



An Analytical Study in The English-Arabic Translation of Some Short Stories

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Abstract

Short story is one of the important topics in literary studies. The translation of short story is not easy. It has a number of difficulties that the translator may face during translation. This leads him/her to use a number of strategies that enable him/her to translate the literary texts efficiently.

This research comprises three sections. Section one presents definitions of translation. Section two deals with the analytical levels of translation (lexical, syntactic, semantic, phonological and stylistic levels). Section three investigates such levels in the English-Arabic translation of some short stories and analyze their implications in translation. Finally, the conclusions have been drawn.

Keywords: Analytical Study, Translation, English-Arabic, Short Stories

1-Translation

1-1-Definition

Translation is believed to be a complicated process. It involves the replacement of a text in a given language into its equivalent in another language. In this respect Newmark(1982:7) defines translation as “a craft which attempts to replace a written message or a statement in one language by the same message in another language”, that is, replacing a text in one language by another text in another language (Aziz & Lataiwish, 2000:4). This definition implies two languages, which is translation proper in which the process of translation is practised between two languages (Ibid). Therefore, translation is an operation “that is performed in languages in which the SL text is replaced by the TL text on the basis of equivalence between both texts” (Ilyas, 1989:19). It is the action of interpretation of the meaning of a text, and subsequent production of an equivalent text. It communicates the same language in another language (Wikipedia Encyclopedia, 2007:16).

In translation process, the translator must take into account constraints that include context, the rules of grammar of the two languages, their writing conventions and their idioms. A common misconception is that there exists a simple word-for-word correspondence between any two languages and that translation is straightforward mechanical process. A word-for-word translation does not take into account context, grammar, conventions and idioms (Ibid).

With advent of computers, attempts have been made to computerize or otherwise automate the translation of natural language texts (machine translation) or to use computers as an aid to translation (computer-assisted translation) (Ibid). In spite of this, the process of translation is still



difficult. The translator needs to use his/her conception to translate the SL text into its equivalent text efficiently, since there are a number of SL words which have no TL equivalents.

2-Transaltion Analysis

In order to systematically study the problems that the translator may face, the present research is to group the difficulties into five categories, each one represents a different level. The levels discussed here are lexical ,syntactic ,semantic ,phonological and stylistic levels.

2-1-The lexical level

On the lexical level, problems related to the translation of individual lexical items are discussed. The lexeme is “ the minimal distinctive unit in the semantic unit in the semantic system of a language(DLP ^{1*},1997,s.v.lexeme),that is ,the smallest meaningful unit by which a sentence is constructed. It is a set of units which are listed in dictionaries as separate entries(Ibid).The translator ,therefore ,should look first for the equivalent of these lexical items in the TL *the problems encountered in this level vary from addition, omission and replacement.

2-1-1-Addition

Addition provides additional specification regarding a particular person,thing,process,etc.which is being referred to(Dickins,n.d:11).It tends to be inevitable in the translation process. It adds some words which are absent in the SL* texts as an attempt to convey the SL meaning. For example:

Mary→**مريم العذراء**

Here,the added word **العذراء** gives a detailed description for **Mary** .She is the mother of Christ Jesus .She has a baby without marriage miraculously .This addition recognizes her from other names of some women **مريم** .

2-1-2-Omission

Baker(1992:40)indicates“if the meaning conveyed by a particular word or expression is not valid enough to the development of the text and distracting the reader with lengthy explanations ,translator can omit words or expression during translation”, that is, words are reduced into the TL text into lesser words than those in the SL text, for instance:

A damage is done to my car→**تضررت سيارتي**

Here,the verbal phrase(a damage is done)is translated into **تضررت** while (is done)is omitted and(damage)is converted into verb in the TL.

2-1-3-Replacement

Replacement involves replacing the SL term with a TL word that is likely to have a similar impact on the target reader as found in the SL text(Ibid:31).It carries roughly the same meaning and exerts the same influence on the TL text in the priority of readers' comprehension(Ibid).In other words,

* -Dictionary of Language and Phonetics(1997)London:Blackwall Publishers Ltd.

* -TL: Target language

* SL: Source language



the SL lexical items are replaced by TL equivalents on the basis of relationship to the same situational substance (Ilyas, 1989:23), for example, the item **whisky** is rendered into the TL as شراب rather than ويسكي. The former tends to be more polite than the latter.

2-2-Syntactic level

Problems related to the syntactic level are those rules which link the lexical items into a sentence which are as follows:

2-2-1-Word order

The order that words take within a sentence is called word order. Each language has its own way of sequencing and grouping words into sentences. The two languages (English and Arabic) have different word order. English, on the one hand, has the S* -V* -O* order, whereas Arabic has a contradictory word order V-S-O (Dickins, n.d:37), for instance:

SL: They stopped the car (S-V-O).

TL: اوقفوا السيارة (V-S-O).

With respect to the SL sentence, it follows the English order (S-V-O). With respect to the second one, it follows the Arabic order (V-S-O), where the verb اوقف along with its morphological suffix (ن) which stands for the subjective case and سيارة represents object. This sort of difference forms a problem in translation.

3-2-2-Passivization vs *Achievement

Activement, on the one hand, refers to “an agent involved in an action resulting in or affecting something” (Aziz, 1989:263). Passivization, on the other hand, indicates “an action affecting or resulting in something” (Ibid:264).

The passive voice transformation in English comprises three things: (1) Verb, (2) Subject and object (3) word order. The process of changing English active into passive sentences is a syntactic process including (O+Aux *+Com *). In Arabic, the passive voice involves two steps (1) Verb and (2) Object. The process of changing active into passive voice is a morphological process having the form (فعل) for the perfect (past) and (يفعل) for the imperfect (present) (Ibid).

Compare: **broke—was broken** → كَسَرَ -- كُسِرَ (Ibid).

In translating the English passive sentences, we do not use the passive pattern, rather the active pattern (Al-Wasiti, et al, 1979:40), for example:

The property that was left her by her husband → العقار الذي ورثته عن زوجها rather than العقار الذي تركه لها زوجها (Ibid).

2-2-3-Nominal vs verbal

Nominal clause like a noun phrase in the subordinate clause, i.e. they may function as subject, object of complement (Aziz, 1989:223), for instance:

* -S :Subject

* -V: Verb

* -O: Object

* -VS: Versus

* -Aux: Auxiliary, helping verb

* -Com: Complement



That the car is old upsets me → يقلقني أن السيارة قديمة

In translating this pattern, the nominal pattern of SL is changed into verbal clause in the TL. Here, the translator adopts the TL pattern (Ibid).

2-2-4-Verbal and verbless sentences

Verbal sentences, on the one hand, include subject, verb and object. Verbless sentences, on the other hand, refer to the ellipsis of the verb (Quirk, 1976:350). For example:

A dozen of people were standard, many of them children → د زينة من الناس كانوا من طبقة راقية
فالعديد منهم كانوا أطفالا

Though the verb to be (were) is omitted in the second clause, it is mentioned twice (كانوا) in the TL.

2-2-5-Tense

Tense is “a grammatical device used by a language to refer to time” (Aziz, 1989:39). It means the verb form or forms used to express certain time relations (Eckersley, 1985:157). The translator should be aware of the tense of SL sentences (Al-Wasiti, 1979:96), for example:

In the past centuries, woman was economically productive at home. Nowadays, her domestic production keeps shrinking → كانت المرأة في القرون الماضية ذات إنتاج اقتصادي والآن واصل إنتاجها المنزلي الانكماش

Here, the tense of the first clause is past that is why its TL text is started with كانت, while the tense of the second clause is continuous (nowadays الآن).

2-2-6-Gender

Gender is “a device used by language to refer to one of the divisions of sex in the outside world” (Aziz, 1989:119). English, on the one hand, has three genders (masculine, feminine and neuter) which correspond to male personal pronoun (he), female personal pronoun (she) and nonpersonal or inanimate pronoun (it). Arabic, on the other hand, has two genders (masculine and feminine). The first is used for male creatures and formally unmarked nouns referring to inanimate things, for example, ولد. The latter is used for female creatures and for normally marked nouns referring to inanimate things, for instance, فتاة (Ibid). Gender is relevant to nouns and pronouns, for instance:

(The boy came) جاء الولد

(The girl came) جاءت الفتاة

It is raining heavily (انها تمطر بغزارة)

Examining the third example, one can find that the neuter is translated into (انها), i.e. the Arabic inseparable pronoun (الـهاء) indicates feminine gender while it is a neuter in English (Mohamad, 2008:2)

Moreover, English does not draw a number or gender distinction in the role of the addressee realized as you, whereas Arabic draws such distinctions أنت، انت، أنتم، أنتم، أنتن (Aziz, 2000:97).

2-2-7-Number

At the number system, English differentiates between one (singular) and more than one (plural), for example, book-books, whereas Arabic distinguishes between one (singular), dual and plural, for instance, كتاب، كتابان، كتب (Ibid).

2-3-Semantic level

On this level, problems related to the meaning of expressions are discussed. Collocation, idioms and proverbs are the subdivisions of this category.



2-3-1-Collocation

collocation is “a coherent set of words relating to a particular topic or activity, especially in literary works giving unity to a text(Obeidat,1998:7),i.e. items occurring together in a sequence.

The major part of the cultural link between English and Arabic is the identification of many of their collocations with one another,for example:

Blind confidence→ثقة عمياء

Honourable defeat→هزيمة مشرفه

2-3-2-Idiom

An idiom is “an expression whose meaning can not be inferred from the meanings of its parts”(Cruse,1986:37).The meaning of an idiom is not related to the meanings of individual words(Palmer,1976:74).Consequently, a literal translation of idioms is inexpressive and collocationally abnormal(Gleason,1980:417).Here, the translator should express their content paraphrasely ,for example:

Black-face → غاضب

Black-death → طاعون

2-3-3-Proverbs

Proverbs are also“ idioms but they are mainly used to give a word of advice or of warning, or wise comment on a situation”(Seidle&Mcmoride,1978:241).They summarize what experience have taught people in the performance chores(Ibid). The SL proverbs may have no TL equivalent. In this regard, they must not be translated literally, rather paraphrasely,for instance:

After a storm comes a calm → ان بعد العسر يسر

A hungry stomach has no ear → عند البطون تعمى العيون

Like father ,like son → هذا الشبل من ذاك الاسد

(Al-Bayati,1987:81-81)

2-4-Phonological level

On this level, difficulties related to the differences between the phonology of both languages are investigated .Usually the proper nouns including names of persons, places, institutions and others pose certain problems when the phonological system of the languages involves in the process of translation are different from each other like those of Arabic and English(Aziz,1989:2),for example:

Charles→چالز

Here,the sound (tʃ)is not found in Arabic,so the translator resorts to use (چ)as a compensation,i.e.the English sound which is absent in the Arabic is rendered into the Arabic as Arabic letters with three dots under or above it(e.g. پ، ژ، ف، and so on).

2-5-Stylistic level

This level includes simile, metaphor, metonymy ,personification and pun.

2-5-1-Simile



Simile is “the comparison of two things using like and as”(TU *,2006:1).In literary works, the translator needs to convey a thought or message of the writer.It is important that he/she understands how the poet and writer uses words before translating(Ibid),for example:

Shall I compare thee to a summer's day
Thou art more lovely and more temperate

(Cited in Aziz,et al,1981:100).

هل أشبهك بيوم ربيع جميل
فأنت أجمل منه وأكثر اعتدالاً
(Ibid)

Here, the translator replaces the term **summer** with **spring**, since the season of love and beauty for Arab is **spring** rather than **summer**.

2-5-2-Metaphor

In translating metaphors, the translator should be aware of the metaphors which have close cultural correspondence in both languages which use the same image with a word or more added, omitted or changed(Ghazala,2000:2),for instance:

Hands of the clock→عقارب الساعة

The SL term here is replaced by the TL one عقارب.

2-5-3-Metonymy

The SL sometimes uses a part to convey a whole(TU,1997:3),for example, the phrase **in uniform** has two meanings:

1-Wearing the same clothes worn by a group of people

2-In the military (Ibid).

The translator should be aware of that.

2-5-4-Personification

Personification refers to “inanimate things treated as human beings”(Oxford Advanced Reader's Dictionary,1995,s.v.personification)This point is very important to the translator whose job is rendering the SL text accurately to the TL reader.

2-5-5-Pun

In translating the SL text, one can realize a musing use of word that can have two meanings or different words that sound the same: **A major success** and other puns on **the Prime Minister's name** were in all the papers(Oxford Wordpower Dictionary, 1999.s.v.pun).

3-The Analytical Translation Levels in Some Short Stories

3-1-The Lexical level

3-1-1-Donald plays the piano (Donald Short Story)(my2cents.gawahr).

يعزف دونالد آلة البيانو

The word (آلة) is added to the TL sentence.Paraphrasing translation strategy is used here.

3-1-2- It was big and orange(The Moon Short Story)(Ibid).

كان كبير وبرتقالي اللون

* -Tu: Translation Unit(2006)"Simile".www.tnellen.com.



The word (اللون) is added to the TL sentence. Paraphrasing translation strategy is used here.

3-1-3- It looked bigger than the rising sun(The Moon Short Story)(Ibid).

بدأ أكبر من الشمس المشرقة.

The SL term **the rising** is replaced by TL (المشرقة). Paraphrasing translation strategy is adopted here.

3-1-4- Several hours later, he looked at the moon again(The Moon Short Story)(Ibid)

بعد عدة ساعات ، نظر إلى القمر مرة أخرى.

The SL word **later** is replaced by TL one (بعد). Paraphrasing translation strategy is used there.

3-1-5- It wasn't orange anymore(The Moon Short Story)(Ibid)

لم يكن برتقالياً بعد الآن

The SL term **anymore** is replaced by TL one (بعد الآن). Paraphrasing translation strategy is adopted there.

3-1-6- Before, it was big and orange(The Moon Short Story) (Ibid).

قبل ذلك ، كانت كبيراً أو برتقالياً

The demonstrative pronoun (ذلك) is added here to indicate the earlier time which describes **the moon** as big and orange. Paraphrasing translation strategy is used.

3-1-7- It was like a big pumpkin(The Moon Short Story) (Ibid).

كان مثل نبات اليقطين كبيرة

The TL term (النبات) is added to the TL sentence. Paraphrasing translation strategy is adopted there.

3-1-8- "Where do you want to go?" he asked(A Mountain Drive Short Story)(Ibid).

"أين تريد أن تذهب؟" سأل زوجها .

The TL term (زوجها) is used instead of the SL pronoun **he**. Paraphrasing translation strategy is used there.

3-1-9- It is a two-hour drive from their home(A Mountain Drive Short Story)(Ibid)

إنه على بعد ساعتين بالسيارة من منزلهم.

The TL word (بالسيارة) is added there though it is absent in SL sentence. Paraphrasing translation strategy is used there.

3-2-the Syntactic Level

3-2-1- Donald plays the piano. He loves the piano He sits on a bench to play the piano....

Donald uses his two feet on the three pedals. (Donald Short Story)(Ibid).

يعزف دونالد آلة البيانو. و هو يحب البيانو. يجلس على مقعد للعزف على البيانو.... يستخدم دونالد قدميه على الثلاث دواسات

The TL order has a word order V-S-O which is different from that of SL. Besides, the Arabic separable pronoun (هو) is added there. Literal translation strategy is adopted here.

3-2-2- His piano is shiny and black. It has three legs. The bench has four legs.... Donald has ten fingers...Donald uses his two feet on the three pedals(Donald Short Story) (Ibid).

بيانونه اسود لامع . لديه ثلاثة أرجل . المقعد لديه أربعة أرجل.... دونالد لديه عشرة أصابع

يستخدم دونالد قدميه على الثلاث دواسات



Inseparable possessive pronoun (هـ) of word (بيانه) is added rather than the separable pronoun **his piano**. Besides, English does not draw a number or gender distinction in the role of the number, whereas the Arabic follows the noun they modify and agree with it in case and gender, that is, their form is masculine with masculine nouns and feminine with feminine nouns (ثلاثة، اربعة، عشرة). Moreover, Arabic distinguishes between one (singular), dual and plural rather than English singular and plural. Sound Feminine plural is used (دواسات). Literal translation strategy is adopted there.

3-2-3- His ten fingers play music on the 88 piano keys (Donald Short Story) (Ibid).

فهو يعزف بأصابعه العشرة الموسيقى على مفاتيح البيانو 88

In translating the English passive sentences, we do not use the passive pattern, rather the active pattern (verb, doer and object) (يعزف بأصابعه). In addition, the inseparable pronoun (هـ) of the term (العشرة) is added. Paraphrasing translation strategy is used here.

2-2-3- He uses both of his hands and both of his feet to play the piano. **He also uses** both of his eyes to play the piano (Donald Short Story) (Ibid).

و يستخدم كلا يديه و قدميه لعزف البيانو كما يستخدم كلا عينيه لعزف البيانو.

Arabic word order (V-S-O) is used instead of English one. Besides, the Arabic possessive pronouns (suffixes) are attached to the noun (يديه، قدميه) rather than English separable possessive pronouns **his**. Literal translation strategy is used.

2-2-4- He looked at the rising moon. It **was** rising above the houses (The Moon Short Story) (Ibid).

نظرَ إلى القمر المرتفع. كان يرتفع فوق المنازل

Unlike English, Arabic verbs don't have a single past tense form (ed) that is why the word **looked** is replaced by the root verb in Arabic. This case is **marked by a Damma (نظر)** (Arabic Set). In addition, the auxiliary verb **was** is rendered into (كان) in TL sentence. Literal translation strategy is adopted there.

2-2-5- It looked bigger than the rising sun. How could it be so big? How could it be so orange? (The Moon Short Story) (Ibid).

بدا أكبر من الشمس المشرقة. كيف يمكن أن تكون كبيرة جداً؟ كيف يمكن أن يكون برتقالياً جداً

Here, the Arabic follows the noun they modify and agree with it in case and gender, that is, its form is feminine (كبيرة) with feminine nouns (الشمس).

Literal translation strategy is used.

2-2-6- Now it was high in the sky. Now it **was** smaller. It wasn't orange anymore. Now it **was** white (The Moon Short Story) (Ibid).

الآن كان عالياً في السماء. الآن كان أصغر. لم يكن برتقالياً بعد الآن. الآن كان أبيض

The Auxiliary verb in SL sentence is replaced by TL one (كان). Literal translation strategy is used.

2-2-7- What happened? It changed size. **It changed** color. Before, it was big and orange (The Moon Short Story) (Ibid).

. ماذا حدث؟ تغير حجمه و تغير لونه. قبل ذلك، كان كبيراً و برتقالياً

The word order V-S-O is used (تغير حجمه، تغير لونه) in TL sentence rather than that of SL. Besides, the suffix (هـ) is added to the TL words (لون، حجم) to refer to the feminine noun (القمر) which is mentioned before in the SL text. Literal translation strategy is used there.

2-2-8- But it was still pretty. It **was** still bright. It was the brightest light in the sky (The Moon Short Story) (Ibid).

لكنها كانت لا تزال جميلة. كان لا يزال مشرقاً. كان ألمع ضوء في السماء.



The SL auxiliary verb *was* was replaced by TL one (كان) with the feminine suffix *tied taa* (ت) which appears at the end of the word جميلة to refer to the feminine form. Literal translation strategy is used here.

2-2-9- She wanted to go for a drive. She told her husband. He said that was a good idea. "Where do you want to go?" he asked. She wanted to drive to the mountains. She wanted to go to Big Bear Lake. Big Bear Lake is high in the mountains (A Mountain Drive Short Story) (Ibid).

أرادت أن تذهب في رحلة فأخبرت زوجها وقال إنها فكرة جيدة، "أين تريد أن تذهب؟" سال زوجها. أرادت القيادة إلى الجبال. أريد الذهاب إلى بحيرة الدب الكبير. بحيرة الدب الكبير في أعلى الجبال.

The word order of TL sentence (V-S) is used instead of TL one (S-V); the root verb in Arabic is used rather than English *ed* form; *taa* of the subject (*taa* suffix) is added to the TL verbs *أرادت فأخبرت* and there is an ellipsis of verb (*to drive*, auxiliary verb is) replacing with Arabic noun القيادة and أعلى في الجبال, that is, no auxiliary verb is used in TL sentence. Paraphrasing translation strategy is adopted here.

2-2-10- It is 7,000 feet high. It is a two-hour drive from their home. It takes two hours to get there (A Mountain Drive Short Story) (Ibid).

يبلغ ارتفاعه 7000 قدم. إنه على بعد ساعتين بالسيارة من منزلهم. يستغرق ساعتين للوصول إلى هناك.

The Arabic verb *يستغرق* is added in the TL sentence in spite of its absence in SL one and the Arabic *ya* put the beginning of the TL verbs *يستغرق*, *يبلغ* to indicate Present Simple. Moreover, Possessive pronoun *their* house is replaced by the Arabic masculine plural *منزلهم*, that is, In Arabic, possession is indicated by appending a suffix to a noun. This suffix reflects the gender and plurality of the possessor or possessors (Language Guide Site). Paraphrasing translation is used there.

2-2-11- The lake is big and beautiful... It is a beautiful drive to Big Bear Lake.... A big forest full of tall trees (A Mountain Drive Short Story) (Ibid).

البحيرة كبيرة وجميلة... إنها رحلة جميلة إلى بحيرة الدب الكبيرة... غابة كبيرة مليئة بالأشجار العالية.

Taa Marbuuta (ة) which means the tide (ت) indicates the feminine gender and it occurs in the final word position with two shapes (ة - ة) (Human.libretexts Site). It appears in the end of the Arabic words *جميلة* and *رحلة* which are absent in the English sentence. Literal Translation strategy is used here.

2-2-12- They could park their car next to the lake. They could sit next to the lake. They could watch the boats. They could watch the fishermen. They could watch the squirrels and deer (A Mountain Drive Short Story) (Ibid).

يمكنهم ركن سياراتهم بجانب البحيرة. يمكنهم الجلوس بجانب البحيرة. يمكنهم مشاهدة القوارب. يمكنهم مشاهدة الصيادين. يمكنهم مشاهدة السناجب والغزلان.

3rd Person Plural Masculine Pronoun (هم) is used in TL sentence *يمكنهم*, *سياراتهم* though it is absent in SL one. Besides, Sound Masculine Plural is formed by adding *-ون/-ين* to the end of the word in masculine nouns/adjectives depending on the grammatical case of the (Human.libretexts Site). In this case we use the suffix *Een* ين, because *الصيادين* is the object of the sentence (Accusative case) which is different from that of SL sentence. Literal translation strategy is adopted here.

2-2-13- It is a beautiful drive to Big Bear Lake. The road goes through a big forest full of tall trees (A Mountain Drive Short Story) (Ibid).



إنها رحلة جميلة إلى بحيرة الدب الكبيرة. يمر الطريق عبر غابة كبيرة مليئة بالأشجار العالية.

ان is a particle of emphasis and الهاء is an attached pronoun based on by its gender-appropriate object pronoun (هـ or ها) (Surahquran Site) and the verb *to-be* isn't used in the TL sentence. *is*' is the third person conjugate of verb '*to be*' in the English language. Arabic does not normally use verb '*to be*' in the present tense nor in current tense adjectives. The meaning of '*to be*' is generally implicit in the subject of a sentence(Quora Site). Besides, The TL order has a word order V-S which is different from that of SL. Literal translation strategy is used here.

3-3-The Semantic Level

Neither SL text, nor TL one is used in this level.

3-4-Phonological level

3-4-1 Donald plays the piano(Donald Short Story)(Ibid).

يعزف دونالد آلة البيانو

The term Donald is transliterated into دونالد. Besides, The sound /P/of the word *piano* is absent in the TL, so it is replaced by the Arabic letter ب. Transliteration strategy is used.

3-4-2- His ten fingers play music on the 88 piano keys(Donald Short Story)(Ibid).

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The letter c in the word *music* is changed into g(ق). Besides, نى is added to the borrowed term موسيقى. Paraphrasing translation strategy is used.

3-5-Stylistic level

3-5-1- It was like a big pumpkin(The Moon Short Story)(Ibid).

كان مثل نبت اليقطين كبيرة

The moon is resembled to *pumpkin* here. Paraphrasing translation strategy is used.

3-5-2- It was like a light bulb(The Moon Short Story)(Ibid).

كانت مثل المصباح المضيء

The moon is resembled to a *light bulb* here. Literal translation strategy is used.



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Data																					
Lev els	Lexical				Syntactic				Seman tic				Phonolo gical				Stylistic				
Nu mb er	9				13				None				2				2				
Str ate gie s	L	P	F	T	L	P	F	T	L	P	F	T	L	P	F	T	L	P	F	T	
Nu mb er	-	9	-	-	10	3			-	-	-	-	-	-	-	2	1	1	-	-	
div isio ns	Ad dit ion	O mi ssi on	Repla ceme nt		W O	P A	N V	V V	T e n se	G	N	-					S	Me	Me t	Pe	P u
Nu mb er	5	-	4		5	1	1	-	3	8	2						2	-	-	-	-

L:Literal **P:Paraphrasing** **F:Free translation** **T:Transaliteration**
WO:Word Order **PA:Passivization vs Activement** **NV:Nominal vs**
verbal
VV:Verbal and verbless **G:Gender** **N:Number**
S:Similie **Me:Metaphor** **M:Metonymy**
Pe:Personification **Pu:Pun**

This table has been done by the researcher

Conclusions

As far as the data under investigation are concerned, the following conclusions are drawn:



1-The most prominent level is the syntactic one, since The SL structure is exactly different from that of TL (word order, ,gender, passivation- activement ,nominal vs verbal ,verbal and verbless ,tense ,gender and number).The most dominant category in this level is gender .English gender is natural, whereas Arabic gender is grammatical. Gender in English is more relevant to pronouns, whereas gender in Arabic is relevant to nouns, pronouns, verbs, and adjectives.

Besides,some categories are used in the same points of TL text (word order,nominal vs verbal ,gender and number)as explained in the table.

2-As far as all levels are concerned, each level has a category which is prominent. Addition is the most prominent in the lexical level, since many terms are added to the TL texts to make their meanings clearer to the TL reader,e.g.,pumpkin نبات اليقطين.

In the semantic level , Neither SL text,nor TL one is used in this level.

Transliteration is used in the phonological level, since most of borrowed terms become part of Arabic language nowadays(e.g.piano ,music so on).Simile is the dominant in the stylistic level. It is used much in such short stories (e.g.like a big pumpkin and like a light bulb).

3-The strategies used in translating some short stories are as follows:

a-Literal strategy

b-Paraphrasing strategy

c-Transliteration

4-The most frequently used strategy in this respect is that of literal translation. Many terms are rendered literally into the TL as an attempt not to lose their connotation to the TL reader(e.g. _ It has three legs

(لديه ثلاثة أرجل).

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