

Grammatical Pairs in English and Arabic Translationⁱ

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Abstract

Grammatical pairs are surface markers which encode different processing strategies but seem to work in free variation. For translation trainees and foreign language learners, these pairs often become a recurring nightmare not only because of their close connection but also because most have no direct equivalents in their native language. The long list of English grammatical pairs includes such formal markers as *nearly/almost*, *as if/as though*, *will/shall*, *may/might*, *must/have to*, *whether/if*, *yet/already*, *enough + noun / noun + enough*, *because/for*, *barely/hardly...* and verbal patterns like (v_1+v_2) , $(v_1 \text{ to } v_2)$ and $(v_1-v_2\text{-ing})$. In Arabic, the list includes dichotomies such as *'inna/laqad*, *lam/ma:*, *la:/lan*, *sa-/sawfa*, *faqat/fahasb*, *na:hi:ka/fadhlan*, *la:/kalla:*, *naʕam/'ajal*, etc. This study, based on corpus analysis, claims that if grammatical surface similarities often induce Arab translation trainees to under- and mistranslation, this has less to do with the absence of direct equivalents in L1 than with the approach adopted in pedagogical grammar intended to account for the working of such markers in both languages. In fact, present-day foreign language pedagogy has been hampered not only by a descriptive sentence-grammar, which has perpetuated static binaries between Arabic and other languages, but also by a monolingual bias which prevents any insight into the working of natural languages. Findings suggest that an updated contrastive Arabic-English grammar, tailored for translation training and derived from real languages at work, is a prerequisite for effective training and successful interlingual transfer.

Keywords: Grammatical pairs, metalinguistic awareness, translation training, translation sign, processing strategy.

Introduction

When zealous concern for fidelity to the source language (SL) becomes a predominant feature of translation training, it often produces less effective student translations which offend the norms of readability in the target language (TL), thereby violating the expectations of TT readers. This tendency to foreground the SL has been further consolidated by theoretical research in which the major translation categories, such as fidelity, equivalence, deviation, shift, loss and effect, have been approached mostly from the perspective of the SL. Such reductionism is detrimental not only to the status of the overshadowed TL, but also to the training process, which sometimes turns into a situation of didactic disempowerment far from satisfying the needs of prospective translators.

This paper claims that for a translation to be effective it should pull in the direction of both languages. In fact, the process involves an L1, an L2 and a provisional translator's inter-language marked by constant negotiation of the *meaning* in L1 and the *form* in L2. In Saussurean terms, the *translation sign* has a cross-linguistic status with the signified in L1 and the signifier in L2. The merit of the metaphor is that it reveals the range of complexity involved in interlingual transfer. Compared to the linguistic sign, the translation sign is, first, more complex, consisting of a word, a phrase and often a larger structure. Second, the signifier in translation is not always predetermined but often negotiated in the light of the differences between L1 and L2. Thus in certain contexts we have zero signifiers like the English formal markers *do*, *be* and *-ing* which have no overt equivalents in Standard Arabic:

- She is a lady of about forty. هي سيدة تناهز الأربعين.

Zero signifiers are also detected when a cultural value resists interlingual transfer (محراب / cathedral/ etc.) Third, the signified-signifier relationship is not arbitrary since the selection of the signifier depends on the semantic or grammatical value conveyed by the signified as it works in l_1 ; otherwise the attempt at transfer turns into a free writing exercise. Fourth, when the signified is a grammatical value the choice of the signifier often depends more on L2 than on L1. This is because different languages offer different grammatical solutions to linguistic phenomena e.g. reference to time, aspect, mood, voice, modality, negation, quantification, etc. These are grammatical operations common to natural languages but at their surfaces very often encoded differently. A pertinent example is *negation*, which is encoded in at least six negators in Arabic and only one in English. Approached from this angle, adherence to form in L2 becomes a prerequisite for effective transfer of L1 content. In consequence, *fidelity*, as a major translation category, is no longer the monopoly of L1 because it is extended to L2. The potential claim that adherence to form in L2 is assumed in every translation is based on very slim didactic evidence. It is probably assumed by trainers and professional translators, but not necessarily by budding prospective translators, especially when they are not sufficiently trained to properly adhere to form in L2. Teachers' assumptions should therefore be translated into techniques, if not new courses and strategies, enabling students to go beyond what is encoded at the surface of each language. In this respect, having long perpetuated differences between languages, monolingual grammars should now give way to tailored alternative contrastive grammars, building on the widely shared conviction that "languages diffuse into each other" (Steiner, 1998). Only when English or Arabic grammars are approached and taught in a way that gives learners insights into the working of human languages will translation course cease to be a tedious quest for equivalents and approximations. This would open up new perspectives in deciphering the mystery of each language's hidden architecture and the way it intersects with other languages (Adamczewski, 2002). In this study, I will focus on a selection of English and Arabic

grammatical pairs and the translational problems arising from their surface similarities in the SL, on the one hand, and from the unavailability of overt equivalents in the TL, on the other.

Background

Translation training cannot be approached separately from current theoretical research, whether in translation studies or in theoretical linguistics. In most translation models (Munday, 2012), the ST still exerts a strong influence on the translation process to the extent that fidelity, a basic translation category, is understood by most trainees as exclusive to the ST. The functionalist alternative conception of translation as an act of intercultural communication has brought the TT/TL into sharper focus. It has led to a rehabilitation of the unprivileged status of the TT, thus elevating the status and function of the TL. Major among these approaches are Reiss and Vermeer's skopos theory (1984), Snell-Hornby's integrated approach (1995), Holz-Manttari's translatorial action model (1984) and Nord's loyalty principle (1997). Seen from a functionalist perspective, the translator, as Munday puts it, "should first ensure that the TT fulfils its purpose, then make sure the TT is itself coherent and only then see that the TT demonstrates coherence with the ST(...). This downplaying (or 'dethroning', as Vermeer terms it) of the ST is a general fact of both skopos and translatorial action theory" (2012:123-4). For Nord (1997:125), the needed relationship between ST and TT depends on the purpose of translation. She stresses that loyalty commits the translator bilaterally to the source and target sides: "the translator's decisions are no longer guided by the linguistic and stylistic characteristics of the source text but by the constellation of participants and conditions of the communicative situation for which it is produced. Instead of equivalence between source and target texts, the aim is adequacy for the translation purpose[s]" (2006:663). Holz-Manttari focuses on producing a TT that is functionally communicative for the receiver. "This means, for example, that the form and genre of the TT must be guided by what is functionally suitable in the TT culture, rather than by merely coping with the ST profile" (Munday, 2012:121). This growing interest in the TL is, however, insufficiently translated into empowering training techniques and procedures that enhance trainees' performance and develop their inter- and metalingual abilities.

Similarly, the awareness that grammar is a significant predictor of translation efficacy has received considerable attention in translation theory and training, especially in linguistics-oriented models (Catford, 1965). Yet most didactic approaches to source and target texts' grammatical problems have been largely dependent on prevalent descriptive and notional grammars which have failed to provide a satisfactory account for the working of natural languages, to an extent that the application of a grammatical rule by the learner/trainee sometimes induces ineffective if not mistranslation (Kahlaoui, 2009); the cases of the English (be+v+ing), said to convey progression of the verbal action, and the Arabic sa-/sawfa, ill-defined as temporal markers referring respectively to near and remote futurity, place students in a very difficult position when a rule, formulated by their teachers as a grammatical certainty, is invalidated by language at work:

- i. Mary is resembling her mother more and more.ⁱⁱ
- ii. sawfa 'antaliq fil-ḥa:li ya: mawle:y! / سوف أنطلق في الحال يا مولاي!
(I'll set off immediately, my lord!)

The inadequacy of the traditional "durative rule" is detectable in the stative nature of the verb (*resemble*) where there is no action in progress. In the Arabic example, the presence of an explicit time marker (*fil-ḥa:li / immediately*), locating the verbal event at the time of speech,

proves that the value of *sawfa* is to be sought in a grammatical operation other than reference to time, i.e. modality. (Kahlaoui, 1992).

The continuing strong influence of descriptiveⁱⁱⁱ, structural^{iv} and normative^v theoretical grammars of English and Arabic is detectable not only in pedagogical grammars but also in translation training manuals which merely perpetuate the same static, linear and atomistic conception of language. Farghal & Shunnaq (1999), Ghazala (1995), Kharma & Hajjaj (1997) are typical examples of training and didactic manuals which have only added to learner confusion in dealing with interlingual grammatical transfer. In fact, the tendency to treat grammatical pairs interchangeably has been detected not only in students' translations but also in translation training textbooks (Ghazala, 1995: 29-43).

Present-day university grammars, particularly Arabic ones, have borne heavily on cohorts of translation trainees and language students who continue to experience the consequences of descriptive, semantic and taxonomic approaches to the working of language that often disregard the context, pay no attention to the role of the speaker in processing utterances, and, most importantly, directly assign meaning to meaningless categories (Kahlaoui, 2009). This is observable in textbooks such as Quirk's *A University Grammar of English*, Leech & Svartvik's *Communicative Grammar* (2002), Steer & Carlisi's *The Advanced Grammar Book* (1997) and Al-Rajih's Practical Grammar *التطبيق النحوي* (1999), which have remained largely indifferent to the findings of linguistic research undertaken over the past twenty years by such contrastivists and discourse analysts as Hagege (1982), Adamczewski (1998 and 2002), and Culioli (1991), to name just a few. Many English grammatical pairs, such as those covered by the present study, have been effectively approached, for example by Adamczewski (2002), from a contrastive perspective which has offered original insights into the working of English, French and a few other languages. These findings are of prime importance for translation training and theory.

The Study

Research questions

The study was guided by the following research questions:

- Does the trainees' grammatical background in both languages empower them enough to detect the subtle structural differences between A- and B-source utterances?
- To what extent do trainees benefit from the textual context provided in effectively rendering each pair into the TL?
- Has the (un)availability of overt grammatical pairs in the target language been to the trainees' (dis)advantage in negotiating equivalence between the source and target utterances?
- To what extent can similar translation training tasks serve as reliable indicators of metalinguistic awareness in trainees?

Subjects, Materials and Procedures

The study builds on a small-scale corpus of two sets of semantically comparable utterances, one in English and the other in Standard Arabic. Each set comprises ten pairs distinguishable most importantly by a visible grammatical marker, as can be seen in the following example:

1a. He *leaves* tomorrow.

1b. He *is leaving* tomorrow.

To ensure greater data reliability, the test was conducted in two phases throughout the same week. Phase one covered A-utterances and phase two B-utterances. Thus, being instructed to provide an appropriate interlingual transfer, the test takers could concentrate on each context

instead of negotiating a less natural end-product triggered only by the pressing need to avoid providing the same translation to two different contexts.

In order to guarantee using the test results as a basis for drawing fair inferences or making training decisions, test construction took into consideration the major principles advocated by testing experts in the didactic domain. Thus, corpus selection was based on standards of practicality and authenticity, the task did not make excessive demands on the participants since the sentences were short, lexically affordable and given in context; the content validity was detectable in the varied and quite representative sample of English and Arabic grammatical pairs with which it was meant to be concerned (adverbs, verb forms, pronouns, determiners, modal and aspectual markers, interrogation operators and negators). Finally, the use of two versions in two languages to measure the extent of agreement between their results aimed to ensure another quality principle, the one defined by Morrow as concurrent validity (1981:13).

The translation test was taken on a voluntary basis by five classes as a non-graded two-hour assignment administered in exam conditions,^{vi} under my supervision. It was stressed that the test takers need not provide their names, though some pseudonyms were used. The process spanned four semesters, from Fall 2011 to Spring 2013, and involved 100 regular semester-seven students, 25 males and 75 females, all "native" speakers of Arabic enrolled in the B.A. Translation Program at Oman's Sultan Qaboos University. They had completed courses in English and Arabic Syntax, Contrastive Linguistics and their prerequisites.

Table 1 recapitulates the salient features of the initial corpus:

Table 1
Corpus categorization

Scope	Small scale
Type	Bilingual
Mode of delivery	Written
Directionality	unidirectional ^{vii}
Criteria	- Utterances with real reference value - Context given to translator trainees - Apparent semantic relatedness
Domain	English and Arabic grammatical pairs
Processing technique	manually processed

Significance of the study

First, it was believed that the study would contribute to research on contrastivity and theoretical linguistics as vast reservoirs of translation training and practice. Though a privileged domain of interlingual contact, translation training and practice are still under-researched and the impressive structural data provided by natural languages as different solutions to the intricacies of human language constitute an invaluable asset to Translation Studies, helping with linguists' continuing quest for an answer to the question *how does language work?* Second, it should provide translation trainers with insights into alternative approaches to rehabilitating the status of the TL in the translation process and to reconsidering a prevailing pedagogical grammar long hampered by monolingualism, insensitivity to context, descriptivism and direct assignment of meaning to meaningless categories (Adamczewski, 1982). Third, it was felt that the study would also raise metalinguistic awareness among translator trainees and language learners in general, thus enhancing motivation to improve their translation and linguistic achievement.

Results

Defining and exemplifying variables

- i. *Difference detection*^{viii}: This variable tests whether the student's end-product shows that the main grammatical difference between A and B has been detected or not.

Example: Difference not detected:

ST	A	- What time is it, please? - Let me check... <i>It's NEARLY seven.</i>	TT	A	... إنها السابعة تقريبا.	Difference not detected
	B	- John! Get up, <i>it's ALMOST seven.</i> You're going to be late!		B	...إنها حوالي السابعة...	

Example: Difference detected:

ST	A	- What time is it please? - Let me check... <i>It's NEARLY seven.</i>	TT	A	دعيني أرى... إنها السابعة تقريبا.	Difference detected
	B	- John! Get up, <i>it's ALMOST seven.</i> You're going to be late!		B	أفق يا جون...لم يتبقى شيء عن السابعة! سوف تتأخر.	

- ii. *A and B in free variation*: this variable tests whether or not the trainee has dealt with the grammatical markers in A and B as interchangeable.

Example:

ST	A	أتتوي الرد عليه في مقالك المقبل؟	TT	A	Do you intend to react against him?	A and B treated as interchangeable
	B	أو تتوي الرد على هذه السخافات؟		B		

- iii. *Symmetrical pairs suggested*: Does the trainee's end-product suggest a grammatical pair as a translational solution to the ST pair?

Example:

ST	A	- Where is THIS stupid dog?	TT	A	أين هذا الكلب الغبي؟	This/That vs. هذا/ ذلك
	B	- Where is THAT stupid dog?		B	أين ذلك الكلب الغبي؟	

- iv. *Effective translation*: Are A or B effectively rendered into TL without addition or omission? 'Effective' here means both L2 structural well-formedness and conformity with the L1 context of production.

Example:

ST	A	هو لا يملك درهما فضلا عن دينار.	TT	A	He doesn't have a Dirham, let alone a Dinar.	Effective attempt
	B			B		

- v. *Ineffective translation*: An attempt is considered ineffective when it is:
- structurally ill-formed and/or
 - insufficiently appropriate to the context of the ST and/or
 - an instance of under- or over-translation

Example:

ST	A	<i>Absurd!Who's been telling you that?</i>	TT	A	هذا عبث! من الذي يخبرك بذلك؟	ill-formed
					من قال لك ذلك؟	Under-translation
					يا للسخافة! من كان يحرص على إخبارك بذلك؟	Over-translation
					من يقول لك ذلك؟	Context-insensitive

- vi. *Mistranslation*: when the trainee's attempt shows that the intended meaning in the ST has been misunderstood.

Example:

ST	A	هو لا يملك درهما فضلا عن دينار.	TT	A	*He doesn't have a Dirham rather than a Dinar.	Mistranslation
ST	A	Is he up already?	TT	A	*هل صعد مسبقاً؟	Mistranslation

- vii. *Item ignored or sentence not translated:* An ST grammatical item is ignored when an avoidance strategy is engaged by the translator. S/he has attempted a translation of all the sentence units except the grammatical marker which distinguishes A from B. In a few cases, the whole sentence is left untranslated.

Example:

ST	A	Is he up yet ?	TT	A	*هل هو مستيقظ؟	Item ignored. ST mistranslated.
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Findings:

The analysis of interlingual transfer was governed by four questions: Has the main difference between the elements of each pair, A and B, been detected in the trainee's translation or not? If yes, how effectively was it rendered into the TL? Has an overt equivalent of the SL grammatical marker been available in the TL? If yes, to what extent were the equivalents governed by the same contextual triggers, and did they bring about the same effect as the one recovered from the ST? If not, how has the solution been negotiated by the trainee?

Tables 2 and 3 present the overall mean values for results achieved by the test takers in the translation task with regard to the seven variables defined above, i.e. difference detection, the translation solution negotiated by the trainee, conveyability of the SL pairs into TL ones, (in)effectiveness of the target A and B separately, and failure to seize the ST as detectable in mistranslation and avoidance strategies. Each variable is then illustrated on a micro chart based on data extracted from the master tables 2 and 3.

Table 2

Results of the English corpus

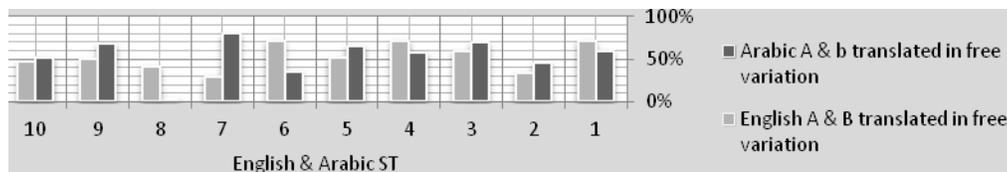
Grammatical pairs		Difference detected %		A & B in free variation %	Symmetrical pairs suggested %		Effectively translated %		Ineffectively translated (under / over) %		Utterance Mistranslated %		Item ignored %	
A	B	yes	no		yes	no	A	B	A	B	A	B	A	B
nearly	almost	10	90	72	6	94	92	12	4	78	2	10	2	0
already	yet	64	36	34	0	100	38	28	32	14	22	54	8	4
v-ed	v-en+ing	38	62	60	0	100	100	12	0	88	0	0	0	0
Will	shall	6	94	72	0	100	100	12	0	88	0	0	0	0
v-s	v+be+ing	26	74	52	0	100	94	14	6	86	0	0	0	0
v-ed	v-en	26	74	72	0	100	34	90	64	10	0	0	2	0
this	that	68	32	30	68	32	70	92	30	8	0	0	0	0
each	every	56	44	42	0	100	96	52	2	48	0	0	2	0
too	also	50	62	50	14	86	72	32	28	62	0	0	0	6
v1-s	v1-ing	50	50	48	0	100	92	50	4	44	4	2	0	4
Mean values		34.4	65.6	53.2	8	92	78.8	39.4	21.2	52.6	2.8	6.6	1.4	1.4

Table 3
Results of the Arabic corpus

Grammatical pairs		Difference detected %		A & B in free variation %	Symmetrical pairs suggested %		Effectively translated %		Ineffectively translated (under / over) %		Utterance Mistranslated %		Item ignored %	
A	B	yes	no		yes	no	A	B	A	B	A	B	A	B
أوشك	كاد	28	72	60	4	96	62	46	38	54	0	0	0	0
فقط	فحسب	8	92	46	14	86	72	8	4	86	0	0	24	6
لقد	إنّ	2	98	70	0	100	2	2	96	72	0	24	2	2
أ ؟	أو ؟	32	68	58	0	100	40	54	60	46	0	0	0	0
لم	ما	24	76	66	0	100	56	8	44	90	0	0	0	2
خصوصا	لاسيما	24	76	36	14	86	10	82	74	10	0	2	16	6
إنّ	إنّما	8	92	80	0	100	10	4	86	90	0	0	4	6
فضلا	ناهيك	31	69	04	0	100	44	38	34	32	16	2	6	28
شذّا	شذّ	10	90	68	0	100	90	12	2	82	0	0	8	6
طيلة	طوال	24	76	52	0	100	80	10	14	80	6	2	0	8
Mean values		19.1	80.9	54	3.2	96.8	46.6	26.4	45.2	64.2	2.2	3	6	6.4

A cursory look at both tables shows a very limited translation efficacy due to non-detection of what distinguish As from Bs in both corpora. There appeared to be a strong negative correlation between difference non-detection and the treatment of A and B as interchangeable in the TL, 53.2% for the English corpus and 54% for the Arabic one, with a disturbing mean value of 53.6% for both:

Chart 1. English vs. Arabic translation: A & B in free variation



However, this does not mean that the other half (46.4%) performed efficiently. In fact, the results obtained revealed a low level of A and B being effectively rendered in the TL. The data of the English corpus showed it was often A-utterances which were markedly more effective in translation (78.8%) than B-utterances (39.4%). And almost the same difference between As and Bs was revealed in the Arabic corpus, with 46.6 % of effective As and 26.4 % of effective Bs. This is more clearly shown in charts 2 and 3 which present the mean values for each of the ten pairs in the two corpora:

Chart 2. English A & B Effectively Translated

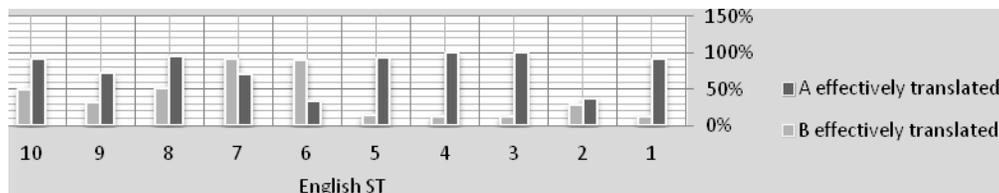
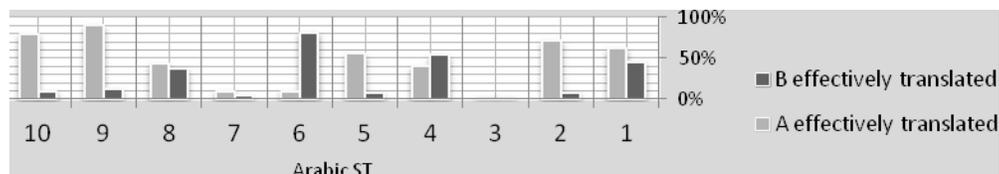
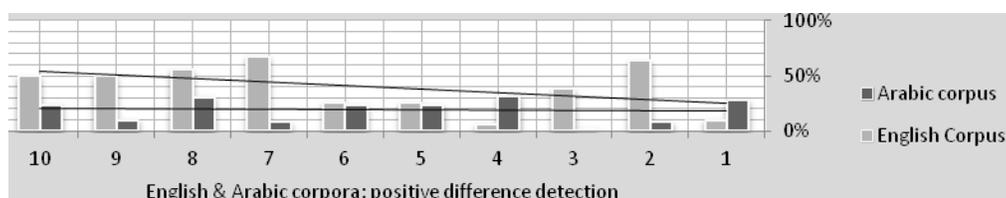


Chart 3. Arabic A & B Effectively Translated



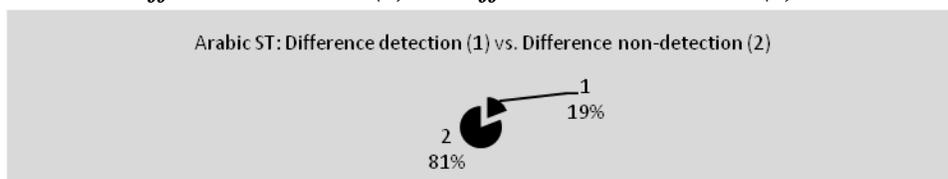
Positive detection of differences between initial As and Bs (ST) is more significant in English-into-Arabic (34.4%) than in Arabic-into-English translation (19.1%), and this is clearly shown by both trend lines:

Chart 4. English & Arabic corpora: positive difference detection



These discrepancies were probably attributable to non-textual factors, such as students' greater exposure to English than to the standard variety of Arabic, their first language but not their mother tongue (diglossic situation), or to the quality of the grammar course. In fact the English theoretical and pedagogical grammar courses had been more updated and oriented towards modern linguistic research than the prevailing Arabic grammar course, which dated back to the early stage of traditional grammar, an epistemic stage marked by intuition-based approaches, direct assignment of meaning to meaningless categories and insensitivity to context. In this respect, the trainees' clear tendency to confuse A and B utterances in both corpora, thereby treating them interchangeably, was strongly indicative of insensitivity to the contextual clues provided in the ST. The alarming mean value (80.9%) of responses reflecting difference non-detection in Arabic-into-English translation confirmed that students had been didactically familiar with an Arabic sentence- not discourse-grammar:

Chart 5. Arabic ST: Difference detection (1) vs. Difference non-detection (2)



It is worth noting that positive difference detection in both corpora was at its lowest rates with the pairs *لقد/إن*, where it dropped to a drastic 2%, *فحسب/فقط* 8%, *shall/will* 6% and *nearly/almost*

10%. Similarly, effective transfer was at its lowest once again with *لقد/إن*, 2% each, *إنما* 4%, *almost* and *shall* 12% each and (v-en+ing) 14%. This means that co-textual clues had not received the expected level of attention from the vast majority of respondents.

Another significant indicator was the absence of corresponding grammatical pairs in the resultant TT, which is not always due to their non-existence in the TL. In dealing with the ST, hardly any test takers suggested any *formal equivalents* 96.8%, for the Arabic corpus and 92% for the English one. Here is an illustration of the results for both corpora where the focus of comparison was the correlation between the absence of interlingual formal equivalents and the treatment of As and Bs as in free variation:

Chart 6 . English ST: Interlingual Pairs vs. Interchangeability

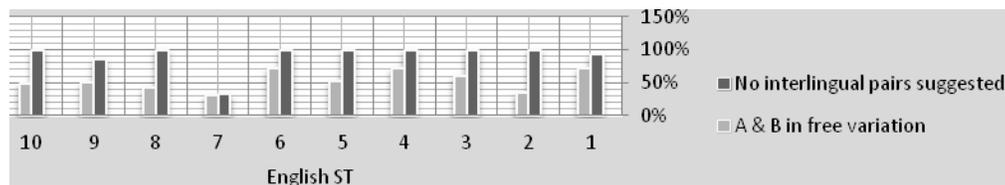
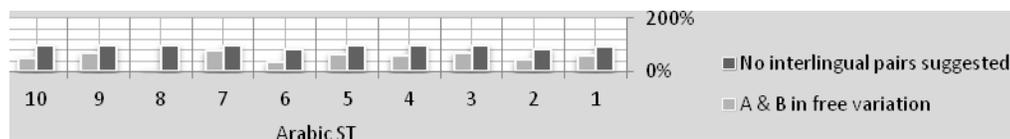


Chart 7. Arabic ST: Interlingual Pairs vs. Interchangeability



Finally, a few respondents performed rather oddly, probably because they were unable to complete the test as expected.

The following contrastive table recapitulates the overall mean values of the English and Arabic corpora and covers the seven variables mentioned above:

Table 4

Corpora's mean values contrasted.

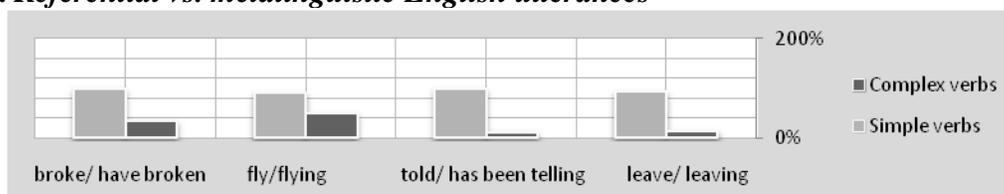
Gr. pairs	Difference detected		A & B in free variation	Symmetrical pairs suggested		Effectively translated		Ineffectively translated (under / over)		Mistranslation		Item ignored	
	Yes	No		Yes	No	A	B	A	B	A	B	A	B
Eng. ST	34.4	65.6	53.2	8	92	78.8	39.4	21.2	52.6	2.8	6.6	1.4	1.4
Arab. ST	19.1	80.9	54	3.2	96.8	46.6	26.4	45.2	64.2	2.2	3	6	6.4

Discussion

The data elicited from the study confirm the importance of grammar in the construction (ST) and reconstruction (TT) of meaning. Of course, grammar alone is not the message, but the message to understand or translate cannot be effectively recovered without decoding grammar. This becomes a matter of prime consideration when the code in use by trainees is neither a native

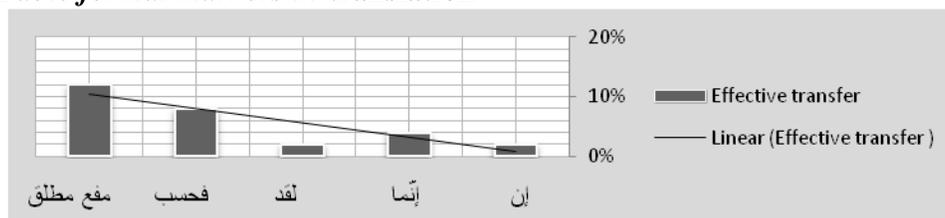
language (English) nor a mother tongue (the standard variety of Arabic), as with the subjects of this study whose grammatical knowledge of English and Standard Arabic was not intuitive but learned through instruction. Unsurprisingly, the grammar-based translation task proved to be effective in revealing the trainees' poor translational performance, as reflected in the high values of difference non-detection and the suggestion of the same meaning for two different contexts. This also suggests that grammatical pairs could serve as a point of comparison between widely different languages and be used as a valid predictor of trainees' metalinguistic and interlingual awareness, a proficiency indicator without which translation becomes a free-writing exercise. The formal status of these markers (meaningless categories) and their great interlingual variability only added to the trainees' trouble in negotiating equivalence. In their hurry to recover meaning from the ST units, trainees had to surmount the habitual difficulty of deriving meaning from meaningless categories, whose *raison d'être* in languages is to encode a processing strategy of the utterer not to stand for an extralinguistic referent, as with lexical units. There is in fact no meaning to retrieve from formal markers but a context-conditioned grammatical value which distinguishes As from Bs. In this regard, it was observed that when language works metalinguistically, i.e. stands for a processing strategy of the utterer, it exerts an inhibitory effect on trainees, thereby impeding effective interlingual transfer. However, when it works referentially it lends itself more easily to accurate translation. This is mostly detectable in the translation of English simple verbs (leave/ told/ broke/ fly) than in the complex verbal patterns (leaving/has been telling/ have broken/ flying), where the participants scored far higher effective results in the first ones:

Chart 8. Referential vs. metalinguistic English utterances



On the Arabic side, the formal operators *إنّ*/*إنّما*/*لقد*/*فحسب* and the cognate object (المفعول المطلق) have proved an almost insurmountable obstacle to effective transfer and this was reflected in the sharp drop in response accuracy:

Chart 9. Arabic formal markers in translation



At another level, it was also observed that the availability of contextual clues in both corpora had not received the expected level of attention from test takers. This means that providing an ST of real reference value is not enough to guarantee effective response. Trainees should first be systematically trained on how to be sensitive to the ST context, a task seemingly well beyond the

manifest reductionism and artificiality of mainstream sentence-grammars which have dominated foreign language pedagogy.

Another didactic factor which may be retained in diagnosing the ineffective translation of grammatical pairs is the detrimental effect of the prevalent Communicative Approach, which has long relegated grammar to a marginal status. In fact, the dominant view has been that explicit grammar instruction offers no substantial benefits for language learners (Felix, 1981; Krashen, 1982; Krashen & Terrell, 1983). It is assumed to lead to negative transfer from L1 and yield only temporary gains which dwindle over time. This is a view translated into two pedagogical tendencies: the adoption of teaching approaches based on fluency and communicative functions and fierce denunciation of the use of L1 in teaching and learning foreign languages, as if it were possible for learners to switch off their native language in the learning process. However, monolingual teaching and lack of exposure to explicit grammar instruction have not led to didactic empowerment over more than twenty years of communicative teaching. Field research has demonstrated that providing learners with grammar instruction and contrastive L1/L2 information contributes to L2 performance (Scheffler, 2012; Ellis & Laporte, 1997; Lightbown, 1998; Herdina & Jessner, 2000; Potowski, 2005 and Jeffries 1985), while Adamczewski (2002:55-57) and Widdowson (2003:160) have called for a revision of monolingual teaching. As a result, an alternative conception of grammar as a tool for reflection, awareness and empowerment (Potowski, 2005) has gained increasing acclaim, reinforced by empirical findings supporting the view that classroom learners acquire more grammar and perform more accurately over time than non-classroom learners do (Ellis 1986; Pavesi, 1986, Pica, 1983), and that metalinguistic instruction and the use of native languages do not damage foreign language learning as was hastily assumed by advocates of naturalistic acquisition.

Conclusion: Implications for Training

Given the study's findings, translation educators are encouraged not to teach L1 and L2 grammars as mere graduation requirements. The prevailing rule-based grammatical paradigm should now give way to newer translation-oriented grammatical teaching grounded in contrastivity and tailored to the real needs of translator trainees. For such a new course to be of real service to prospective translators it should:

- address the enormous gap between theoretical grammar and translation practice which is often the origin of another gap between STs and trainees' TTs.
- start from real STs and their resultant TTs, not from intuition-based sentences produced for the sake of "explaining" a given grammatical rule or structure.
- reduce the students' memory load and activate their analytical potential by focusing on language at work in real contexts.
- raise trainees interlingual and metalinguistic awareness. And for contrastivity to be more effectively exercised it should also be conducted intralingually, where comparable grammatical markers are systematically contrasted: 'inna/laqad, lam/ma:, sa-/sawfa, too/also, nearly/almost, shall/will, as if/as though, this/that, etc.
- train students in the effective detection of ST grammatical options deployed by the writer in specific contexts, especially those with high translational value (operations, markers, categories, functions and structures) without which there will be much loss.
- rehabilitate contextual factors, namely the utterer and co-utterer, in negotiating interlingual equivalence.

- train students to detect those privileged instances where natural languages betray their secrets by displaying at their surfaces such formal markers - indicative of the processing strategy engaged at the time of speech/writing - as auxiliaries, modals, metaverbs, aspectuals, negators, relators, maximizers, intensifiers, word order, etc.)
- develop new courses and schedule training workshops in translation-oriented text analysis that focus not only on grammar and vocabulary but also on rhetorical structures which differ considerably from one language to another.

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Appendix

I. English Corpus

1. *What time is it, please?*
*Let me check... it's **nearly** 7.*
2. *John! Get up! It's **almost** 7. You're going to be late.*
3. *No meeting tomorrow? Who **told** you that?*
4. *Absurd! Who's **been telling** you that?*
5. *What's that noise upstairs? Is he up **already**?*
6. *Is he up **yet**? The school bus arrives in a few minutes!*
7. *Is this farewell or **Will** I see you again?*
8. *A: I forgot you're on leave tomorrow!*
*B: Why? **Shall** I see you again?*
9. *A: When do you leave for Italy?*
*B: I **leave** tomorrow.*
10. *But Doctor, I'm **leaving** tomorrow!*
11. *I must go to the optician's. I **broke** my glasses last night.*
12. *Hell! I've **broken** my glasses!*
13. *Where's **that** stupid dog?*
14. *Where's **this** stupid dog?*
15. ***Each** boy wears a different tee-shirt.*
16. ***Every** boy wears the same school uniform.*
17. *When you **fly** Concorde, you're **flying** the fastest plane in the world.*
18. *I not only speak English, but I also speak Spanish and Russian.*
19. *My sister Speaks English. I speak English **too**.*

Arabic Corpus

1. - كاد الرّضيع أن يخطو خطوته الأولى لولا ذلك الحادث المشؤوم.
2. - أوشك الرّضيع أن يخطو خطوته الأولى.. انظري!
3. - جنّت لأودّع أصدقائي وأصدقائي فقط.
4. - جنّت لأودّع أصدقائي فحسب .
5. - لقد كان رحمه الله من أشدّ المدافعين عن حقوق الإنسان وحوار الأديان.
6. - إنّه كان من أكبر دعاة حقوق الإنسان، فكيف تحكم عليه بالاستبداد؟
7. - أنتوي الرّد عليه في مقالك المقبل أم ستغضّ النظر عن الأمر؟
8. - أو تنوي الرّد على هذه السّخافات؟
9. - هي: لماذا لم تتدخّل بالصّح؟
10. - هو: لم يخطر ببالي أن أصلح بينهما.
11. - هي: فاجأتني حقًا بتدخلك بينهما.
12. - هو: ما كان أبدا في البال أن أصلح بينهما، ولا حتّى كنت مُتهيباً لذلك.
13. - أنت مُطالبٌ خصوصاً بتحديد مراجعك وضبط أولوياتك البحثية.
14. - أنت مُطالبٌ بذكر المراجع، لا سيّما إذا كان البحث أكاديمياً.
15. - إنّ التسامح فضيلة كبرى، لاشكّ في ذلك أبداً.
16. - ليس التسامح قيمة كباقي القيم إنّما هو فضيلة الفضائل.
17. - أما الأخلاق (...) فقد خصها بأكثر من عشرين كتاباً مما عرفناه من كتبه المنشورة
18. - ناهيك عن المفقود وغير المنشور.
19. - هو لا يملك درهماً فضلاً عن دينار.
20. - عندما همّت بالقفز من أعلى السّور شدّها إليه بقوّة.
21. - همّت بالقفز من أعلى السّور شدّها إليه شدّاً قوياً.
22. - وأين كنتما طيلة هذه الفترة؟ هل سافرتما خارج البلاد؟
23. - هم فعلوا ما بوسعهم، لم يخلوا عليها بشيء.. وأنت، أين كنت طوال هذه المدة؟

Endnotes:

ⁱ A condensed version of this paper was presented at the ATS-BRISMES conference held at the American University of Sharjah, 14 April 2014.

ⁱⁱ This example was analyzed by Martin Joos (1964) and revisited by Adamczewski (2002).

ⁱⁱⁱ Quirk & Greenbaum, 1973.

^{iv} Pike (1967) and Harris (1962)

^v Arabic traditional grammar

^{vi} The task was individual and dictionaries of any kind were not allowed.

^{vii} According to Zanettin's typology of translational corpora (2000).

^{viii} See column 2 in tables 2 and 3.