,1987:81-3 and Chanier, 1992:134).

Overgeneralization and false concept hypothesized errors appear in items

Item (1): Male or female = MF

Item (4): By the way = BW

Item (7): Certified Financial Officer = CFO

Item (17): Foreign Exchange = FE

Item (18): Central Identity Number =CIN

From the items above, it is obvious that the students over generalize the rule thinking that they can construct Abbreviations only by taking the initial letters of the original principal words.

One error in one item may be attributed to ignorance of roles restrictions.

Item (1): Male or Female = MLFL

Incomplete application of the rules can be emerged items

Item (11): Army of the Republic of Vietnam = ARV

From the above item it is clear, that some symbols or letters may be added to abbreviation, together with the initial letters that construct abbreviation.

3.5.3. Context of learning

This type of errors occurs due to (Brown, 1987:179) with regard to the students, the instructors do not focus on this process and they do not give enough examples and exercises about abbreviations as well as the books.

This sort of errors can be seen in the following item:

Item (7): NATO= National Organization State

3.5.4. Creating new words or coinage

The learner may construct or invent new words or phrases so as to express the desired (Faucette, 2001:5)

Coinage errors appears in the following items

الفقرة (4): وهو المطلوب = مطر

الفقرة (11): الفصل = فص

الفقرة (16): حدثنا = حد

The reason behind using coinage is that the students do not know abbreviations very well. For this reason they resort to create new words.

3.6. Description of the second test

The second test used in the present study is a form of a translation task given to the students, it is consists of two questions each one contains ten items which are:

Q5: translate the following abbreviations from Arabic into English?

Q6: translate the following abbreviations from English into Arabic?

3.7. Data analysis

The student's of translation was analyzed and translated each one differently. In addition, the data were analyzed quantitatively (i.e. by means of table and percentage) and qualitatively (i.e. by discussion and explanation of the results).

All the student's were able to represented to the test, however not all of them of occurrence.

The following tables show the subject's performance

Table 8
Subjects' achievement of the fifth question

| No. of Item | N° of Correct Answers | Percentage % | N° of Incorrect Answers | Percentage % |
|--------------------|------------------------------|---------------------|--------------------------------|---------------------|
| 01 | 8 | 8 | 2 | 2 |
| 02 | 7 | 7 | 4 | 4 |
| 03 | 3 | 3 | 6 | 6 |
| 04 | 2 | 2 | 8 | 8 |
| 05 | 4 | 4 | 7 | 7 |
| 06 | 4 | 4 | 6 | 6 |
| 07 | 5 | 5 | 5 | 5 |
| 08 | 6 | 6 | 4 | 4 |
| 09 | 1 | 1 | 9 | 9 |
| 10 | 4 | 4 | 6 | 6 |
| Total | 44 | 44 | 56 | 56 |

As shown in the table above, it seems that most of the participants face real difficulties in identifying the origins of the given abbreviations. For this reason, the total number of their incorrect answers (56, 56 %) is higher than of the correct ones (44, 44%). This justifies the

hypothesis which says: FYMES of Translation and Translation Studies at Kasdy Merbeh University–Ouargla are unable to translate abbreviations from Arabic into English.

TableN°9
Subjects' achievement of the six question

| No. of Item | No. of Correct Answers | Percentage % | No. Of Incorrect Answers | Percentage % |
|--------------------|-------------------------------|---------------------|---------------------------------|---------------------|
| 01 | 1 | 1 | 9 | 9 |
| 02 | 0 | 0 | 10 | 10 |
| 03 | 0 | 0 | 10 | 10 |
| 04 | 2 | 2 | 8 | 8 |
| 05 | 1 | 1 | 9 | 9 |
| 06 | 4 | 4 | 6 | 6 |
| 07 | 1 | 1 | 9 | 9 |
| 08 | 3 | 3 | 7 | 7 |
| 09 | 0 | 0 | 10 | 10 |
| 10 | 5 | 5 | 5 | 5 |
| Total | 17 | 17 | 83 | 83 |

As shown in the table above, it seems that most of the participants face real difficulties in identifying the origins of the given abbreviations. For this reason, the total number of their correct answers (17, 17 %) is lower than of the incorrect ones (83, 83%). This verifies the hypothesis which reads: Master One English Students of Translation and Translation Studies at Kasdy Merbeh University–Ouargla are unable to translate English abbreviation into Arabic.

Table N°10

Subject's achievement of whole English tests

| No of question | No. of Correct Answers | percentage % | No. of Incorrect Answers | percentage % |
|-----------------------|-------------------------------|---------------------|---------------------------------|---------------------|
| Q.1 | 17 | 8.5 | 83 | 41.5 |
| Q.2 | 56 | 28.5 | 44 | 22 |
| Total | 73 | 36.5 | 127 | 63.5 |

From table (8), it is intelligible that total performance with students in Q.6 is better than their performance at Q.5 the achievement of the students in translating English abbreviations better than Arabic ones.

Conclusion

From what has already been mentioned in the last chapter (The practical Frame Work), we conclude with the following findings:

- 1- All students of master translation are unable to recognize how to abbreviate the Arabic words and how faithfully translate Arabic abbreviations.
- 2- Students of master translation manipulate better English abbreviations.
- 3- Students can better abbreviate English words rather than Arabic ones.
- 4- Students of master translation can better translate abbreviations if they practice have given stronger base.
- 5- Students do not recognize abbreviations from English into Arabic are due to the way of teachers see which side in abbreviation is more important to be taught.

conclusion

Conclusion

This research has been designed on one essential issue in English translation; it is how students of First Year Master Students of Translation deal with abbreviation in translation. The study consists of three chapters and each one of them deals with specific contents, we have revealed in the first chapter the difficulties and problems in the process of translating abbreviations in both languages From English into Arabic or vice versa. In the second chapter we have introduce the history of abbreviation and its different types that are acronyms, blends and clippings followed with their formations, usages and the reasons of why they are used . The last chapter deals with the analysis of the students' tests. The present study investigated the outcomes of the practical tests, which showed that all students of master translation are unable to recognize how to abbreviate the Arabic words and how faithfully translate Arabic abbreviations. It also showed that they were able to abbreviate the English words better than Arabic ones. We hope that our research will help to build awareness among teachers and mostly among students and it will be useful as a reliable reference to the students in the future.

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Appendicies

TheFirstTest:

Dear students,

The present test is made to see to what extent students of FYMESof Translation and Translation –Studies at Kasdy Merbeh University - Ouargla are familiar with the identification of abbreviations and whether they have the ability to deal with this subject.

Your answers will be very important for our research work. Therefore, we would be very grateful if you could help us by answering the following questions.

Thank you in advance

Question 01: Write the origine (the full expression) of the following Abbreviations in English?

- 1) VOA.....
- 2) TOEFL
- 3) SOS
- 4) UCC.....
- 5) NBA.....
- 6) ER.....
- 7) NATO.....
- 8) FBI.....
- 9) GMT
- 10) CIA.....
- 11) FAQ.....
- 12) WC
- 13) WWI.....
- 14) NASA.....
- 15) ID
- 16) EU
- 17) AIDS.....
- 18) HRW.....
- 19) ELCO.....
- 20) BSS.....

Question 02: Make the Abbreviation for each one of the following points in English :

- 1) Male or Female
- 2) General Purpose
- 3) Radio Detecting And Ranging
- 4) By The Way
- 5) Military Police
- 6) United Kingdom
- 7) Certified Financial Officer
- 8) North Atlantic Treaty Organization.....
- 9) World Food Program.....
- 10) Woman Against Rape.....
- 11) Army of the Republic of Vietnam.....
- 12) What you see is what you get.....
- 13) Court Of Appeals.....
- 14) Trust on First Use.....
- 15) Multiple Daily Vitamin.....
- 16) Appropriate for Gestational Age.....
- 17) Foreign Exchange.....
- 18) Central Identity Number.....
- 19) Human Resources.....
- 20) For You Information.....

Question 03: Write the origin (the full expression) of the Abbreviations in Arabic?

- 1) و.أ.ج
- 2) وعد
- 3) حدس
- 4) مط
- 5) ع
- 6) تع
- 7) صلح
- 8) عم
- 9) خ
- 10) جستن
- 11) ش.م.م

- 12) انا.....
13) ج...
14) تح.....
15) ت.....
16) ب.إ.....
17) حوئلة.....
18) الحوصلة.....
19) إلخ.....
20) أ.ه.....

Question 04 : Make the abbreviation for each of the following points in Arabic (you can use clipping " النحت ") ?.

- 1) ذات مسؤولية محدودة.....
2) قوة مجمولة جوية.....
3) منظمة العمل الديمقراطي.....
4) وهو المطلوب.....
5) وكالة الأنباء الجزائرية.....
6) التاريخ الميلادي.....
7) التاريخ الهجري.....
8) قبل الميلاد.....
9) الترمذي.....
10) الطبران.....
11) الفصل.....
12) بسم الله الرحمن الرحيم.....
13) قطاع عام.....
14) مصدر سابق.....
15) أستاذ و دكتور.....
16) أدام الله عزك.....
17) حركة تحرير فلسطين.....
18) كيلو غرام.....
19) حدثنا.....
20) حزب الشعب الديمقراطي الأردني.....

The Second Test:

Dear students,

The present test is made to see to what extent students of

Master One English Students of Translation and Translation –Studies at Kasdy Merbeh University - Ouargla are familiar with the translation of abbreviations and whether they have the ability to deal with this subject.

Your translation will be very important for our research work.

Therefore, we would be very grateful if you could help us by answering the following questions.

Thank you in advance

Question 05: Translate these abbreviations from Arabic into English?

-ح.د (1)
-ت (2)
-ت.م.ك (3)
-ت.م (4)
-ج.م (5)
-ه (6)
-ج.ت.ه (7)
-م.ق (8)
-أ.أ (9)
-إ.ع.ص (10)

Question 06: Make the abbreviations for each one of the following from English into Arabic?

- 1) AA.....
- 2) MO.....
- 3) A.....
- 4) ABB.....
- 5) CBF.....
- 6) FPA.....

- 7) ABC.....
- 8) EPA.....
- 9) FRP.....
- 10) CLCS.....

ملخص البحث

بالعربية

الاختصارات في اللغة العربية والانجليزية

هناك عدة مصطلحات متداولة في الدراسات الغربية خاصة الانجليزية في علم المصطلح، تتناول نوعاً من المصطلحات يتكون على سبيل الاختصار وتكوين كلمة جديدة اعتماداً على كلمات متعددة وهذه الاختصارات تُصرف إلى عدة أنماط طبقاً لعملية تكوينها وطريقة نطقها، كالتالي اللفظة الأولية، الاجتزاز و النحت.

الاختصارات من وسائل تكوين المصطلحات، إلى جانب التغير الدلالي والاشتقاق والنحت والتركيب. ولكن الفرق الأساسي بين الاختصارات من جانب والوسائل الأخرى من جانب آخر يكمن في عدم خضوع الاختصارات لقواعد لغوية صارمة تحدد بنيتها. ولهذا يوصف تكوين الاختصار على أنه ابتكار كلمة أو إحداث كلمة Word Creation أكثر من كونه قاعدة هادفة إلى تكوين كلمة Word Formation. يعد بعض اللغويين هذه الاختصارات أمراً هامشياً يجوز الاستغناء عنه، والواقع أن هذه الاختصارات أصبحت مكوناً أساسياً في اللغات العالمية المعاصرة على مستوى العلم والتقنيات والحياة العامة، وكذلك في مستوى الإعلام.

وبطبيعة الحال تقوم هذه الاختصارات على أخذ الحرف الأول أو عدة حروف من الكلمات العربية الكاملة. وقد اهتم بعض المؤلفين في التراث العربي وبعض المحققين ببيان هذه الاختصارات، وقام أعلام ممن كتبوا في قواعد تحقيق التراث بجمع هذه الاختصارات من المخطوطات وبيان معناها للمحقق الناشئ والقارئ الحديث. ومن هذه الاختصارات ما يدل على الإسناد (ثنا = حدثنا)، وعلى أعلام المؤلفين (س = سيبويه)، وبعض علامات تقسيم النص (أ هـ = انتهى، ت زيادات، ش = شرح)

أما اللغة العربية فيرجع أقدم الاختصارات فيها إلى تسمية كتاب العهد القديم المكون من التوراة ان الاختصارات لها في العربية تاريخ واضح الملامح في إطار الحركة العلمية، نعرف اختصارات كثيرة تتناول الكتب والصياغة العلمية لها كاملة في عدد من اللغات.

يهدف استخدام هذه الاختصارات إلى ما يأتي:

1- توفير الوقت لأن الاختصار يعني عن تتابع كلمات كثيرة.

2- توفير الحيز الطباعي لأن الاختصار يأخذ حيزاً محدوداً في الطباعة.

3- وضوح الدلالة المتخصصة والبعد عن الصياغة الغامضة.

4- تيسير التعامل الدولي عبر اللغات.

ومع هذا فقد لوحظ في معجمات المختصرات المؤلفة لجمهور المثقفين أنها تتضمن أيضاً الرموز التي تتطلبها الطباعة الحديثة. وينبغي وجودها علامات الأرقام والرموز مثلا أيضا في التقنيات ومنها المستخدمة في الرياضيات وفي المنطق الرياضي، وفي الكهرباء والأجهزة الكهربائية وأجهزة القياس الكهربائي، وفي المعادلات الكيميائية والفيزيائية، والرموز المستخدمة في علم النبات وعلم الفلك، ومنها كذلك علامات الترقيم، وألفبائية مورس للبرقيات، والرموز المستخدمة في علم اللغة الحديث. وكلها أدوات مهمة للتعامل العلمي الدقيق.

وهناك فرق بين الاختصارات والرموز من حيث العلاقة بالمكون اللغوي من جانب أو العلاقة الرمزية مع المعنى من جانب آخر. الاختصارات تعتمد على العناصر اللغوية التي تختار من تتابع الكلمات وتكون منها اختصاراً، ولكن الرموز الحسابية على سبيل المثال تمثل المفهوم الحسابي بشكل مباشر دون ربط بالمكون اللغوي،

الحسابية على سبيل المثال تمثل المفهوم الحسابي بشكل مباشر دون ربط بالمكون اللغوي، ومن ثم تختلف قراءتها صوتياً باختلاف اللغات، ويظل المفهوم الحسابي الذي تدل عليه واحداً.

بعض المختصرات التجارية

FOB (Free on Board)

ويعني قيمة السلعة مع تسليمها فوق السفينة.

CIF (Cost, Insurance, Freight)

ويعني قيمة السلعة مع التأمين وتكاليف الشحن.

وتضمن معجم القانون عددًا محدودًا من الاختصارات، منها

IATA (International Air Traffic Association)

اتحاد النقل الجوي الدولي.

هناك كلمات تكونت في اللغة الإنجليزية على سبيل الاختصار، ودخلت هذه الكلمات الاستخدام الإعلامي في العربية على سبيل الاقتراض المعجمي:

كوميسا: تصدرت كلمة كوميسا COMESMA وسائل الإعلام في مصر، عندما عُقد في الأسبوع الأخير من فبراير 2000م بمدينة القاهرة المؤتمر الدولي لهذا التجمع الاقتصادي الأفريقي. وكتبت صحيفة الأهرام (2000/2/18) : " اسم كوميسا هو اختصار الحروف الأولى للاسم الإنجليزي للسوق المشتركة لدول شرق وجنوب أفريقيا ". وكانت اللاحقة الرسمية للمؤتمر تحمل

اسم السوق المشتركة للشرق والجنوب الأفريقي. كوميسا.

Common Market for Eastern and Southern AFRica.

وهذا الاسم الكامل بالإنجليزية والعربية لم يكن يستخدم إلا على سبيل الشرح، واستقر الاسم المختصر كوميسا في تراكيب متعددة: تجمع كوميسا، ومؤتمر كوميسا، دول كوميسا. واستخدام هذا الاختصار بصيغته هذه في اللغة الفرنسية أيضًا، أي أنه احتفظ بصيغته موحدة في الإنجليزية والفرنسية، ودخل العربية.

GATT

يستخدم الكتاب العرب المعاصرون كلمة الجات أو اتفاقية الجات تعريبًا لمصطلح في الإنجليزية اختصار لاسم

GATT :

General Agreement on Tariffs and

Trade (الاتفاقية العامة عن التعريفات الجمركية والتجارة). وهذه الاتفاقية وقعت عليها دول كثيرة، بدأت بشكل متواضع سنة 1948، وأصبحت اتجاهًا عالميًا منذ 1995. ويكتب عنها باسمها المختصر في الإنجليزية GATT، ويُستخدم هذا الاسم المختصر أيضًا في الصحافة العربية: الجات، أو اتفاقية الجات. هذا المصطلح المختصر مقبول في لغة الصحافة العربية المعاصرة، وهو في تدوينه بالحروف اللاتينية لا يقتصر على لغة أوربية واحدة، وهو مستخدم في كل الأقطار العربية مع تدوين الكلمة بالحروف العربية.

Radar

رادار

يستخدم الكتاب المعاصرون كلمة رادار، وهذا المصطلح المختصر رادار Radar، أصله في الإنجليزية Radio

detection and ranging. وهو نظام يمكن من تحديد وجود الأشياء عن بعد مع تعرف وضعها وحركتها وذلك من خلال أشعة قصيرة وقياس كيفية

انعكاسها، وتستخدم لذلك أجهزة متقدمة. وهذه الكلمة Radar اختصار عن تتابع كلمات إنجليزية، ولكن استخدامها أصبح عالميًا، ويستخدمها العرب المعاصرون في اللغة الإعلامية وغيرها.

Laser

ليزر

يستخدم الكتاب المعاصرون كلمة ليزر مفردة، كما يستخدمونها في مصطلحات مركبة مثل طابعة ليزر Laser

printer وجراحة الليزر Laser surgery. وأصل مصطلح ليزر في الإنجليزية Laser، وهو اختصار Light

amplification by stimulated emission of radiation . وقد استقر هذا المصطلح المختصر في لغات كثيرة، في الفرنسية le laser، وفي الألمانية Der Laser، وفي الكتابات العربية المعاصرة ليزر.

كوبول COBOL

عن الحروف الأولى من تتابع الكلمات:

Common Business Oriented Language.

BASIC

Beginner's All purpose Symbolic Instruction Code.

هناك كلمات مختزلة تكونت في اللغة الإنجليزية من جزأين أو أكثر. كل جزء مأخوذ من كلمة مستقلة، وتكونت من الجزأين أو من الأجزاء كلمة واحدة. أصبحت وحدة معجمية جديدة في الإنجليزية، ودخلت منها إلى لغات أوربية أخرى ثم إلى العربية على سبيل الاقتراض. وذلك مثل كلمة فورتران. هي مقترضة من كلمة FORTRAN. والكلمة الأوربية مأخوذة على سبيل الاختصار عن جزأين من الكلمتين FORMula TRANslator، ودخلت العربية بوصفها كلمة واحدة مقترضة.

هناك عدد كبير من المنظمات الدولية اتخذت أسماءها العربية اعتماداً على اقتراض كلمة تكونت على سبيل الاختصار. من ذلك - مثلاً - :

UNESCO = United Nations Educational Scientific Cultural Organisation.

هذا الاختصار قام على أساس اللغة الإنجليزية، ودخل الاختصار كاملاً إلى الفرنسية، وإلى العربية. ولم يقد الاختصار على الاسم الكامل لهذه المنظمة بالعربية، بل تم اقتراض الكلمة المختصرة كاملة. وهذا النوع من الاختصارات مستخدم في وسائل الإعلام العربية على سبيل الاقتراض. هناك اختصارات تقوم على لغة محددة وظلت مرتبطة بها، ويُقابلها في لغات أوربية آخر اختصارات أخرى. وبذلك يتكون للمفهوم نفسه اختصار إنجليزي واختصار فرنسي. مثال ذلك منظمة الوحدة الأفريقية، ولأسمها اختصار يقوم على أساس الإنجليزية:

OAU = Organisation of African Unity

واختصار آخر يقوم على أساس الفرنسية:

OUA = Organisation de l'Unité Africaine

هذه الحالة لا نجد في وسائل الإعلام العربية اختصاراً متداولاً مقترضاً يدل على هذه المنظمة. وفي الصحف العربية نجد ذكر هذه المنظمة باسمها الكامل: منظمة الوحدة الأفريقية.

وفي هذا الصدد يلاحظ أن اختلاف الاختصار الإنجليزي عن الاختصار الفرنسي، واقتراض الأول في دول المشرق العربية واقتراض الثاني في دول المغرب قد أدى إلى ثنائية في التعبير عن المفهوم الواحد في الصحافة العربية.

وهكذا لقد أدى نقل بعض الاختصارات الإنجليزية إلى العربية ثم نقل بعض الاختصارات الفرنسية إلى وجود

اختصارين في العربية، يدلان على المفهوم نفسه:

AIDS = (عن الإنجليزية)

SIDA = (عن الفرنسية)

ناتو = (عن الإنجليزية)

NATO = North Atlantic Treaty Organisation

أوتان = (عن الفرنسية) OTAN

وهذا الاختصار يعامل في الإنجليزية والألمانية بوصفه اسماً ويكتب Nato. أما في الفرنسية فثمة اختصار آخر OTAN يقوم على تتابع الكلمات الفرنسية المكونة لاسم ال حلف باللغة الفرنسية. ولو حدث اعتماد متزايد على نقل الاختصارين الإنجليزي والفرنسي إلى العربية لحدث ازدواج في العربية. هناك استخدام محدود للاختصارات في العالم العربي، من ذلك الاختصارات الدالة على وكالات الأنباء الأجنبية.

Reuter

Associated Press International

وثمة وكالات لها اختصارات متداولة على المستوى الأوربي، ولكنها تعرف في أكثر الحالات بترجمة اسمها الكامل إلى العربية، مثل: وكالة الأنباء الألمانية

أما على المستوى العربي فأكثر وكالات الأنباء العربية لها أسماؤها العربية وأسماؤها الأجنبية واختصاراتها: أش أ = أنباء الشرق الأوسط، لكن المقابل الرسمي بالحرف اللاتيني هو اختصار لاسمها بالإنجليزية:

MENA = Middle East News Agency

سونا = وكالة الأنباء السودانية

SUNA = Sudan News Agency

سانا = الوكالة العربية السورية للأنباء

SANA = Syrian Arab News Agency

كونا = وكالة الأنباء الكويتية

KUNA = Kwait News Agency

أما أشهر استثناء في هذا السياق فيعود بالاختصار إلى عربته، هو:

وفا = وكالة الأنباء الفلسطينية = وكالة فلسطين للأنباء.

الاختصارات المرتبطة بلغة أوربية محددة يتجنب الإعلام العربي – بقدر الإمكان – التعامل معها بطريقة

الاقتراض المعجمي، وغالبًا ما يترجم المصطلح كاملاً إلى اللغة العربية. إن

اختصارات كثيرة لا يتجاوز استخدامها لغة أوربية واحدة، وعندما يترجم المصطلح الكامل إلى لغة أوربية أخرى يتكون

اختصار جديد من كلمات اللغة المترجم إليها. وهذه الاختصارات لا تعرّب، بل تترجم بمعناها إلى اللغة العربية:

EMS = EWS

EMS = European Montary System; Europäisches Währungssystem.

ويترجم هذا الاختصار إلى العربية، نظام النقد الأوربي:

CET = MEZ

Central European Time =

Mittleurupäische Zeit

ويترجم هذا الاختصار إلى العربية، توقيت وسط أوربا:

IMF = IWF

International Monetary fund) = internationaler währungsfonds

ويترجم هذا الاختصار إلى العربية، صندوق النقد الدولي:

IOC = IOK

International Olympic Committee = Internationales Olympisches Komitee

ويترجم هذا الاختصار إلى العربية، اللجنة الأولمبية الدولية:

VAT = MWS

Mehrwertsteuer (في ألمانيا) = Value Added Tax (في بريطانيا) ويترجم هذا الاختصار إلى العربية ،

ضريبة القيمة المضافة:

هناك اختصارات متداولة في داخل المنطقة اللغوية، وتدل على مؤسسات وطنية محددة، وتتداول هذه

الاختصارات في اللغات الأوروبية بشكل موحد مع تقديم الشرح المناسب:

CND = Campaign for Nuclear Disarmament = Bewegung für atomare Abrüstung.

ويترجم هذا الاختصار إلى العربية، حملة نزع السلاح النووي:

COD = Cash On Delivery = Per Nachnahme

ويترجم هذا الاختصار إلى العربية: الدفع عند الاستلام:

FBI = Federal Bureau of Investigation = Amerikanische Bundeskriminalpolizei

ويترجم هذا الاختصار الخاص بالولايات المتحدة الأمريكية إلى العربية: المكتب

الفيدرالي للتحقيقات، أو مكتب المباحث الاتحادي.

CIA = Central Intelligence Agency = amerikanischer Geheimdienst.

ويترجم هذا الاختصار الخاص بالولايات المتحدة الأمريكية إلى العربية وكالة المخابرات المركزية.

NASA = National Aeronautics and Space administration =

Amerikanische Raumfahrtbehörde

ويترجم هذا الاختصار الخاص بالولايات المتحدة الأمريكية إلى العربية الوكالة الوطنية للملاحة الجوية والفضاء.

وهناك اختصارات أصبح لها في اللغة الواحدة أكثر من معنى، ويقتصر استخدامها على دلالتها في لغتها، ويحدد

السياق المعنى المقصود.

MP = (GB) Member of Parliament

MP = Military Police = militärpolizei

وهذا ن اختصاران ينقلان إلى العربية عن طريق ترجمة المعنى، الاختصار الأول يعني: عضو البرلمان = نائب

في البرلمان، والثاني: يعني الشرطة العسكرية.

وشبيه بهذا أمر بعض المنظمات المتكاملة في أقطار أوروبية وغير أوروبية، وقد نجد

– مثلاً – في الاسم الرسمي

اختصارين اثنين يرجع كل منهما إلى لغة أوروبية محددة:

YMCA = Young Men Christian Association

CVJM = Christlicher Verein Junger Männer

هناك اختصارات تكون لها المقابل العربي على سبيل ترجمة المكونات بكلمات عربية تؤدي المعنى، ثم تم عمل

اختصار عربي منها:

ISBN = International Standard Bibliographic Number

ترقيم دولي موحد للكتب، واختصرت إلى: تدمك.

أسماء الأحزاب السياسية تعدد مثلاً لتعدد الوسائل اللغوية المختصرة. يكثر في الإطار الأوربي التعبير عنها بالاختصارات المطبوعة والمنطوقة، ولا يستخدم الاسم الكامل – في ألمانيا على سبيل المثال – إلا في مناسبات رسمية محدودة مثال ذلك أسماء الأحزاب:

SPD = Sozialdemokratische Partei Deutschland

FDP = freie Demokratische Partei

في حين أن أسماء الأحزاب في مصر يعبر عنها بكلمات كاملة تختصر إلى كلمة واحدة مختارة من اسم الحزب، مثلاً: الوطني = الحزب الوطني الديمقراطي؛ الوفد = حزب الوفد الجديد؛ التجمع = حزب التجمع الوحدوي التقدمي. وعند الكتابة عن هذه الأحزاب باللغة الإنجليزية لا تستخدم عادة اختصارات، بل يستخدم الاسم مختصراً في كلمة واحدة. هناك اختصارات أوربية وكثير تداولها بشكل مطرد، ويندر أن تستخدم بصيغتها الكاملة، وقليل منها عرف في العربية اختصاراً.

Dr. rer.agr = doctor rerum agrarium

ويترجم إلى العربي: دكتور في العلوم الزراعية.

Dr. med. = doctor medicinae

ويترجم إلى العربية: دكتور في الطب.

Dr. h. c. = doctor honoris causa

وفي العربية تترجم هذا الاختصار طبقاً للمعنى: دكتوراه فخرية. وقد استقر في العربية على كل حال اختصار كلمة دكتور باستخدام حرف الدال وبعدها

نقطة (د.)، وذلك دون تحديد تخصص الدكتوراه.

أما الشهادات الأخرى التي لها في اللغات الأوربية اختصارات، مثل: M.A.M.sc. فلم يستقر لها مقابل عربي على سبيل الاختصار، ويترجم اسم الشهادة بكلمات كاملة، فيقال: ماجستير في الآداب، أو ماجستير في العلوم. على الرغم من وجود الاختصارات بكثرة في اللغتين الألمانية والإنجليزية فهناك فروق في التوزيع، يتضح هذا الفرق على سبيل المثال في وسائل الإعلام. نجد الاسم الكامل في الإنجليزية يتداول بشكل أكثر منه في الألمانية، أما الاختصار فهو متداول في لغة الإعلام بشكل أكبر في الألمانية، و من ذلك – مثلاً – أسماء الأحزاب السياسية الحزب المحافظ في بريطانيا يعبر عنه:

The Conservative Party / The Conservatives / The Tories

أما في ألمانيا فالحزب المماثل له يعبر عنه غالباً من خلال اختصار: CDU – CSU وبالمثل نجد الحزب المقابل:

The Labour Party / Labour = SPD

ومثل هذا واضح في المقارنة بين أسماء الأحزاب في ألمانيا باختصار كلمة دالة): (من خلال الاختصار) وفي الولايات المتحدة)

The Democratic Party / The Democrats = SPD

The republican Party/ thr Republicans = CDU / CSU

هناك اختصارات ترجع إلى كلمات لاتينية، وتستخدم هذه الاختصارات في اللغات الأوروبية، ومن شأن هذه المصطلحات أن تترجم بمعناها إلى اللغة العربية، ولا تؤخذ على سبيل الاقتراض المعجمي.

← a. m ante meridiem

وتترجم حرفياً: قبل الظهر، والواقع أن المقصود اثنتا عشرة ساعة، تبدأ من منتصف الليل تماماً وتنتهي وقت الظهيرة، أي من 00.01 حتى 11.59 قبل الظهر، ولهذا يكون ترجمة هذا الاختصار: صباحاً.

← p. m post meridiem

وتترجم حرفياً: بعد الظهر، وتمتد هذه المدة اثنتي عشرة ساعة من اليوم بدايتها بعد الظهر مباشرة وتمتد حتى منتصف الليل، أي من 00.01 حتى 11.59 قبل منتصف الليل، ويترجم هذا الاختصار: مساءً.

بعض هذه الاختصارات يقل استخدامه في بعض اللغات الأوروبية، وأصبح له بديل فيها:

e. g. = exempli gratia

والمقابل الإنجليزي for example، والمقابل الألماني z. B. = zum Beispiel

ويترجم هذا الاختصار: مثلاً:

p. a. = per annum

المقابل الإنجليزي له per year، والمقابل الألماني Jährlich أو pro jahr، ويترجم هذا الاختصار: سنوياً.

هناك مفاهيم تكونت لها اختصارات في لغة أوروبية، ثم دخل الاختصار إلى لغات أوروبية أخرى وكأنه كلمة عادية مقترضة، ولكنها تترجم إلى العربية بكلمات عربية دون اللجوء إلى اقتراض الاختصار.

PC = personal Computer = Persmalcomputer

ويترجم هذا الاختصار إلى العربية: حاسب شخصي = حاسوب شخصي.

WC = Water Closet

ويقابل هذا الاختصار بالعربية: دورة المياه.

VIP = Very Important Person

ويترجم هذا الاختصار بالعربية: شخصية مهمة جداً.

RSVP = Répondez S'il Vous Plâit

وهذا الاختصار يستخدم هكذا في أكثر اللغات الأوروبية، ويترجم هذا

الاختصار إلى العربية: رجاء الرد.

بعض المنتجات الحديثة لها أسماء مختصرة ومتداولة في اللغات الأوروبية، تتفق في الكتابة بالحروف وتختلف قراءتها باختلاف اللغات

CD = Compact Disc

ولكن المتخصصين في المعلومات اقترحوا لها عدة مقابلات عربية، أشهرها حالياً: قرص مُدمَج.

هناك اختصار أوربي يقابله في تراثنا اختصار عربي:

etc. et Cetera

والمقابل الألماني usw. = und so weiter، ويترجم هذا الاختصار ... إلخ.

يتضح من العرض السابق ما يأتي:

- 1- هناك استخدام لبعض الاختصارات في وسائل الإعلام العربية المعاصرة، وأكثر ما يوجد حالياً يمكن حمله على الاقتراض المعجمي.
 - 2- الاختصارات الدولية التي تجاوزت حدود لغة أوروبية واحدة وأصبحت عالمية تُقترض بصيغتها العالمية، ويصبح كل اختصار منها بمنزلة كلمة مقترضة.
 - 3- الاختصارات التي ترتبط بلغة أوروبية واحدة وتختلف صيغتها في اللغات الأوربية الأخرى، إذا حدث فيها اقتراض من مصدرين إلى العربية فإن هذا يؤدي إلى وجود اختصارين مقترضين لمفهوم واحد.
 - 4- هناك اختصارات وُضعت في الدول العربية على نسق اختصارات أوروبية، وأصبحت مستخدمة في بعض المجالات الإعلامية، ومنها الاختصارات الدالة على وكالات الأنباء
- أهم الاختصارات المتداولة في مجال التراث العربي**
- 1- اختصارات دالة على طرق تحمّل العلم:

ثنى = حدثني

نا = حدثنا أو أخبرنا

أنا = أنبأنا، أخبرنا

أرنا = (أخبرنا عند بعض المغاربة)

أخنا = (أخبرنا - عند بعض المغاربة)

قثنا = قال حدثنا

- 2- اختصارات دالة على حدود النصوص ومكوناتها والرأي فيها ومصادرها:

ح = تحويل (السند في الحديث).

م = معتمد، معروف.

المص = المصنّف.

إلخ = إلى آخره.

ص = المُصَرَّف.

أه = انتهى

ش = الشرح

ع = موضع = اسم موضع (اختصار مستخدم في القاموس المحيط)

الشذ = الشارح.

ج = جمع (في القاموس المحيط).

أيضاً = أيضاً

ج ج = جمع الجمع (في القاموس المحيط)

لا يخفى = لا يخفى

ت = زيادات

ج ج ج = جمع جمع الجمع (في القاموس المحيط)

تت = زيادات الزيادات

د + بلد (في القاموس المحيط)

ة = قرية

3- اختصارات دالة على أعلام المؤلفين:

خ = البخاري ح ل = الحلبي

م = مسلم ع ن = العناني

ت = الترمذي ح ف = الحفني

ن = النسائي ط = الأطفحي

ح = أبو حنيفة م د = المدابغي

م = مالك سم = ابن أم قاسم

س = سيبويه ص = الأصمعي

ج ه = ابن ماجه س = السكري

حج = ابن حجر الهيثمي

ع = السمعاني

مر = محمد الرملي ح = الحموي

ع ش = علي الشبراملسي

ج = الجرجاني

زي = الزيادي

شو = الشوبري

ق ل = القليوبي

س ل = سلطان المزاحي

4- اختصارات دالة على عبارات الدعاء

تع = تعالى

5- اختصارات دالة على الكتب:

ط = الموطأ

بس = المبسوط

ع ب = العباب

المصطلحات الأوربية الدالة على الاختصارات

هذا المصطلح محدد بشكل دقيق ومتفق عليه إلى حد بعيد، ويدل على الصيغة المختصرة المكتوبة:

Mr = Mister

Ca = Calcium

CF = Confer = Compare

وثمة استخدام خاص في بعض الكتابات الفرنسية لمصطلح: Abréviation للدلالة على اختصار الكلمة المركبة بحذف جزء كامل منها:

← métropolitain metro

وقد دخلت الكلمة المختصرة الأولى في مستوى اللغة الإعلامية: مترو.

Cinématographe ← cinéma ciné

وقد دخلت هذه الكلمة المختصرة في مستوى اللغة الإعلامية والإدارية في مصر: سينما.

وقد عبّرت الوثيقة ISO / 1087 الصادرة سنة 1969 عن هذا النوع من

La Siglaison

يستخدم هذا المصطلح في بعض الكتابات الفرنسية لتكوين اختصار بأخذ الحروف الأولى من كلمات متتابعة،
الحرف الأول من كل كلمة منها:

ONU = Organisation des Nations Unie

Acronyme, Acronyme, Akronym

يدل هذا المصطلح في الإنجليزية والفرنسية والألمانية على تكوين كلمة بأخذ المقطع الأول من كلمة وكلمة
أخرى، لتكوين كلمة جديدة:

Acronym Formula translation = Fortra

Radar (Radio detection and ranging)

ABSTRACT

This study aims at identifying the constraints of translating abbreviation from English into Arabic by First Year Master Translation and attempting to find the reasons behind the total ignorance of how and why to translate a given form of abbreviation using a specific one in one language or the other.

We have selected randomly 20 students of First Year Master English Students and suggested six tests, the fourth first test are just suggested to see to what extent the students are able to identify the abbreviations from and into Arabic. The other tests are practical and they are made to see the competence of the students in translating these abbreviations accurately.

We have adopted the descriptive analytic approach that is as we see very suitable for better examining the above-mentioned tests.

Key words: Translation, Abbreviations, First Year Master Students, English department.

الملخص

تهدف الدراسة إلى تبيين المعوقات والصعوبات التي تواجه طلبة الترجمة عند ترجمتهم للمختصرات من العربية إلى الانجليزية وبالعكس.

وتحاول البحث عن الأسباب من وراء الجهل المطبق عن الكيف والسبب الذي يجعل ترجماتهم باستعمال مكافئ محدد باللغة ما أو غيرها.

تم اختبار 20 طالب بشكل عشوائي من السنة الأولى ترجمة وقد اخترنا ستة اقتراحات. تطمح الاربعة اقتراحات الاولى للكشف عن مدى مقدرة الطلبة في معرفة المختصرات. أما الاسئلة الأخرى فتطبيقية ونكتشف من ورائها مدى مقدرة الطلبة وكفاءتهم في ترجمة المختصرات بشكل صحيح.

وقد تبيننا المنهج الوصفي التحليلي يعد مناسباً لتحليل أفضل للتمرينات السابقة الذكر.

الكلمات المفتاحية : الترجمة، المختصرات، طلبة السنة أولى ماستر، قسم الانجليزية.