

## Non \_Equivalence at Word Level Waleed Alnouri Mohammed Isweesi

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### الملخص

لكل عملية ترجمة هدف أو عدة أهداف محددة ، غير أن الهدف الأساسي والرئيسي للترجمة هو عملها كحلقة وصل بين الناس بمختلف ألسنتهم وثقافتهم . ومن هذا المنطلق تعد الترجمة مهمة ليست بيسيرة كما يظن الكثير من الطلاب ، وللشروع في عملية ترجمة ما ، عادة لا يعير الطلاب الكثير من الاهتمام للكلمة التي تعتبر اصغر وحدة ترجمة ، كيف تترجم وكيف يمكن إيجاد مكافئ لغوي سليم لها ليتم استخدامه في اللغة المستهدفة وما نوع الاستراتيجية المستخدمة لترجمتها لصنع السياق والمعنى المفهوم والواضح من اللغة الأم إلى اللغة المستهدفة . هذه الدراسة ستسلط الضوء على مشكلة عدم التكافؤ على مستوى الكلمة التي يواجهها طلاب الفصل الخامس والسادس في قسم اللغة الإنجليزية / كلية التربية قصر بن غشير - جامعة طرابلس عند الترجمة من العربية إلى الإنجليزية. كما تسلط الضوء أيضا على الاستراتيجيات التي يستخدمها المترجمين المحترفين للتغلب على مثل هذه المشكلات.

### Abstract

Each translation process has one or several specific goals, but the primary and main objective of translation is its work as a link between people of different tongues and cultures. In this sense, translation is not an easy task as many students think. To start a translation process, students often do not pay much attention to the word which is considered the smallest unit of translation, how to translate it, and how to find a proper language equivalent to be used in the target language and what is the strategy used to translate it to make the context and the meaning more clearer.

This study highlights the problem of equivalence at word level faced encountered by fifth and sixth semester students at English language department / Faculty of Education Qasser Ben Gashir Tripoli University, when they translate from Arabic to English. Therefore , strategies professional translators use to overcome such problems will be mentioned .

### Introduction

In translation, a good rendering tends to be judged in terms of reaching a reasonable level of equivalence between the source and the target texts. According to Ivir (1981: 81), "Translation equivalence is the degree which linguistic units (words, phrases, sentences) can be translated into another language without loss of meaning". As to Nida and Taber (1969: 12), "translation consists of reproducing in the receptor language the closest natural equivalent of the source-language message, firstly in terms of meaning and secondly in terms of style". Baker (1992) advocated relativism in achieving translation equivalence because the process is influenced by a variety of cultural factors. This is further supported by Winter's (1961) statement which implies

that any translation cannot be made without facing a difficulty, irrespective of how simple it is. Opposing the idea of word for word equivalence, he further argues that one cannot always much the content of a message A by an expression with exactly the same content in language B. (Kenny.:1998) Non-equivalence at word level means that the target language has no direct equivalent for a word which occurs in the source text. The type and level of difficulty posed can vary tremendously depending on the nature of non-equivalence. Different kinds of non-equivalence require different strategies. Since, in addition to the nature of non-equivalence, the context and the purpose of translation will often rule out some strategies. (ibid:32)

### **The problem of the study**

The researcher will discuss the common non-equivalence problems at word level encountered by fifth and sixth semesters students at English language department / Faculty of Education Qasser Ben Gashir Tripoli University, when they translate from Arabic to English. Therefore , the strategies, the professional translators use to overcome such problems will be mentioned .

### **The questions of the study**

- 1-What do students do when there is no word in the TL which expresses the same meaning as the SL word?
- 2-What are the common problems of non-equivalence at word level that students face in translating texts from Arabic to English?

### **The hypothesis of the study**

This study hypothesizes that the non-equivalence problems in translating texts from Arabic into English, that the students of fifth and sixth semesters encounter , may be accounted for their lack of knowledge of the strategies that professional translators use to overcome such problems.

### **The objectives Of The Study**

- Examining translation problems that department students encounter, which arise from lack of equivalence at word level.
- Identifying students' awareness level of the strategies used to overcome the problems of non-equivalence at word level.

### **Methodology**

Collecting data of this empirical study will be by gathering findings from a written translation test done by 30 students of the fifth and sixth semesters at English language department / faculty of education Qasser Ben Gashir. The test is composed of one exercise in which students will be asked to translate 12 sentences from Arabic to English. The data will be analyzed mainly by using “quantitative approach” as it concentrates only on measuring the frequency of accepted and unaccepted translation depending on Mona Baker’s professional strategies to overcome problems of not having equivalence at word level.

## Literature review

Many scholars, such as; Nida, Eugene (1969), and Mona Baker have studied translation equivalence from different perspectives. They focused on rendering the same effect of the original according to target audience (target oriented theories), whereas others gave a great attention to rendering the message as the original (source oriented theory). In addition, many researchers covered this topic from different perspectives, such as; Gimenez (2005) who explores the use of strategies by Spanish undergraduate students. After reviewing some of the important theories on equivalence, he chose Baker's theory as the foundation to study the use of strategies by expert and non-expert. From the original dental text book (in English), 120 significant words were drawn by systematic random sampling procedure. The original English dental book consists of 24 chapters and from each chapter 5 words were randomly drawn to come up with 120 words.

The result of Gimenez study is very useful since it strongly shows the frequency of use for each strategy introduced by Baker. Accordingly, translating by a general term, the use of loan and word loan plus explanation are the leading strategies applied by both the expert and non-expert. Unfortunately, the author did not provide the reason or explanation for this preference and why the other strategies are less used. In the article "Translation-Strategies Use: A Class-Room Based Examination of Baker's Taxonomy", Gimenez (2005) explores the use of strategies by undergraduate. The study evaluates student's translation from English to Spanish. An experiment was conducted on 160 fourth-year students of English Studies who supposed to be at upper-intermediate or advanced level in English. Those students were given prior instructions about the basic concepts on equivalence and Mona Baker's categories as well as a variety of strategies to deal with non-equivalence.

## Theoretical Background

### - The word structure and meaning

A word is the smallest element that may be uttered in isolation with semantic or pragmatic content. This contrasts with a morpheme, which is the smallest unit of meaning but will not necessarily stand on its own. A word may consist of a single morpheme which can stand alone or may have several (rock/rocks – red/redness – quick/quickly – swim/swimming – expect/ unexpected), whereas it may not be able to stand on its own as a word (in the example just mentioned –s, -ness, -ly, -ing, un-, -ed) or more than one root in a compound (black-board). Morphemes attached to root morphemes are called affixes. Both Arabic and English have this system of affixation which plays an important role in word formation and which broadens the problematic issue of word equivalence in translation. For example, the English root morpheme "achieve" matches the Arabic root *حقق*. However, changing the class of the word or morpheme "achieve" by adding the morpheme "able" will result in a two-morpheme word "achievable" which has no word for word equivalent in Arabic "يمكن تحقيقه". The same is true when translating the other way around. Arabic language uses inflectional morphology. For example, the Arabic word "يعلمنا" consists of the root morpheme "علم",

the third person masculine singular prefix “ي”, the first person plural objective pronoun “نا”.

#### - **Types of lexical meaning**

The realization of a notion is a process in which an object, concept, quality, or emotion is referred to by the component of a word. This word may image an object in mind or evoke a feeling. For example, The word “dog” in English recalls only the image of that domestic pet. However, the same word may be used in Arabic to imply a negative meaning. In other words, words can be objective and have direct meaning or reference in reality or subjective and have connotative notion. Nida believes that (as cited in Hatem & Munday, 2004,p35).

#### **Problems of non-equivalence in translation**

Equivalence has always been said to be the central issue in translation. As long as it is so, then non-equivalence has to be a more critical issue for it is the aim in which researchers exert their effort to help overcome and effectively narrow the equivalence gabs between languages. According to Baker (1992), the difficulty and problem in translation from a language into another is posed by the concept of non-equivalence, or lack of equivalence.

#### - **Problems of non-equivalence at word level**

Usually, though not always, translating by using equivalent words is not a recommended strategy. Because, for the fact that there is no full equivalent word, it is most likely to fail conveying the full meaning. Therefore, the existence of the non-equivalence is worth being considered a solution rather than a problem. Mona Baker defines Non-equivalence at word level as: “the target language has no direct equivalent for a word which occurs in the source text. **The following are the most common cases of non-equivalence at word level as they were stated in Baker’s book:**

- **Culture-specific concepts** : The source language word may express a concept which is totally unknown in the target culture. The concept in question may be abstract or concrete; it may relate to a religious belief, a social custom ,or even a type of food.
- **The original language concept is not lexicalized in the target language** : The source-language word may express a concept which is known in the target culture but simply not lexicalized, that is not “allocated” a target-language word to express it.
- **The original language word is semantically complex** : Words do not have to be morphologically complex to be Semantically complex . In other words, a single word of a single morpheme can sometimes express a more complex set of meaning than a whole sentence.
- **The original and target languages make different distinctions in meaning:**

The source and the target language may make more or fewer distinctions in meaning than the source language. What one language regards as an important distinction in meaning another language may not perceive as relevant. For example, they

انت تكون وأنت تكونين وانتم تكونون وانتن تكن you are لك ولكى ولكم ولكن yours لهم و لهم theirs هم هن

- **The target language lacks a superordinate word:** the target language may have specific words (hyponyms) but no general word (superordinate) to head the semantic field. For example, animals such as: Tiger, lion, elephant, and cow, color, and words, such as: red, green, yellow and blue, and other English words.
- **The target language lacks a specific term (hyponym):** Languages tend to have general words (super-ordinates) but lack specific ones (hyponyms), since each language makes only those distinctions in meaning which seem relevant into its particular environment. English has many hyponyms under article for which is difficult to find precise equivalence in other languages.
- **Languages are different in physical or interpersonal prospective:** Physical perspective has to do with where things or people are in relation to one another or to a place, as expressed in pairs of words such as “arrive/depart” perspective may also include the relationship between participants in the discourse. For instance, Arabic has 5 pronouns for the English personal pronoun “you” depending on gender and number.
- **Languages are different in expressive meaning:** There may be a target-language word which has the same propositional meaning as the source-language word, but it may have a different expressive meaning. The differences may be considerable or it may be subtle but important enough to pose a translation problem in a given context.
- **Languages are different in form:** There is often no equivalent in the target language for a particular form in the source text. Certain suffixes and prefixes which convey propositional and other types of meaning in English often have no direct equivalents in other languages.
- **Languages are different in frequency and purpose of using specific form:** Even when a particular form does have a ready equivalent in the target language, there may be a difference in the frequency with which it is used or the purpose for which it is used. English, for instance, uses the continuous—ing form for binding clauses much more frequently than other languages which have equivalents for it.

## Common Strategies to tackle non-equivalence at word level

### 1) Translating by a more specific word

The strategy of translation by a more specific term (hyponym) is the opposite of the following mentioned strategy of generalization. There is a warning that this strategy might lead to over interpretation of the source language meaning, which in the majority of cases seems to be more dangerous than over generalization. However, in some cases, it may be appropriate or necessary to use a more specific word to translate English word into Arabic or vice versa.

## 2) Translating by a more general word

It is one of the most commonly applied strategies in dealing with various kinds of problems in translation. The translator usually uses a more general word (superordinate) or a more commonly known to replace the more specific one. Yet the possibility of relative ease of rendering a problematic specific concept with a more general one may result in excessive generalization and eventually in over simplification (loss in meaning) in the translated text.

## 3) Translation by a more neutral/less expressive word

This strategy is particularly useful when a translator encounters an expressive word. If carelessly, he might fail to convey the true meaning or even cause misunderstanding. There are cases even the translator picks up a word which seems to be equivalent but perceived differently in the target language. Therefore, using a less expressive correspondence in the target language to avoid the risk and to sound natural is a good recommendation. The word 'starving' which does not have an equal equivalent in Arabic, and thus many translators use this word by using the above strategy as 'جائع', can be taken as an example.

## 4) Translation by substitution

This strategy involves replacing a culture-specific item or expression with one of the different meanings but similar impact in the translated text.

## 5) Cultural equivalent substitution

The strategy of translation by cultural substitution involves replacing a culture-specific item or expression in the source text with a target language item which describes a similar concept in target culture and thus is likely to have a similar impact on the target readers. The obvious advantage of using this strategy is that it gives the readers a concept which they can identify and which is easy to understand, familiar and appealing to them. The translator then avoids the necessity of providing footnotes lengthy explanations of the item.

## 6) Translating by using a loan word plus explanation

Another strategy which is particularly useful in dealing with culture-specific items is the strategy of using a loan word. This also helps in the case of very modern, newly introduced concepts. The loan word can, and very often even should, be followed with an explanation. The reader does not have problems in understanding it and his attention is not distracted by other lengthy explanations. However, this strategy is very useful when the translator deal with concepts or ideas that are new to Arabic audience, culture-specific items, and proper names of diseases or medicines that are widely known in English names.

## 7) Translating by using a paraphrase using related or unrelated words.

When using this strategy, the translator has two possible solutions at his disposal. The main advantage of translation by paraphrase (no matter whether with the use of related or unrelated words) is that it is possible to achieve a high level of precision in specifying the meaning of word or concept that poses difficulties in translation. The main disadvantage of this strategy is that it usually involves replacing one item with an explanation consisting of several items. Thus a striking disproportion in length of the source text and target text may occur, which is hardly ever a desirable effect. However, this strategy is applicable for the term that is known but not lexicalized in the target language and the case of loan word in the source language. Paraphrasing is also helpful in addressing the problem of semantically complex words. Paraphrasing by using related words tends to be used when the concept expressed by this source item is lexicalized in the target language but in a different form as in a case of, drinkable and “صالح للشرب”. If the concept expressed by the source item is not lexicalized at all in the target language, the paraphrase strategy with unrelated words can be used as in the case of, “Facebook” and “موقع التواصل الاجتماعي”.

#### 8) Translating by omission

Baker (1992) refers to deletion as “omission of a lexical item due to grammatical or semantic patterns of the receptor language” (p. 40). She states further that this strategy may sound rather drastic, but in fact it does no harm to omit translating a word or expression in some contexts. If the meaning conveyed by a particular item or expression is not vital enough to the development of the text to justify distracting the reader with lengthy explanations, translators can and often do simply omit translating the word or expression in question (Baker, 1992, p. 40). Nida (1964) also shares there are cases where omission is required to avoid redundancy and awkwardness and this strategy is particularly applied if the source language tends to be a redundant language.

#### 9) Translating by illustration:

This is a useful option if the word which lacks an equivalent in the target language refers to a physical entity which can be illustrated, particularly if there are restrictions on space or if the text has to remain short, concise, and to the point. Example, a figure that appeared on a Lipton Yellow Label tea packet prepared for the Arab market. There is no easy way of translated tagged, as in tagged teabags, into Arabic without going into lengthy explanation which would clutter the text. An illustration of a tagged teabag is therefore used instead of a paraphrase.

#### Data analysis

All the students responded to the test, which means that all the thirty (30) samples were analyzed. However, not all of them translated all the sentences. The tables below illustrate the students' translations. These translations differ from one student to another, but sometimes similar ones are found. The tables also indicate that the respondents' answers are reported without any modification, alteration, or correction. The tables below show details about the participants' translations of the test sentences.

**sentence one;** لطالما كرهت ضررتها كرها غير مبرر

The Arabic word	Total Translations	Accepted Translation	Percentage	Unaccepted Translation	Percentage	Strategies used
ضرة	30	co-wife (4) fellow wife (21)	84.6%	following wife (3) second wife (2)	15.4%	Translation by paraphrasing
1	30	25		5		1

All the 30 students attempted to translate the sentence in which the Arabic word *ضررتها* is included and which is supposed to have no equivalent word in English. Except for two unaccepted translations, the other 25 participants' translations swung under the required level of precision. Five students translated the word *ضررتها* 'co-wife' and seven students translated it 'fellow wife'. The translations revealed that the strategy used by all the participating students was *translation by paraphrasing*. Although the participants achieved a kind of success in translating the word, they, to some extent, failed to properly convey the full meaning because English language lacks both the word and the concept of the intended word. A loan word plus explanation strategy should have been used because the Arabic word *ضررتها* raises a culture-specific concept problem.

**Sentence Two;** لن تتمكن من السفر دون محرم

The Arabic word	Total Translations	Accepted Translation	percentage	Unaccepted Translation	Percentage	Strategies used
محرم	30	Unmarriageable person (4) Mahram (20)	61.5%	-Any close man of her -Husband or father Male -Taboo Unlawful	38.5%	-Translation by paraphrasing -Translation by using a loan word
1	30	24		6		

The intended word in sentence two is 'محرم'. It is supposed to examine a culture-specific concept problem in translation from Arabic into English. Although all the students attempted to translate the sentence, five (6) of the translations were not accepted. The other eight (24) students produced two different translations. Three (4) students translated the word 'محرم' 'unmarriageable person', whereas the other five (20) translated it 'mahram'. The participants of the translation 'unmarriageable person', they have adopted *paraphrasing strategy*. Nevertheless, they did not render the full meaning. 'Unmarriageable person' does not specify the meaning accurately due to the potential connotative meanings of the word. Unmarriageability could be in consequence of disability or age rather than a type of consanguinity. The other translation clearly showed that the participants were aware that English has no equivalent term for محرم so they translated it 'mahram' using a loan word strategy "borrowing", however, none of them attempted to add any explanation which resulted in a big loss in meaning.

**Sentence Three;** لم يكن هناك ماء فتييم



The Arabic Word	Total Translations	Accepted Translation	percentage	Unaccepted Translation	Percentage	Strategy Used
تيمم	30	Tayammum (23) Dry ablution (2) Wash with clean sand (2)	83%	Clean by sand (2) Use soil (1)	17%	-loan word strategy -Translating By paraphrasing
	30	27		3		

The target word in sentence three is 'تيمم'. This word was meant to examine the difficulty in translating a source language word which is semantically complex. However, the same word 'تيمم' raises another problem of non-equivalence at word level, which is the culture-specific concept. Eight (23) students translated the word 'تيمم' into 'tayammum', one (2) student translated it into 'dry ablution', and one student translated it into 'wash with dry sand'. The word 'tayammum', in which the loan word strategy was used in its translation process, would have achieved full success if the translators (students) had added explanation. The translating by paraphrasing strategy stands out again in the other two (2) translations to tackle a non-equivalent problem.

#### Sentence Four; مرحلة الطفولة مرحلة حساسة

The Arabic Word	Total Translations	percen tage	Accepted Translation	Unaccepted Translation	Percen	Strategy Used
الطفولة	30	100%	Childhood (30)	---		-Word for Word technique -Translating by a more general word
1	30		30	0		

In sentence four (4), the intended word is the Arabic word 'الطفولة'. It is thought to evoke a non-equivalent problem at word level concerning differences in expressive meaning. The childhood stage in Arabic is specified by only one word 'الطفولة', and does not classify or distinct the early and late parts of childhood, whereas in English the word childhood is general and used to refer to the whole stage. English distinguishes phases of childhood respectively according to the age; infancy, babyhood, childhood. All the participants translated the Arabic word 'الطفولة' and produced the same translation 'childhood'. It is obviously noticed that participants used the translating by a more general word strategy, in which they showed a full success.

#### Sentence Five; بعد الفضيحة قرر بأن يتواري عن الأنظار

The Arabic Word	Total Translations	Accepted Translation	Percentage	Unaccepted Translation	Percentage	Used Strategy
يتوارى	30	-Stay out of the Limelight (1) -Go out of sight (3) -melt away (15) -hide himself (3) -stay unseen (2) -hide himself away (2) -disappear (2)	92%	-concealed (2)	8%	-translating by paraphrasing -word for word technique
1	30	28		2		

The target word in sentence five (5) is the Arabic word 'يتوارى' whose concept exists in English (TL) but not lexicalized. In other words, the SL word 'يتوارى' means to reduce socializing and avoid appearing as much as possible, while English has the concept, but does not have a word for this concept. Again, the thirty participants translated the sentence with only two unaccepted translation. The other twelve (28) produced seven (7) different translations. Four (15) participants translated the Arabic word 'يتوارى' into 'melt away', two (3) translated it into 'go out of sight', two (2) translated it into 'disappear', one (2) into 'stay out of the limelight', one (2) into 'hide himself', one (2) into 'stay unseen', and one (2) into 'hide himself away'. The twenty eight participant, whose translations were accepted, used two different strategies; translating by paraphrasing and word for word. Although the students managed to convey a considerable part of the meaning of the word, they did not manage to render the full meaning of the concept.

**Sentence Six:** أكل عمر رطباً، أما أنا أكلت تمراً

The Arabic Word	Total Translations	Percentage	Accepted Translation	Unaccepted Translation	Percentage	Strategy Used
رطب تمر	28	83%	Juicy dates Ripe dates Fresh dates Soft dates Dates Dried dates Dry dates Dates, Tammar	Wet dates Snack	17%	Translating by Paraphrasing Translating by a more general word
2	28		24	4		

In sentence six (6), the intended words are the Arabic words 'رطب' and 'تمر' which are supposed to be problematic in translation from Arabic into English, because of the lack specific terms (hyponyms) for the fruits. Students attempted to translate this sentence. Four (4) translations were unaccepted for the irrelevant use of English terms such as 'snack and wet dates'. The other (24) students rendered several accepted translations. They translated the word 'رطب' into 'juicy dates, ripe dates, fresh dates, soft dates, and dates and they translated the word 'تمر' into 'dried dates, dry dates, dates, and tammar'. In the twenty four accepted translations, students used two (2) different strategies to cope with the lack of terms. Translating by paraphrasing proved again its practicality in solving such issues. Most students used this strategy to help approach the

closest meaning, whereas only one student used the loan word strategy in translating the word 'تمر' 'tammar' in which s/he did not add any explanation.

**Sentence Seven;** دعنا نلتقي ساعة بعد العصر

The Arabic Word	Total Translations	Percentage	Accepted Translation	Unaccepted Translation	Percentage	Strategy used
العصر	30	92%	Aser (6) Afternoon (3) Late afternoon (11) The evening (8)	After the afternoon	4%	-Loan word -translating by paraphrasing -word for Word
1	30		29	1		

The Arabic word 'العصر' is the target word which means the last part of the afternoon and the early part of the evening. Again, this sentence is to examine the problematic issue of lacking specific terms. Unlike Arabic, English does not have many terms of the parts of the day. Students translated the sentence and produced five (5) different translations. 29 translations were accepted in which they translated the word 'العصر' into 'aser', afternoon, late afternoon, and the evening'. Nevertheless, the 'late afternoon' translation, in which students used translating by paraphrasing strategy, seems to be more accurate than the previously mentioned translations. Students who produced the translation 'aser' by using the loan word strategy, would have been more accurate if they had added an explanation as English language lacks the term and concept. In the other two translations students used word for word technique; however, they were not precise in conveying the full meaning.

**Sentence Eight;** خالي و عمي يحملان نفس الاسم

The Arabic Word	Total translations	Percent age	Accepted Translation	Unaccepted Translation	Percent age	Strategy used
خالي عمي	30	92%	-Uncles (14) -Father's brother and mother's brother (12) -Uncle and paternal uncle -Maternal uncle and paternal uncle -Uncles from both sides (1)	-available and uncle	8%	-Translating by paraphrasing  -A more general word
2	30		27	3		

Sentence eight is another attempt to examine the problem of non-equivalence at word level concerning the issue of the lack of terms in English. The intended words in this sentence are 'خالي و عمي', which are thought to raise the problem. Apart from the only one unaccepted translation, the other twenty six accepted translations fluctuated in precision reflecting the presence of the problem, while Fourteen students used the direct general word 'uncles'. The other 12 translations, students tended to be more accurate by using different words to make clear as shown in the table above. The translating by paraphrasing strategy and the translating by a more general word strategy appeared again to tackle the difficulties resulting from the lack of specific terms, however, using the later strategy does not usually convey the full meaning.

Sentence Nine; ظهرت طائرة هليكوبتر على الرادار / Sentence Ten تلقينا البيانات بالفاكس

The Arabic Word	Total Translations	Accepted Translation	Percentage	Unaccepted Translation	Percentage	Strategy used
هليكوبتر فاكس	30 30	Helicopter (30) Fax (28) Fax machine (2)	100% 100%	None	0% 0%	A loan word strategy
	30	30		0 / 0		

The thirty (30) students translated both sentences nine and ten by using borrowing technique . In sentence nine (9) the intended word is 'هليكوبتر', and in sentence ten (10) 'فاكس'. These two words are originally English and widely used in Arabic language. All the students translated the word 'هليكوبتر' into 'helicopter', and twenty eight 28 of them translated the word 'فاكس' into 'fax' and two students translated it into 'fax machine'. And, Since the two words originally borrowed from English and widely used in Arabic, they did not cause any kind of difficulty in the translation process .

### Main Findings

The analysis of the test results revealed that in 88.8% of the participants produced accepted translations and used the following strategies; translating by paraphrasing, loan word (borrowing), and translating by more general word. Only 11.19% of the participants produced inaccurate or wrong translations. Although the study reflected the students' awareness of translation strategies, it uncovered, in some translations, the insufficient use of loan word strategy when used to tackle an Arabic culture-specific concept which does not exist in English and therefore not lexicalized. Some of the students who used a loan word did not add any explanation to the word they used, which affected the meaning. Generally, the targeted group still have problem about what kind of translation strategies should be used to deal with the problem of non-equivalence at word level. The diagram below gives more details

### Conclusion

Equivalence in translation cannot be interpreted as identical in terms of its scientific sense. As we know, there are no words that have exactly the same meaning in one language .Quite naturally, no two words in any two languages are absolutely identical in meaning . Since then, achieving comprehensible equivalence in translation among languages is not an easy task, nor achievable, because the process of achieving equivalence does not only rely on finding the equivalent word, but also the text should be considered. Therefore, strategies recommended should be adopted by students to overcome equivalence at word level problems.

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