

University of Bahrain

College of Arts



Department of English
Language and
Literature

Redundancy and Ellipsis in the Translation into English of Selected Media Texts: An Analytical Study

A Thesis Submitted in Partial Fulfillment of the Requirements for the
Master's Degree in Applied English Language Studies

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Abstract

Redundancy and ellipsis are linguistic features used to ease language shift from the Source Text to the Target Text in translation. The problematic nature of redundancy is derived from socio-cultural differences, religious, and linguistic issues. Languages differ on the degree of tolerance to redundancy; Arabic for example favors redundancy while English considers it a defect in writing. This study investigates whether translation students in the Minor Translation Program at the University of Bahrain transfer these two elements in their translation of media texts into English. A news item loaded with redundancy in Arabic and 7 ellipted headlines were distributed to the sample. The study revealed that a great degree of redundancy in both texts was transferred at the clausal and phrasal levels and a total absence of ellipsis in the news item. The supposedly ellipted texts in the headlines were also loaded with redundancy (62% of the texts) and less ellipted texts were translated correctly (38% was ellipted) in the headline texts. The results reflect great interference from L1 to L2 translated texts. This is attributed to impact played by L1 in translation.

Key Words: Redundancy, Ellipsis, Source Text, Target Text, Genre, Media Headlines, Strategies.

Dedication

I DEDICATE THIS WORK TO

MY MOTHER

&

MY FATHER

Acknowledgment

First, I would like to thank Allah (SWT) for all the blessings that He has given me throughout my academic journey to reach this stage and being my inspiration along the way.

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LIST OF ABBREVIATIONS

ST: Source Text

TT: Target Text

DELL: Department of English Language and Literature

L1: Language 1

L2: Language 2

SL: Sentence Length

TL: Text Length

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Chapter 1

Introduction

1. Introduction

Redundancy and ellipsis are linguistic features/translational techniques used by various translators to ease the language shift from the Source Text (ST) to the Target Text (TT). Yet, various translators have attempted to identify all related elements of both techniques to overcome their problematic nature which is derived from socio-cultural differences, religious issues, and linguistic issues (Assalam and Budiharjo, 2020). Redundancy and ellipsis have a very important functional role in translation. For instance, redundancy and ellipsis appear as cohesive devices to help in facilitating overall comprehension and contribute to text-building and the organization of the text.

On one hand, redundancy is simply known as the addition or repetition in a given text and consists of various types such as rhetorical, grammatical and stylistic etc. Ghazala (2008) defines redundancy as “the use of unnecessary extra words to express something. It is a long boring way of expressing meaning using two, three or more words instead of one word only” (p.253).

Miller (1963) defines redundancy as “superfluous information due to iteration of message components and their interdependence” (cited from Chernov, 1992). Lastly, Heltai (2005) gave a comprehensive description of redundancy by saying:

“Redundancy is the expression of the same information or meaning component more than once or the expression of a piece of information or the meaning component that is felt to be so self-evident and it is best left to be inferred from other linguistic items in the utterance (discourse) or the situation and/or general world knowledge” (p.245).

Similar concepts to redundancy in Arabic are “الإطالة Italah” and “الإطناب Itnab” which are known as semantic redundancy that was introduced by Arab scholars such as Al-Sakaki, Al-Askari, IbnalAtheer and AlJahiz (cited from Farghal and Al-Shunnaq 1999 p.136). Itnab is functional and should be retained

by the translator and it is the motivating use of extra formal elements in the expression of a given meaning. It is an editorial device that adds to the beauty of the text, while Italics is not functional and should be eliminated (Farghal and Al-Shunnaq, 1999).

On the other hand, ellipsis is the process of omission or deletion of words or utterances in a text, which may have a negative and positive impact depending on the given information. Nezam & Pirnajmuddin (2012), Sujono (2014), Arhire (2018), and Lestari (2018) studied ellipsis to view to what extent it may or may not be operational. Ellipsis is identified by McShane (2005) as “the structure having some ‘missed’ elements as well as the deletion of elements normally required by the grammatical rules which the writer/speaker assumes to avoid unnecessary repetition, generate a cohesive textual relation, ensure propositional development and enhance communicative effectiveness” (cited from Assalam and Budihaarjo 2020). It has multiple types such as pragmatic, semantic and grammatical ellipsis. More descriptions of their types and effectiveness will be discussed in the theoretical framework.

One major factor in producing redundancy and ellipsis is the effect of the language learners’ first language on the second language, which is also known as language interference. Any component of language can be affected, including grammar, vocabulary, accent, spelling, and so on. The larger the disparity between the two languages, the more adverse the interference effects are likely to be. It will inevitably happen in any setting when someone speaks a second language improperly. Arabic, belonging to Semitic languages is markedly different from English, which is an Indo-European language. Arabic is considered a redundant language by many Arab scholars for two reasons (a) the nature of orality in Arabic and (b) the lack of confidence that some speakers are compelled to overexplain and confirm their point of view. This feeling created a

misconception or a common stereotype in their minds that the West is better than Arabs even in language, (Haboush et al., (2012). Additionally, Arabic is rich in vocabulary and synonyms that cause redundancy. However, some Western scholars consider redundancy in Arabic as a very useful addition that contributes to clarifying a vague or ambiguous meaning. Zakhir (2009) thinks “the translated text is called to be redundant if it contains information that is not relevant or does not give anything new for the reader to know”. Hence, the concept of redundancy is relative as it differs from one language to another. The researcher thinks the confusion regarding redundancy in Arabic is invalid because the function of redundancy in Arabic is not similar to English and translators must understand that these differences play a significant role in translation and serve different purposes.

1.1. Statement of the Problem

Arab students encounter many problems in translating Arabic texts into English. Among these is the habit to transfer the ST features and components into the TT literally. This results in awkward quality translation due to differences between languages. In addition, they may encounter linguistic competence problems, language differences, lack of training and inadequate practice and above all lack of strategies. This research focuses on the need to study students’ products and attempt to find solutions to achieve quality translation. Among the serious issues, students may encounter during translation is how to make the ST look natural and acceptable to the reader in the TL

Additionally, L1 learner’s preconceived knowledge about their language is employed in the transfer to L2 causing inappropriate and even erroneous results on the process of transfer. Thus, the research investigates the effect of specific L1 features in the process of translation to find certain solutions to such negative effects. To be specific, the researcher will study redundancy and ellipsis in

translating selected media texts as they are open to employing various translation strategies. Furthermore, redundancy and ellipsis pose some problems to inexperienced translators as to making incorrect decisions with their selection of suitable strategies. Correct decisions about selecting the proper strategies must be employed reasonably for two reasons (a) to make the translator transfer the text or expression correctly and (b) not to mislead the reader in the text and to deliver the intended meaning appropriately. Hence, this research will attempt to provide an inclusive overview of all the related aspects of ellipsis and redundancy while focusing on selected media texts.

1.2. Significance of the study

This research aims to give a comprehensive view of the overuse of redundancy and weak use of ellipsis in translated texts while focusing on media texts and sub-genres. Media texts are very flexible in translation and can be translated freely, using more than one strategy. Additionally, the research attempts to raise awareness of the two features while concentrating on their problems and providing the necessary solutions to improve translation students' performance and motivation in translation. In addition, academic research on translated texts in Arabic is limited and needs deep investigation and language acquisition. Instructors will also benefit from such research in devising materials that address these issues and problems. In addition, it will shed light on some deep differences between L1 and L2 during the process of translation. Further, one of the main issues related to this is to fill the knowledge gap in this field of translation since not a lot of research has been conducted. Lastly, the Results may reveal some other issues that contribute to the problems of translating these features such as language competence, writing skills, and any relevant issues. Besides, it will provide some recommendations as to how to train students and make them aware of all differences based on their product.

1.3. Research Objectives

The aim of this research is to investigate how students translate redundancy and ellipsis in media texts into English. Since Arabic has a great degree of freedom for redundancy and ellipsis, and since English has many restrictions on these features, this study will address the following objectives related to redundancy and ellipsis in media texts:

- The impact L1 has on L2 when translating texts with redundancy and ellipsis.
- The strategies students employ in translating redundancy and ellipsis.
- The problems students encounter when they translate media texts.
- The solutions that this study provides to minimize the problems.

1.4. Research Questions

- 1- What are the most effective strategies employed in the translation of redundancy and ellipsis?
- 2- Is there a correlation between students' level of language competence and their Grade Point Average?
- 3- Are the functions that redundancy and ellipsis serve in the source text transferred appropriately by students in their translation of selected media texts?

1.5. Definition of Key Terms

- Redundancy: a strategy that adds or repeats information in a text that serves the purpose of creating communication and disambiguating the meaning of it.
- Ellipsis: a strategy that omits and deletes words, phrases or utterances to avoid unnecessary repetition and generates a cohesive textual relation in a text.

1.6. Limitations

The limitations concerned with this research are related to the lack of practical research of redundancy and ellipsis, as not many studies showcase the practical implications of it. Also, students felt bored while translating long texts which may reflect on their performance.

Chapter 2

Literature Review and Theoretical Framework

2. Literature Review and Theoretical Framework

Not many studies have dealt with redundancy and ellipsis in translated texts, particularly from Arabic. The studies included in this research only show the theoretical aspect of both redundancy and ellipsis in general. However, studies dealing with these elements in students' works are very limited and need more investigation. Only one study by Jassim M. Hassan (1992) discussed the practical aspect of redundancy and ellipsis with evidence to his students' translation. This section will present previous studies and conducted research on Arabic media texts, various types and functions of redundancy and ellipsis in translation, translation norms and strategies and their significance in rendering redundancy and ellipsis, features of written and spoken Arabic and English and viewing how ellipsis is a product of redundancy. These elements have many things in common which is the effect they hold on the translation process one way or another.

Most similar studies focused on error analysis (EA) which is a very important area of Applied Linguistics as well as of second and foreign language learning. EA is a systematic method to analyze learners' errors which are crucial parts and features in the process of learning a language.

The current study therefore will attempt to reveal the various strategies, approaches, and inaccuracies that students translated texts reveal in the final product. This will help to track sources of errors, gaps in training and impact of L1 as a source language on the target texts. In addition, some other features may also be revealed during sample analysis and discussions. Thus, this chapter will explore these themes with special concentration on the two main features, redundancy and ellipsis.

The study will also explore issues related to the cultural impact on the translated texts final product as cultures and languages have their own peculiarities. Redundancy may be used differently by different cultures and languages, and it may differ from genre to genre, and whether it is spoken or written. In addition, a discussion of media texts characteristics, basic features of headlines, and translation strategies and issues one explored briefly.

2.1. Types and Functions of Redundancy

This section discusses the diverse types and functions of redundancy to provide a comprehensive description to understand its role in the translation process and to know the methodology used in interpreting the text.

2.1.1.Types of Redundancy

Chernov (1992) was one of the first scholars that dealt with subjective and objective redundancy. Objective redundancy indicates that certain pieces of information are objectively redundant due to their predictable behavior, since they are expressed formerly, or the information is completely predictable via interdependency. Subjective redundancy is the redundant words or utterances to distinctive recipients throughout the capacity of inferencing. He also adds that subjective redundancy has to be differentiated from felt or apparent redundancy, as discourse whether written or oral is to some degree always redundant. The normal degree of redundancy is never considered as redundancy, but once it exceeds the natural limit, it is shown or perceived as redundancy. Hence, the translator must know the different levels of normal and felt redundancies to allow the redundant words, expressions or utterances to “pass unnoticed” (p.140). Moreover, Chernov believes that there are three levels of redundancy: word, utterance and discourse. First, at the word level, particular sound segments may be redundant since speakers of a language are able to identify the words that are constructed on phonotactic interdependencies, despite their loss of some sound segments which is evident in the case of short words. Long words are recognized

even before hearing the final sound segments and other sound segments that are lost or unheard can be recovered. Phonologically speaking, words seldom have ‘objective’ and expectable redundant elements. Therefore, it is crucial to view that such redundancy has its functions (see below) and that it is not sensed redundant by speakers. According to Heltai (2005), reduced phonological or general linguistic redundancy required by the rule systems of particular languages may be different from the point of view of processing that may rise under certain conditions.

Second, at the utterance level, lexical and grammatical elements are redundant when the meaning of the utterance or the semantic information of it is repeated more than once in the same context. Redundancy also refers to the usage of optional items where the meaning can be extracted from other linguistic expressions as shown in the following examples:

- He stayed (for) three hours
- I can see (that) you are happy
- People living in villages and (in) cities

Here, specific items are able to express meanings that are not yet shown in the sentence. However, they are shown to be repetitive for reasons such as the following: the situation or relevant knowledge establish it in a clear and strong manner, and they have no relation to the given text.

Third, at the discoursal level, the redundancy of any information stated previously at least once in discourse is or can be in principle redundant. Heltai (2005) mentions “If an adverbial or a previously used tense has already established time reference, any further use of tenses may be redundant; if a referent has been identified, it need not be continuously repeated using various anaphoric expressions” (p.247) In this sense, various obligatory grammatical categories are in fact, redundant. This is displayed in other types of language that

can do without those very same categories e.g., Pidgin languages, foreigner talk and telegraphese. In addition, from an informational suggestion, in a given piece of discourse, complete sentences or paragraphs may or may not be redundant. This is in the case of ‘phatic’ communication which refers to denoting or relating to language used for general purposes of social interaction, rather than conveying meaning, according to Dictionary Website. The term was coined by Bronislaw Malinowski in 1923 from the Greek word *phatós* which means spoken or that which can be spoken. Nevertheless, the same units are not to be considered as fully redundant when apprehending the functions of redundancy effectively.

In another study conducted by Najjar (2015), he showcases another set of redundancy, specifically Arabic redundancy. In his study, he cites Dickins et al (2002) book *Thinking Arabic Translation*, in which two main parts of redundancy in Arabic are discussed: morphological and lexical. The following categories are from Dickins et al’s (2002) book.

- Lexical redundancy: a common feature that gives a near-synonym of the exact word. Some words are redundant many times in a single sentence or phrase or have the possibility to be extended to larger stretches of texts.
- Phrase redundancy: The repetition of a phrase several times in one context. Jawad (2009) comments that in Arabic, the repetition of the same phrase makes the lexical cohesion maintained (p.10).
- Morphological redundancy: One of the significant classes of redundancy in Arabic and is classified mainly into three classes: root, pattern and suffix redundancy.
- Root redundancy: Repeating the same morphological root in near proximity in two or more words. For example, (حاسب, hasb) in (محاسبته يوم الحساب) (called to account on the Judgment Day). Koch (1981) defines root repetition as “multiple use of the same root”. Additionally, De Beaugrande and Dressler (1981, p. 49) and Hatim and Mason (2014, p. 199) refer to root redundancy as

recurrence. Finally, root redundancy has three different categories which are: system-intrinsic (words in Arabic are caused by roots and patterns combined), absolute accusative (used to form adverbials), and others (ibid believes that they play an emphatic role). For instance, in “طلب طلبا” “to make a request”, verb + object, “ثار ثائره” “to fly into a rage” verb + prepositional phrase. “صبغ (صبغ)” “to transform”, noun + adjective and other “الظل الظليل” literally “shady shade” and other redundancies. Sometimes, this kind of morphological redundancy may contain a rhetorical function.

- Pattern redundancy: it consists of repeating the same pattern (مفعلة, مفعول, فاعل) in two or more words. The example of repeating the word (فعليل) in (البيت القديم) “the old big house”, this example showcases the role of repeating the same pattern in order to achieve textual cohesion. It also contributes to presenting a stylistic function. However, pattern redundancy is mixed with various semantic relationships to give further emphasis. He presents three kinds of semantic relationships: antonyms (opposites), semantically related words (words that their meanings are categorized into the same semantic meaning), i.e., (حتى الهاموش والضفادع تعامله اكرم والطف) (even the midges and the frogs have better manner), (الكرم) and (الطف) are in the same general semantic meaning. and synonyms or near-synonyms (The translation of synonyms and near-synonyms within patterns are of the same strategy) Following the same category, merging, grammatical transposition, semantic distance, and maintenance are also included. An example of merging is (اربع فتيات جميلات) (four pretty young girls). (جميلات انيقات) are interpreted as (pretty). Antonyms and semantic redundancy are very common.
- Suffix redundancy: the repetition of suffixes at the end of the word.

2.1.2.Functions of Redundancy

The functions of redundancy contribute significantly to the source text, as it plays a role linguistically, lexically, semantically and rhetorically. According to Gillete and Wit (1999) redundancy is very functional because it dissolves ambiguity, develops comprehensibility, gives the text a poetic effect to beautify it and separates certain linguistic features to demonstrate them clearly to the target audience. Heltai (2005) also discusses the role of redundancy by showcasing its vitality via four main motives: (a) redundancy may be compulsory because some readers have memory limitations, hence it is important that previously mentioned information does not remain accessible to the hearer for an indefinite time period, (b) it allows time for comfortable processing by decreasing information density. Heltai (2005) adds “non-redundant texts may be difficult to process because information density might overload the processing system,” (c) it can protect the loss of meaning and failure of communication and (d) presents emphasis which is realized through repetition or insertion of normally ellipited items. Moreover, Hassan (1992) thinks that redundancy functions positively in translation since it contributes in making the meaning coherent as well as cohesive in structure. Redundancy is both the elaboration and explanation of what is being translated. Other scholars that dealt with redundancy, mostly agree that the most important function of redundancy is to overcome ambiguity and explicate certain points that the reader may not be acquainted with. Madsen and Bown (1978) summarize the function of redundancy by saying that it presents content information in a less concentrated manner or in way that can be measured in a lower rate. Hence, making the reader have the capability of assimilating it (p. 159).

The researcher suggests that writers and translators resort to redundancy in order to be more careful about their writing style, especially while dealing with complex forms of semantics, syntax, structure and so on. On a contrasting point of view, redundancy may not always be functional, and this happens when

redundancy is being used in a standardized manner that makes the reader lose interest in the text that is being dealt with. The translator or writer should be wary that redundancy is a strategy that should be implemented only while dealing with complex and ambiguous texts to dissolve the issue in hand. In other words, adding more meaning, lexical items, complicating certain structures may result overcomplication which in turn, make the text lose its significance and all accompanied elements within it. Another point to consider is knowing the theoretical knowledge behind redundancy and its various types, which has been discussed in the types of redundancy section to make the translator master the strategy to create a flawless and precise text, which required unneeded addition, and avoids any loss. This means, knowing the perfect number of elements to be put in the text.

After conducting a comprehensive amount of research on this topic, there is unanimity about this classification by the majority of researchers, as all of them explain and address the same ideas and similar functions of redundancy, which showcases, thoroughly the great importance of the issue.

2.2. Types of Ellipsis

This section presents the main types and functions of ellipsis while focusing on the translation process to provide the reader with the correct employment of the ellipted texts. The researcher believes that ellipsis has a direct relationship with redundancy, since where there is redundancy there is absence of ellipsis which is proven in the translation of redundant Arabic texts into English. Regarding this point, Heltai (2005) mentions “Ellipsis is closely interrelated with redundancy: overtly expressed (coded) information that could have been ellipted because it can easily be perceived as redundant. Thus, ellipsis and redundancy are two sides of the same coin” (p.248). Moreover, there are multiple types of ellipsis in texts and in the translation process and they have their own categorization. For instance, the first categorization is grammatical, semantic and pragmatic (Heltai, 2005). The second categorization is predicate, nominal and clausal (Assalam and Budiharjo 2020).

Grammatical ellipsis is viewed as the deletion of compulsory grammatical elements. Yet, the ellipted component has to be recovered through (a) other parts of the text, which is textual ellipsis that is found in scientific texts because it uses less ellipsis than day-to-day discourse and linguists’ main focus that lies on textual ellipsis. (b) comprehension of syntactic rules which is structural ellipsis and finally (c) situational ellipsis which conversations heavily rely on, as spoken discourse ellipses non-significant elements. In regard to communication, ellipsis can be seen as proof of inferential communication that is based on linguistic rules or situational knowledge.

Moreover, semantic ellipsis is the omission of components that are not obligatory but contain information relevant in a given context. It is more noteworthy and important than grammatical ellipsis. However, it is less reducible to rules. There are various types of semantic ellipsis that can be either easy or

hard to identify. For example, word formation is an easy type of semantic ellipsis while compounds and collocations are a hard type. Compounds and collocations can leave out a number of semantic elements to be unexplained. The following examples and their illustration are taken from Heltai's study.

- Alligator shoe vs. horse shoe: the former can be expanded to shoes made from alligator skin, the latter to refer to iron shoes that is made for horses (to protect their hooves from excessive wear on pavements).

This type of semantic ellipsis depends on 'lexicosemantic' knowledge, that is, lexicalized world and cultural knowledge, and not on situational knowledge. Thus, inferring this type of ellipsis relies on the translator's cultural knowledge of the language. Heltai stresses "the longer, non-elliptical variants of the above collocations are seldom used: in most cases the full form would be regarded as redundant and impeding comprehension, more difficult to process. Since these meanings are regularly left unexpressed, giving them overt expression counts as explicitation, and is in most cases felt to be redundant" (p.248).

Lastly, pragmatic ellipsis is identified as the world knowledge, involving cultural comprehension which is systematized into schemas and scenarios. Information that can be extracted from schemas, scenarios and/or certain situations is mostly ellipted or presented only implicitly or indirectly. Pragmatic ellipsis is very different from grammatical situational ellipsis due to the fact that the omitted elements are grammatically not obligatory. As shown in the following example:

- Last month I *began* a new TV show
- Last month Thomas *began* a new TV show

Both sentences are grammatically well-formed as there is no element missing. Although, there is an ellipted meaning implied in both sentences; the first sentence can indicate watching while the second sentence can indicate producing or filming a new TV show. Heltai suggests that "it is only on the basis

of world knowledge and knowledge of the situation that we can decide which action has been implied.”

In addition, Sitrous’s study (2015) showcases an inclusive description of ellipsis, its significance, and various types. Sitrous believes that it is important to enlighten students whether they are writers or readers with the usage of ellipsis as well as the theoretical knowledge that lies behind it to master the practical aspect. On that note, Halliday and Hasan (1976) draw a distinction between different cohesive devices in English and ellipsis is a big part of it. Regarding the usage of ellipsis, Thompson (2013) argues that ellipsis typically operates between adjacent clauses which is partly due to the fact that ellipsis does not finish or deliver the message formally. He also believes that the reader or hearer needs to remember the actual words in order to fill out the clause. In other words, if the full context is absent, no comprehension will be achieved. Consequently, the message or the intent of it is lost and the information will be ambiguous. According to Sitrous (2015) (cited from Halliday and Hasan, 1976), the other categorization of ellipsis is nominal, clausal and verbal. First, nominal ellipsis is the ellipsis within the nominal group which is found in the Head with optional changes. The optional changes contain the proceedings of the Head which are the pre-modifier and post-modifier. To further elaborate on the Head, Sitrous (2015) comments “the function of Head which is always filled is normally served by the common nouns designate individual and are not capable of further specification” (p.6). He also inserts that these common nouns are supplemented by descriptive modifiers (changes). Yet, these changes are not subject to common noun designate classes, since they are later specified which then presents the function of elements: Deictic, Numerative and Epithet. In this mentioned case, the common noun may be ellipped and the function of Head taken on by one of these other elements which describes the whole process of Nominal ellipsis.

- Deictic as Head: words that function as deictic are known as the class of determiner that shows a systematically related category of specific deictic (possessive, demonstrative and the) and non-specific (every, all, some, a, and both). These deictic categories are frequently used in daily conversations. For instance:

- Reply **these** messages once a week. And we would have some more of **those** too.

“these” and “those” in this sentence, are deictic elements which operate as a head of an elliptical nominal group.

- The man and Ø woman were eating at the restaurant.

In this sentence, there is a “the” which has been omitted. Which was due to the to the first “the” referring to the both the man and woman. Thus, there is an ellipsed item in this sentence as a head of an elliptical nominal group.

- There is a cat, I think it is **Ali's**
- I took some ideas from Fatima, **Hers** is fascinating

Both sentences illustrate possessive which can involve nominal and pronominal. However, the latter functions as Head.

- Numerative as Head: numerative is expressed by numerals or other quantifying words, which form three subcategories:

- Ordinals: Do you need another sandwich? – No thank you, this is my **second**.

The word “third” is the ellipsis of another sandwich.

- Cardinal numerals: The other coupons have been delivered. I got all **seven**.

The word “seven” is ellipsis of other coupons.

- Definite quantifiers: Will you send me your notes? – Absolutely, **several**.

The word “several” is the ellipsis of notes.

- Epithet as Head: the function of epithet is accomplished by an adjective. It is usual to find adjectives performing as Head in ellipsis. For example:

- Sarah is **the fastest** this year.

The superlative adjective precedes other epithet and usually comes with “the” or a possessive deictic.

- Oranges is **the cheaper**.

This sentence is elliptical as “the cheaper” can be presupposed. “Oranges is the cheaper” can be frankly presupposed as “Apple is the cheaper fruit”. Comparatives are distinct to superlatives since comparative adjectives are naturally presupposing by reference.

Second, **Verbal ellipsis** is defined as a “verbal group which structure does not fully express its systematic features” (ibid). Elliptical verbal group supposes one or more words from a previous verbal group i.e., previous referent. For example:

- Will you travel to India? – Yes, **I will**
- Where will you travel? – **India**

The verbal groups of the answers both stand for travel to India.

There are two types of verbal ellipsis: lexical and operator.

- Lexical ellipsis is the omission of the lexical verb. Example:
 - They couldn't have been visiting their grandfather in Paris, **could they?**
 - Yasser did not swim, **did he?**

The abovementioned sentences show a perfect example of lexical ellipsis, using a question tag. All question tags have the highest level of lexical ellipsis and presuppose all features of the relevant verbal group. The tag “could they” and “did he” signifies the contrast of the previous statement which has been carried.

- Operator ellipsis contains the deletion of operators. In this type of ellipsis, the subject is always removed from the clause, as it must be presupposed. To elaborate:
 - Have you been drinking Pepsi? – No, **eating**.
 - Is she listening? No, **reading**.

Sitrous (2015) elaborates “In most instances of operator ellipsis, everything is presupposed but the lexical verb and all words except the last one is omitted. In operator ellipsis, since there is omission of the finite part of the verbal group, the subject is also omitted.”

Finally, there are three forms of clausal ellipsis: modal propositional, question-answer and reporting-reported speech ellipsis.

- Modal propositional ellipsis is when a sentence has a both a modal and proposition element. The usage of this clause is mostly used in statements, questions and responses. For instance:
 - The Prime Minister was planning to visit the war victims in Ohio.

On one hand, the modal element represents the speech function of the clause which contains a subject + finite element in verbal group. On the

other hand, the propositional element consists of the remaining element of the verbal group and any complements or adjunct that may exist.

An example of how the modal element is ellipted can be found in the following:

- What was the prime minister planning to do?
- Visit the war victims in Ohio.

Here, the comparison between modal and propositional ellipsis can be discussed as the former being associated with a context where there is no choice of mood in clause since the subcategories such as declarative, interrogative and imperative are the realization of speech function and can be conveyed in modal element. While the latter is associated with how the mood and polarity are the primary components of the conveyed message.

- Ellipsis in Question-Answer elaborates on the point that not all questions have an answer, yet not all answers have questions. While dealing with language, the question-and-answer sequence is considered a standard pattern. Also, there are two types of answer that show how ellipsis function: direct and indirect. Direct answer includes yes/no questions as well as WH questions. However, indirect answers include a commentary, a supplementary or a disclaimer. Consider the following:

Direct part:

- Are you learning? – Yes, I am/No, I am not

Both yes and no appear as rejoinders to statements than answers to questions, as both signal “I agree” or “I do not agree”.

- What did you eat? – A steak (adjunct, instrument)
- How's the resident? – Relaxed (complement, attribute)
- Who pressed the elevator? – Thomas (subject, actor)
- Whose apartment is that? – Dr. John's (complement, identifier)

WH-question demands the specification of a particular item that is missing from the clause. Also, it contributes into distinguish whether the missing item is a participant or circumstances and other various things about it. To simplify, the implementation of it merely fills the missing blank that supplies the suitable nominal, adverbial or prepositional group to act as primarily, (subject) or adjunct or complement as well as (actor) or goal or temporal that is needed.

Indirect part:

- Is it October? – I have no idea.
- When will you visit Stacey? – I am not sure when.

Any question may be reciprocated by a documentary which is a statement that is concerned with the speaker's attitude to the response, state of neglect or approval or decline. Additionally, any question may be followed via a disclaimer. Naturally, disclaimers involve shifting a yes/no question to a WH-context like:

- Have you check the reservation? – How?
- Why did they postpone the flight? – did they?
- What is your fax number? – I am not on the fax.

Supplementary answers give knowledge other than which is inquired for, yet answers the question through implication.

- Are you going to the gala today? – **This night.**
- Do you see my charger? – **In your room.**

Both “this night and “in your room” are information which are carried elliptically via implication. However, the meaning of the responses is comprehended.

- Reporting-reported speech Ellipsis is reported speech showcased in indirect speech that is indirect statements and follows the pattern of yes/no questions and WH-questions. For instance,
 - David did not call me **if** he was leaving.
 - David did not call me **when** he was leaving.
 - David did not call me **that** he was leaving.

This is the case of indirect statements. It is vital to indicate that the speech function of the report is the feature of the whole complex, even if the same verb is repeated in all types, as suggested by Sitrous (2015). In the above sentences, “if he was leaving”, “when she was leaving” and “that she was leaving” prove that all of them have similar meaning in the ongoing context.

WH-questions

- Why did she close the window? – I do not know why.
- I think we should pay him a visit in the future. – I am not sure when.

Yes/no question

- Is that the boulevard? – I do not know
- I wonder if she passed the driving test. – Have you heard?

2.3. Ellipsis: A Product of Redundancy

The relationship between redundancy and ellipsis is apparent in translational process between two languages, considering the characteristics or features of both in terms of culture, linguistic boundaries, structural complexity and so on. Ellipsis is a translational product of redundancy in the sense that ellipsis can be achieved when redundancy is not applied correctly to a text which is evident in the case of translating Arabic to English. Many scholars argue that Arabic is a redundant language, but this gives Arabic its main virtue as Arabic is a very explanatory and deep level language which contrasts with the English language that is very brief and deals with the surface level in most cases. Jassim Hassan, an Arab scholar conducted a study entitled '*Redundancy and Translation with Application to Arabic and English*' (1992). In his study, he showcased various concepts with their justification to roots of the relation between redundancy and ellipsis. The description of redundancy and ellipsis in his own wording is economy in language (ellipsis) and communication load (redundancy). Redundancy in his perception holds a positive effect since it is utilized to explain and clarify what is being translated and argues "it is a common fact among translators that the translated subject is almost always longer than the source" (ibid p.52). In other words, translators resort to redundancy when they believe that some elements are hard to elaborate and want them to be transmitted in the safest way for readers who are not familiar with these elements. Examples of these elements are poetic language, unusual syntactic structures, and rare forms. Also, translators prefer to be redundant, rather than to be brief and short because it is harder to clarify the grammatical and semantic status of reduced forms which gives an advantage to redundancy over ellipsis. Yet, the researcher does not deny the fact that redundancy and ellipsis coexist, and in many scenarios they both depend on each other in various linguistic and translational processes. By way of explanation, both harmonize in a way that ellipsis is a translational product of redundancy in the case of translating Arabic to English and redundancy is

achieved when translating English to Arabic. This reflects how each language has its conceptualization and how Arabic depends heavily on redundant and long structures while English shows the contrary.

Furthermore, the point of ellipsis being a product of redundancy can be identified on the following levels: proforms, reduced relative clauses, complex pre-and post-modification in noun phrases and acronyms. Yet, regarding noun phrases, they have the potential of being reduced and expanded flexibly, since Scott et al., (1968) points out “one readily measurable aspect of different passages is the structure of noun phrase. The use of simple or complex noun phrase and the structure of noun phrase will give factors to comparison” (p. 123). To clarify, redundancy and ellipsis can be distinguished on the noun phrase level and these differences can be identified for making stylistic contrasts, as supposed by Crystal and Davy (2016, p.55). Additionally, complex noun phrases with multiple nouns and adjectives that precedes the head are often extended in Arabic. On a contrasting point, some efforts were made to make the structures compressed with complex noun phrases while translating Arabic to English.

Hassan (1992) showcases a set of examples. He gave his students some Arabic expanded structures to translate into highly reduced complex noun phrases in order to investigate the stylistic contrasts and how students attempted to preserve the expanded structures in their translation process.

The following are examples of his students’ translation from English to Arabic then to English.

1- The 200 milligram gold tablet drug.

(ان العقار عبارة عن أقراص من الذهب كل قرص يحتوي على ٢٠٠ ملغم من الذهب)

2- The first permanent artificial heart fitted person, Dr. Barney Clark.

(الدكتور بارني كلارك وهو اول شخص يزرع له قلب اصطناعي دائم)

3- Yesterday's early attacks.

(النوبات التي حدثت في وقت مبكر)

4- Heart surgery patients

(المرضى الذين تجرى لهم عمليات جراحية في القلب)

5- The 37 year-old conservative leader.

(زعيم المحافظين البالغ من العمر ٣٧ عاماً)

6- The 155 page, 44.000 word document.

(الوثيقة التي تضم ١٥٥ صفحة و٤٤ ألف كلمة)

7- Our 'Buy British' Sales Campaign

(حملة المبيعات التي قمنا بها من أجل شراء ما هو بريطاني المنشأ)

The students then translated the Arabic version into English and to some extent, they were redundant, as no ellipsis was made due to their focus of literal translation, instead of focusing on the meaning or content of the ST.

- 1- The drug is an equivalent to gold tablets, each tablet contains 200 milligram of gold.
- 2- Doctor Barney Clark, who is the first person to have been fitted with a permanent artificial heart.
- 3- The attacks that occurred early yesterday.
- 4- Patients who underwent heart surgery.
- 5- The leader of the conservatives, who is 37 years old.
- 6- The document which contains 155 pages, 40,000 words.
- 7- The sales campaign we launched to buy what is made in Britain.

Comparing the first version to the second one of the English phrases, it is clearly shown that the number of words, stylistic pattern and meaning have changed. Therefore, it is safe to say that when students deal with Arabic texts, they become more redundant due to their inability to deal with the phrase. Consequently, they resort to literal or verbatim translation and consider it as a

safe option, instead of ellipsis due to their lack of awareness in this particular strategy.

Finally, the researcher argues that ellipsis is a product of redundancy in the case of translating from Arabic to English and to the other way around due to the fact that ellipsis is a strategy used in order to overcome explication and over-explanation in certain scenarios and if this strategy does not suffice, students or writers lean towards substitution, which some scholars consider as ellipsis. Ellipsis gives the result or outcome while redundancy is considered as a tool to that outcome; Arabic is a very expressive and detailed language while English is the complete opposite since it is an abbreviated and brief language. Regarding the latter point, English recognizes three categorizations of reduction, but their definition intersects in various ways.

- Acronym: read or spoken as a single lexical item, rather than letter by letter. Examples: RADAR and PIN.
- Abbreviation: shortened form of words or word that does not follow the construction of acronyms and initialisms. Examples: Mr, Prof and Dr.
- Initialisms: composed of the initial letters or parts of the compound term. Examples: UN, FAQ and FBI.

These forms of reduction are rarely seen in Arabic since they are not used as much as well as no research was conducted on these categorizations and their functionality.

2.4. Translation Norms and Strategies

Translation normally includes two or more linguistic systems which according to Al-Adwan and Abuorabaledwan (2019) could be different in syntactic structures, stylistic issues, semantic representations and lexical choices. The reason behind this was elucidated by Ivir who mentioned (1981) “languages are differently equipped to express different real-world relations, and they

certainly do not express all aspects of meaning with equal ease” (p. 56). Therefore, one must consider the differentiations of his/her equipped language in order to complete the translation process correctly. Also, Chesterman (2016) reasons that many systematic studies have been done which relied on comparative analysis between the source text and their translation to draw conclusions and make general statements regarding the regularities implemented by translations that include the important translation decisions and strategies. Translation norms were first introduced by Gideon Toury (2012) who defines the term “The translation of general values or ideas shared by a community- as to what is right and wrong, adequate and inadequate- into performance instructions appropriate for and applicable to particular situations, specifying what is prescribed and forbidden as well as what is tolerated and permitted in a certain behavioral dimension” (p. 55) Norms function as a gate to strategies to assist them in knowing what strategy is suitable in certain texts. He also adds that it can be a helpful tool for translators who can adopt strategies in countering the same translational problems, resulting the ability to “operate first and foremost in the interest of the culture into which they are translating” (ibid p. 12). Moreover, Schaffner (1999) suggests that language and culture are very interrelated in the sense that they have to respect the cultural and linguistic boundaries and norms of the target text in order for it to be accepted by the target audience (p. 2). Translational norms are pictured as a set of values that is common between translators in a specific culture at a specific time, and is connected to both the process and product of translation. The idea of translation norms is one of the biggest shifts in the domain of translation since it offers an alternative methodology to the previous prescriptive approach where the translation and its decisions were only showcased from a prescriptive point of view. Toury (2012) designates norms as “the responsible factors of the translation product and that they govern the decision-making during the translation process as well determine the (type and extent of) equivalence manifested by actual translations” (p. 61).

Consequently, dealing with translation norms will head to “norm-governed instances of behavior” (ibid p. 65) and these behaviors has a direct relation to cultural issues, social matters and linguistic systems such as manipulations, omission, addition and strategies. Although, according to Chesterman (2016), these behaviors are not obligatory, but they are rather optional that translators often select for to follow the dominant norms in place (p. 88).

In addition, Toury’s target-oriented approach consists of analyzing and comparing the linguistic sentences of both the source and target text in order to comprehend the cultural aspects of the target text, since his model attempts to provide a systematic approach for describing translation studies (DTS). Regarding the former point, Munday (2016) claims “the ultimate aim of DTS is to discover probabilistic laws of translation, which may be used to aid future translators and researchers” (p. 124). Hence, reforming these norms and laws by monitoring the repetitive behaviors made by translators as Toury (2012) believes “what is actually available for observation is not so much the norms themselves, but rather norm-governed instances of behaviors” (p. 65).

Additionally, Toury came up with a classification of norms that may affect the translation process from the initial stage to the final stage of producing the target the target text. First, the initial norms; they decide the global approach for the translator in consideration with two polar alternatives, according (ibid p. 56-57):

- Adequacy: the translator submits him/herself to the textual relations and norms represented in the source text.
- Acceptability: the translator follows the linguistic and rhetorical norms of the target language and culture.

Second, the preliminary norms are divided into two interrelated subcategories:

- Translation policy: the factors that determine the individual texts, text types as well as the factors that could affect the general translation strategy that exist in either the source or target text to be translated into a specific language and culture and an example for it is the choice of literary and non-literary texts and the different choices made by multiple publishing houses.
- Directness of translation: the authors, periods, genres and schools that the target audience prefers.

Thirdly, the operational norms that showcase the decisions conducted by the translator while translating a text. In different wording, it has a direct relation to the process of translating and how these translations are actually produced. These norms include changes such as redundancy, ellipsis and substitution. These changes are a result of corresponding to linguistic norms and constraints. Also, operational norms are divided into two types:

- Matricial norms: it contributes in influencing the macro-structure of the text by affecting the choices made by translators that are associated with the divisions of paragraphs and translating certain parts of the source text.
- Textual-linguistic norms: it discusses issues that are related to the micro-level, sentence structure, redundancy, ellipsis and word choice.

In the second part a discussion of translation norms and strategies is made. The aim is to investigate how much those students make use of these norms and strategies and how much freedom can they use to render the TT natural and near native.

2.5. Features of Written and Spoken Arabic and English

Knowing the main features of written and spoken Arabic and English contributes to understanding the nature and linguistic behavior of each language to know how to approach each language in the translation process in order to avoid certain mistakes. The reason why the researcher is exploring this aspect is to showcase the difference between oral and written redundancy which occurs in daily discourse. The researcher elaborates on the point that spoken redundancy may pass unnoticed as it is normal speech, yet in written discourse it is felt and noticed due to the fact that the writer thought of specific words before writing them. Consequently, this presents the different mechanisms between written and spoken speech while focusing on redundancy, as spoken redundancy is normal while written redundancy is felt or controlled. Also, Angela Boothroyd (2019) explains that redundancy is more common in oral speech than written by stating “it is more common to use repetition in speech, where the possibility for a listener to misunderstand is greater than for a reader.”

Consider the following examples:

- End result
- Past history
- New innovation

The above examples are phrases that are used in day-to-day conversation. However, when they are put in written form, the reader notices that they are redundant.

To start off, all features mentioned below are extracted from Mahmoud’s (2019) study.

Spoken English has various features such as the following:

- According to Jalili (2000), it relies on the pitch in order to be aware of what the speaker is saying through listening to his pitch as well as viewing his facial expressions (p.38).

- According to Brown and Yule (1985), the use of thinking gaps (pauses) whether they are long or short (p.20).
- According to Halliday and Hassan (1976), the wide repetition of facts that violates the maxim of quantity (p.3).
- The heavy use of synonymy in humor.
- The usage of exaggeration.

For example, (We need these documents yesterday) to indicate that they need them as soon as possible or (I have been waiting since forever) to showcase the duration of time.

- The use of certain expressions to indicate certain conditions.

For example, (you can say that again) that is used for assertion.

- The extensive use of taboo words in American English.

For example, (You have one hell of a personality)

(لديك شخصية مذهلة)

Written English is distinguished by the following features:

- The correct use of punctuation such as commas, full stops and inverted commas. Also, the existence of some lexical and grammatical conjunctions which unifies the text.
- According to Al-Jalili (2000), written English is simplified and non-sophisticated which offers the least degree of vagueness (p.44).
- English lacks flexibility in the shapes of its letters (ibid).
- Needs well-organization and arrangements of its elements.
- According to Vachek (1976), “there is an extensive use of the infinite reference, clarity of reference, clarity in substitution, rare cases of ellipsis, a very careful and conscious use of the pronouns and demonstratives” (p.16).
- According to Kroll and Van (1981), the rational organization of thoughts and aims of the writer (p.3).

After covering all the features of spoken and written English, the researcher will now present the features of Spoken Arabic. Spoken Arabic is characterized by the following:

- According to Stubbs (1983), the usage of kinship terms or any other distinguishing features of the person, the speaker and the hearer are talking about (p.22).
- The serious use of Quranic verses and proverbs.
- According to Al-Jalili (2000), the use of honorific forms to honor the speakers, even the case when a lower status person speaks with a higher status one (p.37).
- The use of pronouns to express not only geographical distance but also social distance.
- Similar to English, Arabic uses pitch to express feelings, whether it be negative or positive.
- The use of gap fillers which exists in swearing (والله) (والقرآن).

Written Arabic is characterized as follows:

- According to Al-Zoubi (2009), written Arabic is richer than English in aesthetic tools.
- Unlike written English, Arabic is messy in punctuation and Beeston (1968) mentions that “punctuation has never been standardized in Arabic such as the non – systematic use of round brackets and quotation marks as well as question mark to denote exclamation” (p.6).
- Similar to Written English, the Arabic language depends on naturalness, simplicity and non-complicated style. However, there is an exception for poets.
- The use of definite article (ال) to refer to (the), (a) and (an).

The previous studies in general are purely theoretical and related to both descriptive linguistics and applied linguistics. Hence, the researcher uses some of these features in the sample, but not all, due to the fact that the subjects of this research are students, not professional translators or writers. In addition, the research limits the investigation to the most apparent features and strategies they employ.

Chapter 3

Methodology

3. Methodology

This chapter will present the methods that have been used in order to collect data, samples, procedure as well as the pilot study.

3.1. Participants

The participants used to collect data for this research were DELL students minoring in Translation. The participants were 3rd and 4th year students who had completed several credits in their minor and were chosen in order to target students who are more experienced in their minor. The total number of students are (82) students, 69 females and 13 males.

3.2. Research Methods

The study uses mixed approach: qualitative and quantitative. It contains a test that is divided into two parts and an interview with DELL students. On one hand, the two parts were concerned with the practical aspect of translating Arabic media texts to investigate how students translate and render redundancy and ellipsis. On the other hand, the interview aimed at exploring the theoretical aspect of how students dealt with redundancy and ellipsis to gain more information since not a lot of theoretical research has been conducted on their opinion. Both methods were deemed necessary to gain full access on how students view and render these elements due to their complex translational behavior. Furthermore, the methodology focuses more on how DELL students approach both redundancy and ellipsis in order to gain insight into the thought process that comes to their mind as they are translating, as well as to find out if they can render them properly to keep all elements comprehensible for the reader.

3.2.1. Text Analysis

A test has been distributed to DELL students, both remotely and physically. Also, plagiarism has been checked for the online test that all students translated to guarantee the reliability of the theoretical framework. The test is divided into two parts; the first part includes 7 media headlines from different

sources such as BBC (British Broadcasting Corporation), Gulf News and France 24. These headlines were chosen carefully in order to showcase if students are able to render the ellipted elements in the headlines from Arabic to English while maintaining all elements.

The second part was a text consisting of a headline and 3 paragraphs, regarding the divorce of the famous Egyptian actress Yasmin Sabri and Egyptian businessman Ahmed Abu Hashima. This text was selected due to its seemingly complex nature in terms of redundant phrases, words as well as referents. The aim of both parts is to see students' ability to decipher both aspects from Arabic to English and knowing the strategy that lies behind such translation process. Additionally, students' translation were compared to the ST in order to see how they rendered the text into English.

3.2.2. Interview

The interview was conducted with students, remotely through Whatsapp and consisted of four questions that would help this research and contribute to answering its main questions. The content of these questions were concerned with the level of awareness that a student has for ellipsis and redundancy, the importance of both during the translational process, the strategy used to render both elements and finally the difficulties students encounter while translating. In addition, the interview asked if students were familiarized with these concepts while doing their minor in the university in order to make sure whether these strategies were taught and dealt with.

3.3. Procedure

The text analysis test was conducted physically at the University Campus and remotely via BlackBoard to gain a larger sample. Also, the interviews were conducted remotely via WhatsApp to gain students' theoretical knowledge regarding redundancy and ellipsis.

3.4. The Pilot Study

The pilot study was deemed necessary in order to assess whether the selected texts are suitable for students' responses and include the variables i.e., redundancy and ellipsis to be tested in the study. Two texts were given to three translators to see whether the texts are suitable for the research in terms the presence of redundancy and ellipsis. They were both approved, however, two translators said that giving students two texts would be a burden for students and one of them is too long and suggested that the text should be replaced with media headlines as they are originally ellipted. Based on that, the long text was replaced with media headlines.

Chapter 4

Data Analysis and Results

4. Quantitative Analysis

This chapter presents the results of the research. It is divided into 4 major parts:

1. Results related to analysis of redundancy in the TTs
2. Results related to the analysis of ellipsis
3. Other Results affecting students' performance
4. Results related to students' interviews

As mentioned in Chapter 1, this study focuses on exploring redundancy and ellipsis in students' translations. In addition, it will reveal the impact of L1 on L2 as it appears from their translations in terms of inaccuracies, strategies and approaches employed by them. The results will support the argument that the frequent use of redundancy in students' writings and absence of ellipsis indicate lack of knowledge and weakness in certain areas as well as the influence of L1 on L2, and the degree of freedom students manipulate during the process of translation. Additionally, the analysis will showcase whether there are other factors affecting students' translations.

The results are discussed in the ST and the TT regarding the frequency of redundant phrases, sentence length, pertinent characteristics to the similarity of the number of frequencies, punctuation marks used, and students' level of performance as reflected in their Grade Point Average in their program. There will also be a discussion on whether students' language performance and Grade Point Average has any impact on the frequency or ellipsis. Results are based on the appropriate use of ellipsis, clarity, and other qualities found, such as literal translation, ambiguity, and the source of inaccuracy.

4.1. Results related to Redundancy

Table 1: Number of Frequencies of Phrases and Words in the ST.

Yasmin	Ahmed	Businessman	Artist/actress	Verbs	Official	Egyptian	Divorce	Pounds	Cost	Million
5	5	3	2	4	4	13	5	7	9	9

This table is compared with the Means of students' answers in the TTs in order to see whether the figures have any relation. This will indicate the impact of L1 on L2 as well as a sign of students' strategies in translation. It also gives a clue to other things related to ST production.

Table 2: Mean of Frequency of Redundancy of the Same Phrases and Words in the Students' Translated Text to the TT.

Yasmin	Ahmed	Businessman	Artist/actress	Verbs	Official	Egyptian	Divorce	Pounds	Cost	Million
4.291	4.312	2.312	1.729	3.437	3.5	7.95	5.395	6.875	6.833	8.541

The comparison between the two texts shows that there is great correlation in almost all redundant items in the sample. The figures are almost similar and reflect great resemblance between both.

In the following section a presentation of the overall figures related to redundancy per text will be illustrated.

Table 3: Frequency of Redundancy in the Target Text Per Student

Student	YASMINE	AHMED	BUSINESSMAN	ARTIST/ACTRESS	VERBS	OFFICIAL	EGYPTIAN	DIVORCE	POUNDS	COST	MILLION	Student GPA	Gender
1	4	4	2	3	4	4	13	7	8	9	7	2.75+	F
2	4	4	2	2	4	4	7	6	7	10	8	2.75-	M
3	4	4	2	2	3	3	14	5	7	5	8	2.75-	F
4	4	4	1	0	3	3	6	5	8	7	9	2.75-	F
5	5	5	3	2	2	4	10	4	9	5	9	2.75-	M
6	4	4	2	2	4	3	4	4	7	8	9	2.75-	F
7	2	2	1	1	4	3	3	4	7	7	7	2.75-	F
8	5	5	3	1	3	3	7	5	7	6	9	2.75-	F
9	5	4	3	2	2	4	9	5	8	5	10	2.75-	F
10	5	5	3	2	4	4	9	6	7	5	9	2.75-	F
11	5	5	2	2	4	4	13	6	8	9	9	2.75+	F
12	6	6	2	2	3	4	7	6	7	6	8	2.75-	F
13	5	5	3	2	3	4	4	5	8	4	9	2.75+	F
14	4	4	2	2	3	3	9	5	8	5	9	2.75-	M
15	5	5	2	2	4	4	9	6	8	6	9	2.75-	F
16	5	5	3	2	4	3	8	6	7	8	9	2.75+	F
17	4	5	3	2	4	4	8	6	7	10	9	2.75-	M
18	5	5	3	2	4	4	10	6	7	4	9	2.75-	F
19	4	4	2	2	4	3	8	5	8	7	8	2.75-	F
20	4	4	2	2	4	4	8	6	8	7	9	2.75-	F
21	5	5	3	2	4	5	10	6	8	7	9	2.75-	F
22	2	2	1	1	3	2	5	3	6	6	7	2.75-	F
23	4	5	3	2	3	4	8	6	8	7	9	2.75-	F
24	5	5	3	2	3	4	8	6	7	10	9	2.75-	F
25	4	4	2	1	4	3	2	4	4	5	9	2.75-	F
26	5	5	3	2	4	5	9	6	0	6	9	2.75-	F
27	5	5	3	2	4	5	7	7	7	7	8	2.75-	F
28	4	5	3	2	3	3	8	5	7	10	9	2.75-	F
29	5	5	3	2	2	3	9	5	9	8	9	2.75+	F
30	5	5	3	2	4	3	11	5	9	7	9	2.75-	M
31	4	4	2	2	3	3	8	4	8	1	7	2.75+	M
32	5	5	2	2	2	4	8	6	5	9	9	2.75-	F
33	5	5	3	2	3	4	17	6	8	5	8	2.75-	F
34	5	5	2	2	4	4	7	6	9	5	9	2.75+	F
35	5	5	3	0	4	3	3	5	8	8	8	2.75-	F
36	3	3	2	2	3	4	9	6	5	8	9	2.75-	F
37	5	5	3	2	4	4	10	6	7	8	9	2.75-	F
38	4	4	1	1	2	3	7	6	9	8	9	2.75-	F
39	2	2	1	1	3	1	6	4	9	5	10	2.75+	F
40	4	4	2	2	4	2	8	5	9	10	9	2.75+	F
41	4	4	3	2	4	4	10	5	3	9	7	2.75+	M
42	5	4	3	1	4	3	9	6	4	5	9	2.75+	F
43	5	5	3	2	3	3	7	5	5	7	9	2.75-	F
44	3	3	1	2	3	4	6	6	6	9	8	2.75-	F
45	3	3	1	1	4	2	3	6	5	7	6	2.75+	F
46	4	4	3	2	4	3	6	5	4	6	8	2.75-	F
47	3	3	1	1	4	3	9	5	5	9	9	2.75-	F
48	4	4	2	1	3	5	6	6	5	3	7	2.75+	F
Total	206	207	111	83	165	168	382	259	330	328	410	2.75+=13	MALE 7
Average	4.29166667	4.3125	2.3125	1.72916667	3.4375	3.5	7.95833333	5.39583333	6.875	6.83333333	8.54166667	2.75-=35	Female 41
Standard Dev	0.89818572	0.90286188	0.74822485	0.57388498	0.68124573	0.825137	2.85804824	0.84399212	1.84073297	2.01413445	0.84948879		

This table displays the frequency of redundant words and phrases as produced by students in details including their GPA which ranges between -2.75 to +2.75 and gender. It also illustrates the words that the researcher focused on in terms of redundancy in the text. This will reveal the differences between all students' texts to see how their overall performance was. It is necessary to note here that male students represent (14.5%) of the sample and the rest (85.5%) are females. As to GPA only 7 students have their score above 2.75 and the rest is below 2.75. The figures reflected in this table show that students have been affected by L1 in terms of repeating the same phrase, proper nouns and adjectives.

Among all the texts, only 3 students managed to produce an ideal and accurate translation free of redundancy and other mistakes.

Table 4: Students' Positive Responses

2	2	1	1	4	3	3	4	7	7	7	2.75-	F
2	2	1	1	3	2	5	3	6	6	7	2.75-	F
2	2	1	1	3	1	6	4	9	5	10	2.75+	F

In comparison with Table 1, this table above shows that only three students managed to reduce redundancy in their translation through substitution or anaphoric referencing and their translations are reasonably accurate. This could be seen from the rate of redundancy in their respective texts.

4.2. Other Results Related to the Study

Among some significant results in this study is the impact of punctuation marks, sentence length and paragraphing. There is in both samples many similarities between sentence and phrase length in the ST and the TT. Also, some errors in the use of some punctuation marks in the target texts due to this impact.

In the following table, the researcher calculated the length of the text, number of paragraphs, number of sentences in the ST to see if there is any similarities or differences between the ST and the TT.

Table 5: Average Text, Sentence Length in the ST, Total number of Sentences and Paragraphs

Total number of words in the ST	135
Total number of sentences	4
Total number of paragraphs	4
Average sentence length	33.75 words

Table 6: Average Text, Sentence Length in the TT, Total number of Sentences and Paragraphs

Average length of texts per words	173
Average number of sentences per text	4.3
Average number of paragraphs per text	4
Average length of sentence	40.2 words

The number of words in a sentence is referred to as the sentence's length in English grammar. Most readability rules measure a sentence's difficulty by counting the number of words in it. Short sentences usually are easier to comprehend and are less challenging. On the other hand, longer sentences are more challenging to read. Longer phrases, especially the ones with coordinate structures need more efforts to grasp.

During the translation courses, the researcher took, all translation staff drew students' attention to the need to divide the long sentences to make them

readable. In a study by Laurie Gerber and Eduard Hovy (1998), they emphasized a significant point related to sentence length in translation. They claimed that translation systems frequently struggle more with lengthy sentences than they do with shorter ones. When the target and source languages are different like the Japanese and English, the translated product is of lesser quality. To improve readability, they experimented with automatically breaking up lengthy sentences into shorter ones to increase readability.

Lengthy phrases can be challenging to read, and this will surely reflect on the poor translation quality. They also proved this through Machine Translation systems, it was noticed that the systems have some problems with long sentences but not with short ones. Hence, overloaded sentences i.e., long ones can be difficult to process and thus it is reflected on the translation product.

4.3. Results related to the Analysis of Ellipsis

As mentioned in the methodology section, the ST includes 7 ellipted media headlines. The translations of these headlines will show whether students' translations are ellipted or not and what types of inaccuracies are noticed in the TT.

The researcher focuses on the two main features in this research redundancy and ellipsis and headline average length only. In addition, the researcher has found some errors that also reflect the presence of redundancy such as sentence length and general knowledge.

The most common errors that may have affected students' performance are listed with some examples:

1. Verbatim translation fixation (from fix which means اصلاح للأدوات instead of reform which means اصلاح سياسي أو اقتصادي and Macron was translated as sly or foxy persons مكارون and equalize تسوية instead of settlement تسوية in Arabic.
2. Ambiguity
3. Articles
4. Lexical errors
5. Syntactic errors
6. Semantic errors

To focus on the main variables, the researcher will limit the results to redundancy, ellipsis, SL, paragraphing and translational approaches.

Table 7: Correct and Incorrect Ellipsis, Redundancy and Frequency Error.

Student Number	Correct Ellipsis	Incorrect Ellipsis and Redundancy	Frequency Error
1	0	7	13
2	2	5	5
3	0	7	3
4	1	6	6
5	0	7	10
6	4	3	3
7	4	3	3
8	1	6	2
9	3	4	3
10	3	4	3
11	7	0	1
12	3	4	2
13	0	7	4

14	3	4	2
15	4	3	4
16	1	6	1
17	2	5	4
18	0	7	4
19	0	7	5
20	5	2	5
21	4	3	3
22	2	5	5
23	4	3	1
24	2	5	2
25	4	3	5
26	3	4	2
27	4	3	3
28	3	4	2
29	6	1	2
30	4	3	2
31	4	3	2
32	3	4	3
33	4	3	4
34	1	6	3
Total	91	147	122
Percentage	38%	62%	-

As seen from the above table, the percentage of errors in ellipted headlines is 62% and the correct ellipted headlines is 38%. This result proves the assumption that there is a problem with translating ellipsis in general since the

TTs are already ellipted in the ST. In addition, the analysis revealed various errors at the syntactic, semantic, and lexical levels.

The other evidence supporting this analysis is the fact that in the first part of this chapter see (4.1. Results Related to Redundancy) there is no traces of ellipsis in the TTs.

Moreover, as was done in part one of this chapter, there is a noticeable similarity between the results of the length of sentences and the headlines in this part. As it is shown in Table 8

Table 8 Comparison of Ellipsis between ST and TT

Total length of words in the ST	42 words
Average length of a headline in ST	6 words
Total length of words in the TT	2164 words
Number of headlines translated by students	238
Average length of a headline	9 words

To conclude, the previous results show students translated texts and the various features of redundancy, ellipsis SL, and headline length.

In the second part, the researcher will present the results related to student interviews concerning their awareness and training on redundancy and ellipsis in their courses.

4.4. Results Related to Students Interviews

An interview with 4 students was carried out in writing. It consisted of the following questions:

Q1- Have you ever been taught or informed about the translation of redundancy and ellipsis in any translation course?

Q2- Is it important to be aware of the translation of redundancy and ellipsis? Why?

Q3- How do you normally translate redundancy and ellipsis?

Q4- What difficulties or problems did you face in translating redundancy and ellipsis in the texts you translated?

The following part summarizes the answers to these questions briefly.

1. Two students said they have not been trained on redundancy and ellipsis. The other two said they had been trained in some courses.
2. All four students are aware of the significance of these strategies.
3. All four students emphasized the need to get training because one of them feels that the text with redundant phrases and words is awkward and another said that he/she needs training before they go to practice outside the university. One said it is important for legal genre.
4. Some students use omission, replacement, and referencing or using initials to refer to the repeated words or phrases and elaboration.
5. Difficulties they face range between lack of training, and the position of the repeated words in the same paragraph.
6. Ellipsis is more difficult to detect, and they should receive more training.

The previous results show students translated texts and compare the two factors that reflect L1 impact on TT in relation to repeating the same words, phrases, sentence length, punctuation marks and lack of ellipsis in the ST about redundancy. This is noticed in the presence of a similar number of frequencies of repeating 13 words and nominal phrases and in the same structure of the text and number of paragraphs.

In the translation of the headlines, the rate of ellipsis is small compared to the number of redundant words in the TT. This suggests that absence of ellipsis will reflect the prevalence of redundancy in the TT, which supports the assumption that students are influenced by the impact of L1 when translating to L2. Additionally, the results reveal a number of factors that support the previous ideas. Among these are the long sentences produced, the same paragraphing structure and punctuation marks.

As mentioned in the first chapter, this study investigates how students deal with redundancy and ellipsis in their translation. The researcher chose media texts as they are more flexible and allow a greater freedom to students to make changes and adapt their translation to the norms of the TT. The aim is to raise awareness and suggest some solutions about the difficulties students encounter while translating the ST. Furthermore, academic staff may also benefit from this knowledge by developing their own materials and guiding students to use effective strategies to render the ST accurately and in an understandable manner. Thus, this part will provide answers to the two main strategies employed by students concerning redundancy and ellipsis. In addition, it will discuss other points such as students' training, general knowledge, and linguistic competence; mainly their writing skills, the genre of the text and its main features and other factors affecting their performance which is reflected in the TTs.

4.5. Qualitative Analysis

The following part discusses each issue and how it is relevant to the study and how it can be used for further research and development of translation studies.

To answer the first research question, the researcher compared the frequency of redundancy and ellipsis in both the ST and the TTs. Almost all students, except for 3, who translated the ST showed a great similarity in the number of repeated words and phrases. This means that they were affected by redundancy in the ST and did not avoid it in places where it could be ellipted easily and reasonably.

4.6. Discussion of the results of the ST

The Headline

The discussion in this chapter will start with the headline as a major feature of the text. It describes the length, redundancy, and ellipsis as well as the presence or absence of any textual features.

The reason the researcher will start with the headline is due to the fact that it must be short and ellipted. In fact, the researcher was looking for any presence of ellipsis in the text but could not find any, not even in the headline. So, this gives the impression that redundancy is more prevalent in the ST.

The headline below consists of 14 words in one sentence. This violates the norms of a headline because it should be between 6 to 9 words in a phrase, and it should not be a sentence. Most of the students translated it as a sentence. The researcher calculated the average of the first six headlines (see Appendix) which reached 17 words. This is even more than the length in the source text. See (4.14) for the characteristics of media headlines.

تكلفة طلاق ياسمين صبري وأحمد أبو هشيمة
تصل لما يقرب من 300 مليون جنيه

The headline itself is redundant while the characteristic of the headline provide that it should be ellipted i.e. verbless or should be a phrase. The verb *تصل* *لما يقرب من* is redundant and could be deleted without changing the meaning. It can be translated as follows:

Cost of divorce around 300 million pounds. (The researcher's translation)

The headline is very long as the standard length is around 6 words. It measures 14 words and can be elided to 6 words or less as in the following phrases:

- “Celebrity divorce around 300 million pounds”
- “300 million pounds for Celebrity Divorce”
- “Celebrity divorce: 300 million pounds”
- “Celebrities’ most expensive divorce”
- “300 million cost of divorce”

There is no need to tell the whole story in a headline. This may be more eye-catching to arouse curiosity. It should be mentioned that the second part of this discussion deals with the translation of headlines and the result of this analysis is similar to the results of the analysis of ellipsis (4.8).

The text has four sentences in 4 paragraphs, with an average of 40 words length for all. This is too long for a sentence to be well tied and structured. It increases the burden on the part of the student to keep all the text components natural in the TT. All texts except for few have the same rate in the TTs.

4.7. Redundancy in the ST and TT.

The TT is rich in lexical and phrasal redundancy as it prevails in almost all the texts. The following part explains why it is noticeable.

4.7.1. Lexical and Phrasal Redundancy

Both the ST and the TT are full of lexical and phrasal redundancy. It is manifested by using the synonyms, near synonyms and phrasal redundancy. The following examples clearly present samples of redundant synonyms, near synonyms, phrasal redundancy, and root redundancy. The following section

shows evidence of over-redundancy due to the fact it is unfunctional. By unfunctional, it is meant that it is not needed and has no rhetorical function.

ادعى مأذون شرعي مصري انه على علم بتكلفه طلاق الفنانة المصريه ياسمين صبري من رجل الاعمال المصري، احمد ابو هشيمه، حيث وقع الطلاق رسميا قبل أيام

(Translation by student)

A legal Egyptian marriage registrar claimed that he is aware of the cost of divorce of the Egyptian artist Yasmine Sabry from the Egyptian businessman Ahmad Abu Hashima where the divorce officially took place few days ago

وقال المأذون الشرعي المصري مصطفى صالح، بأن تكلفه طلاق ياسمين صبري ورجل الاعمال احمد ابو هشيمه تصل لما يقرب من 300 مليون جنيه مصري

(Translation by student)

and the Egyptian legal marriage registrar, Mustafa Saleh said that the cost of divorce of Yasmine Sabry and the Egyptian Businessman Ahmad Abu Hashima reached around 300 million Egyptian pounds.

The whole paragraph is one sentence with approximately 50 words. This is too long to translate as various references, relative clauses and pronouns are involved.

The structure of the paragraph starts with a verbal clause in the past tense ادعى "A legal Egyptian marriage registrar claimed that"

Then the same statement is repeated "وقال المأذون الشرعي المصري مصطفى صالح" and "the legal Egyptian marriage registrar Mustafa Saleh said"

Repetition here is not needed and simply can be replaced with "and he said" Then again, the same clause is repeated "المأذون الشرعي المصري نشر"

“The legal Egyptian marriage registrar posted “واوضح المأذون المصري” and then the same clause is repeated in the last paragraph “The Egyptian Marriage Registrar clarified”. Here the clause is repeated four times while it could be anaphorically referred to as a pronoun “he”. In addition, the name مصطفى صالح is also redundant as it is of no significance to the reader unless it is meant to make the news item credible.

4.8. Students Strategies

There was no clear strategy employed in students’ translations except in using repetition to avoid making any changes to the ST. This is due to the influence of L1, and the desire to make changes and risk the meaning.

However, some students managed to show variation in selecting the proper meaning to some Arabic words like the word المأذون as the (legal marriage registrar), some used the word official instead of legal. In fact, the word itself in Arabic is redundant because the word المأذون means that he is officially and legally authorized to make marriage contracts. Some tried to adapt the concept to a priest like Christians. The connotation of the word Maathoun indicates that he belongs to a religious institution since marriage itself is a religious event performed by the Muslim scholar or “shaikh”. The word can be ellipted by anaphoric references, but the majority preferred to keep the name Maathoun. The researcher believes that students at this stage are not confident enough to make adaptations and changes.

Others thought of it as a man of law as shown in these examples:

- Marriage official
- Marriage registrar
- Officer
- Officiant

- The marriage officially
- Commissioner
- The Legal Maazoun (Maazoun: the legal authorized to perform marriage ceremonies)
- Ma'adoun
- Legal priest
- Egyptian Muslim Priest
- Marriage director
- An authorized marriage official
- legal lawyer
- The Egyptian marriage matchmaker

Regardless of the type of redundancy used in the texts, there is a desire to keep the text as it is by translating it verbatim in order not to change meaning or content.

In the second part, more examples of phrasal redundancy are presented as evidence of L1 impact on TT.

The word المصري is descriptive genitive for the nationality of the three persons in the text and the Egyptian pound. In both cases, the word Egyptian can be elided several times. For example:

ادعى مأذون شرعي مصري
وقال المأذون الشرعي المصري مصطفى صالح
نشر المأذون الشرعي المصري،
وأوضح المأذون المصري

Here, the descriptive genitive is not needed at all because it does not add anything to the meaning and the news element. Even his name is not of any significance.

The same remark applies to the names of the couple whose names and titles were repeated 5 times.

The cost of divorce of Yasmeeen Sabry and Ahmad Abu Hashima.

"طلاق الفنانة المصرية ياسمين صبري من رجل الاعمال المصري، احمد ابو هشيمه ،حيث وقع الطلاق"

Here she is defined as the artist and he is defined as a businessman with the same description of both as Egyptian and the divorce has become "effective" حيث وقع الطلاق using the word the divorce has been actual repeating the word divorce with the definite article.

"بان تكلفه طلاق ياسمين صبري ورجل الاعمال احمد ابو هشيمه تصل لما يقرب"

In this sentence again the same words are repeated, and the focus is on the cost.

"ان انفصال ابو هشيمه عن ياسمين صبري تكلفته"

Again, in this phrase the same meaning is repeated but the word divorce is referred to as separation. It should be noted here that the writer uses the two words synonymic but legally speaking divorce is more binding than separation and has more legal consequences from the point of view of Islamic Law.

Other forms of redundancy at the sentential level includes

نشر عبر صفحته الخاصة على موقع التواصل الاجتماعي " فيسبوك"

He posted on his private page on Facebook site in social media the cost of divorce

This can be ellipted in this manner

He posted on Facebook the cost of....

This is repeated in the last paragraph

"واوضح المأذون المصري عبر المنشور الذي انتشر بكثافة على مواقع التواصل الاجتماعي وتناقلته وسائل اعلام مصرية وعربية ان انفصال"

The Egyptian marriage registrar posted through the post which spread intensely on social media sites and transmitted via Egyptian and Arab Media means that “the separation”

This can be ellipted in this manner:

He posted on Facebook that the separation “the separation or rather

He wrote that the divorce”

The same thing applies to the figures included in the text.

ما يقرب من 300 مليون جنيه

About 300 million pounds

تصل لما يقرب من 300 مليون جنيه مصري

Reaches around 300 million Egyptian pounds

"تكلفت 296 مليون جنيه"

Cost 296 million pounds

تكلفته 296 مليون جنيه مقسمين الى 15 مليون جنيه قيمة

Its cost 296 million pounds divided into 15 million pounds the value of (cost of)

مقسمين الى 15 مليون جنيه قيمة المؤخر وفيلا بالتجمع الخامس شرقي القاهرة ب 77 مليون جنيه. اثنين سيارة ب ١٢ مليون ومجوهرات ب 138 مليون جنيه وشقه بالدور الرابع بالشيخ زايد ب 54 مليون بمحتوياتها.

Divided into 15 million pounds, 77 million pounds the value of the delayed dowery and a villa for 77 million pounds and 2 cars for 12 million and jewelry for 138 million pounds and a flat for 54 million.

The repetition of pounds is redundant as the cataphoric reference is sufficient here.

4.9. Student Model Answer

The most accurate text whose translation showed least redundancy and high level of ellipsis is presented here. (See Table 4)

An Egyptian marriage officer claimed to know the actual costs of the divorce settlement of the artist "Yasmine Sabri" and her ex-spouse the Egyptian businessman "Ahmad Abu Hashima" which was finalized days ago. On his Facebook page, the Egyptian marriage officer "Mustafa Saleh" shared that the cost of the said divorce settlement was almost 300 million Egyptian pounds, or 296 million pounds to be exact. He also clarified through the same post, which spread widely on social media and was shared by Arabic and Egyptian media outlets, that "The divorce of Abu Hashima and Yasmine Sabri cost is 296 million pounds. Said amount is to be paid as 15-million-pound alimony, a villa in eastern Cairo worth 77 million pounds, two cars worth 12 million, a 138-million-pound worth of jewelry, and a fully furnished apartment on the fourth floor in Sheikh Zayed.

It is considered a proper translation from various points of view. First, the text is reduced to one paragraph with four sentences and no redundancy in the text. Second, it was presented in such a natural manner of reporting a news item in a newspaper. The student managed to adapt the text and ellipsed many of the redundant phrases in the text. Third, the number of words in the text is (141),

which is less than the length of the ST text by 30 words and the number of paragraphs is less by 3.

4.10. Factors influencing the translation process and students' strategies when translating from Arabic into English.

In the following section, a discussion of the most important factors affecting students' performance will be showcased.

4.10.1. Sentence Structure

It should be noted that the structure of the Arabic sentence is totally different from English. Arabic sentences can be nominal and verbal sentences while English sentences cannot be verbal sentences except when the sentence is in the imperative form and in this case the subject is ellipted as in the following sentences:

Be there by ten. (You) be there by ten.

Go now (You go now)

In Arabic the sentence can be verbless due to the implied meaning in the structure of the nominal sentence. For example, the following sentences in Arabic would appear in this manner:

The boy is intelligent. (The boy intelligent الولد ذكي)

In addition, the tense in Arabic has two forms: the present and the past. In English, the tense can be easily divided into 8 forms: present, past and perfect simple, present continuous, present perfect, past simple, past continuous, past

perfect, past perfect continuous future, future perfect, conditional future in the three tenses etc. This may confuse the Arab student as to which is more suitable form to indicate the tense.

4.10.2. Punctuation Marks

Punctuation marks in Arabic are slightly less strict than English and the conjunction (wa and) is also problematic. For an extensive view of all these differences in both languages. It is better to see *Errors in English among Arabic speakers: Analysis and remedy* by Nayef and Hajjaj (1997).

4.10.3. Impact of L1 Norms

As seen from the frequency of redundancy, typographical similarity, average text length, sentence length and average paragraph numbers and the length of the headline in the STs, it is apparent that students have been influenced greatly by L1 norms. This proves that students need more focus on how to adapt text features in both languages.

4.10.4. Absence of Ellipsis and Summarizing Skills

The researcher believes that from the ST headline and absence of ellipsis in the TT and the results of the investigation of ellipsis in other headlines, there seems to be noticeable weakness in employing ellipsis in the TT. This indicates lack of a strategy to use ellipsis and weakness in solving the issue of redundancy.

4.10.5. Weakness in Writing Skills

One of the fundamental talents in translation is to master the writing skill. Apparently, there is a weakness in this area. In addition, a translator must have the ability to write well, manipulate words, and figure out what works well in any given text. Moreover, translation requires linguistic abilities in creative thinking

and problem-solving strategies. In addition, there is evidence that students showed weakness in text editing, proofreading, and drafting which are basic activities in writing and translation.

4.10.6. Weakness in General Knowledge

The capability of accurately translating style, tone, and cultural characteristics is a big challenge for students. In addition, general knowledge about the text contents and details is another difficulty for students. In some cases students' general knowledge was weak and may cause embarrassment to the translator who take things for granted at the surface level.

There is great weakness in their practice on how to deal with redundancy and how to ellipit sentences. To be fair, the courses students receive in translation are sufficient to prepare students to solve these issues without any difficulties.

The other angle that must be studied carefully is whether they have great mastery in L1 and L2 in all skills. This is important because the reading and writing skills are significant factors in mastering translation.

4.10.7. Awareness of Differences in Languages Basic Structures

This is a significant difference as it causes various problems for beginner translators who usually are influenced by the structure of the Arabic sentences. It is also evident that upon translating from Arabic into English, the number of nominal sentences and possibly nouns exceed the number of verbal sentences in Arabic.

Additionally, the sentence relations will be affected strongly. There will be a conceptual load on the translator as to how to coordinate the concepts of verblality with noun. The researcher must deeply explore in the structure of the

sentence in both languages due to these differences. The derivational factors involved, the tense differences in both languages as Arabic is divided into either present or past must be investigated.

4.11. Students' Employed Strategies

Verbatim Translation

Students resorted to literal translation in many areas as the safest method to secure accuracy of the texts. This is reflected in repetition of the same names when it is possible to refer to them semantically and syntactically. It is also reflected in copying the same structure of the text, inability to use other strategies like forwarding, back warding and deletion.

The following examples denote that students were translating literally without paying attention to the real meaning. This is also impacted by L1:

Rumors and media platforms ... an actual battle an illusory prosecution

1- الأخبار الكاذبة ومواقع التواصل حرب حقيقية أم وهم دعائي

The word دعائي means propaganda and it has another legal meaning which is general prosecutor, المدعي العام.

2- Scheme (instead of the common name of President Macrone of France).

The word used indicates plan or intrigue) to settlement with the opposition.

Notice also to settlement which is literal translation instead of “towards making a settlement”

(ماكر) in *Cunning* for in settling on the disagreement. The word cunning also means sly, foxy intriguing person. The word disagreement is used to signify opposition, but it is incorrect here because the original word is political party or groups who demonstrate against him.

Macron to feminism with the opposition. The word feminism is misread as الحركة, تسوية it is misread as نسوية.

Nippon Telephone and Telegraph of Japan: work from home starting from July

The initials in this headline were ellipted but became redundant as Nippon is another name for Japan.

To conclude this part, it is essential to investigate various factors affecting students' performance and errors and strategies as well as training and methodologies preparing translators.

4.12. Random Samples as Evidence

The researcher conducted a simple exercise to measure SL in 3 different English texts (see Appendix). The researcher calculated the number of words and the number of sentences and paragraphs. The average length in all three texts is 20 words. Hence, it seems that in English it is preferable to maintain sentence length at this number to have a better control of the ideas, details and comprehension of the texts.

Compared to sentence length in the ST, sentence length is exactly double the amount in the TTs.

Table 9: 3 Random Samples of Students

Text 1	
Number of words	141
Number of paragraphs	2
Number of sentences	7
Sentence length	20 words
Text 2	
Number of words	283
Number of paragraphs	4
Number of sentences	14
Sentence Length	20 words
Text 3	
Number of words	297

Number of sentences	15
Sentence Length	20
Number of paragraphs	4

4.13. Discussion Related to Ellipsis

In this part, the researcher will discuss the results of students' performance in the second test on translating ellipsed headlines. The following discussion will focus on the fact that students' strategies in translating ellipsis is the same as it is employed in redundancy. Despite the shortness of the headlines there were only 38% correct translations. The rest is inaccurate, and some answers showed traces of verbatim translation, redundancy, violating the concept of a headline.

Headline Length

What is striking is the average length of a headline in the TTs compared to the ST. In the following table a comparison of the length of the ST headlines and the TTs.

Table 10: Headline Length Between ST and TT

Total length of words in the ST	42 words
Average length of a headline in ST	6 words
Total length of words in the TT	2164 words
Number of headlines translated by students	238
Average length of a headline	9 words

As seen from the table there is a 32 percent difference of length between both. This is despite the fact that the same headlines can be reduced to 6 words or less in certain cases. This also shows the impact of L1 on L2 in translation. The subject of the topic should be made obvious in the headline, and it should

also be intriguing enough to entice readers to read the piece. St. Petersburg College Website (2022) lists a number of characteristics for describing the most suitable headline used in media:

- At most 5-10 words, with a focus on accuracy and specificity. Use of the present tense and active verbs is preferable but don't begin with them.
- For future activities, use the verb's infinitive form.
- Avoid using the articles a, an, and the.
- Avoid using conjunctions like and; instead, use a comma.
- Should be whole sentences or imply that a complete statement does not reveal who is engaging in and the nature of the trafficking.
- Avoid redundancy by summarizing rather than repeating in your headlines.
- Avoid using ambiguous pronouns.

4.14. Source of Redundancy in the Headlines

The explanation for the source of redundancy in these headlines is the impact of L1. This impact is witnessed in various ways as seen in the following explanation:

1. Impact of the sentence structure in Arabic: As known, Arabic sentences can have verbless sentences but when translated into English a verb must be used.
2. Students may not have mastered translation of headlines and thus they translate literally.
3. Misunderstanding the headline structure as a phrase due to its concise nature.
4. Tendency to explain the text if it is not clear to them.

5. Grammatical constructions in English may not be fully understood by some students like rhetorical questions.
6. Typographical signs in English are strict and many have some differences in usage than Arabic.

4.15. Discussion of Results Related to Students' Interviews

Students were given four questions to answer regarding redundancy, ellipsis, translation strategies and training. From their answers, it could be concluded that training on redundancy and ellipsis is practiced as part of the methodology to train students, but it is not done explicitly. From the researcher's experience, the practice and the training received during the study period at the university was done but under the task of text editing. This is a vital matter because translation, like the writing skill, must have its basic protocols.

It is also important to increase practice on redundancy and ellipsis explicitly so that students can handle it easily. In addition, genre awareness is vital since different translation genres require different practices and training. For example, in scientific, business, and legal texts, neither redundancy nor ellipsis have a significant role. This is because each of these genres are neutral and guided by certain information that must be maintained in the text.

4.16. Concluding Remarks

The discussion showed that L1 has a strong impact on L2 when translating from Arabic to English. This is clearly visible from over-redundancy in the ST transferred to the TTs. This is apparent also in students' translating ellipted headlines through violating headline norms and the low percentage of ellipted texts compared to redundant phrases. In addition, text and sentence length showed that the translated texts reflect the same feature in the ST. Furthermore, students' interviews revealed that redundancy and ellipsis were part of the training in their courses but not taught independently. So, the study needs more

research with a large number of students to make these conclusions more significant and insightful.

Chapter 5

Conclusion

5. Conclusion

This study revealed various issues to people concerned with language and translation studies be it teachers, students, translators, and researchers. In the first place, it shed some light on a serious issue related to the impact of L1 on L2. A person who lives and studies in his own language must build certain concepts and rules that may affect his performance when he speaks or writes another language. Consequently, Arabic speakers transfer certain norms to the target language as the results have shown in the case of redundancy.

The study emphasizes the need to create awareness among students about linguistic differences at the rhetorical level, as many students ignore the characteristics of their mother tongue and focus on L2. Each language has its own characteristics that may affect the process of translation. For example, Arabic has the tendency to accept redundancy to a certain level, while English considers repetition a weak point in writing.

The study found a great resemblance in translating the ST to the TT features. Many linguistic features were transferred to the TTs in addition to redundancy. This is because the ST was full of redundancy.

The area of investigating students' translations is very rich in results that may improve studying, teaching, training, and research. The findings in this research have shown that SL plays an important role in affecting students' translation. This is because Arabic sentences are almost double the length of the English sentences. This needs attention on how to divide the sentence and make them natural in the TTs. The differences between the structure of the Arabic sentence in relation to nominal and verbal sentences must be reflected in the English sentences which have only one classification i.e., nominal. In addition,

tense differences between the two languages play an important part and add a burden on the beginner translator. Another significant area in this respect is the need to make students aware of the significance of mastering punctuation marks in both L1 and L2. In fact, students' performance will improve if they manage sentence boundaries and relations.

During the analysis of texts, it was found that there were many grammatical mistakes which reflect weakness in grammar, spelling, rhetorical rules and text design. By this, it is meant that students are unaware of the need to transform the style of the text from Arabic into English correctly and appropriately. Most of the texts were similar in their style, tone, presentation, and mechanics. Hence, it is important to train students on genre analysis and stylistics.

Weakness in general knowledge is also apparent among some students. A translator is exposed to a variety of texts and details that should allow him to do the translation without serious mistakes. Knowledge of names of countries, geographical locations names of famous people etc., is vital in avoiding embarrassment and sometimes costly mistakes.

The study emphasized the need to create awareness among students about linguistic differences at the rhetorical level, as many students ignore the characteristics of their mother tongue and focus on L2.

The study concluded that research on students' translations will enrich and improve studying, teaching, and training of translation. The findings in this research have shown that source language is important in affecting students' translation. The study showcased the need to train students on areas related to text typology, sentence length and tense differences, punctuation marks how to divide the long sentences and make them natural in the TTs. Further research on

students' translations on different genres is needed to find out hidden difficulties that may impede students' mastery of translation. In addition, translation programs must be revised and must involve students' opinions on the process and techniques employed in teaching and training

Finally, the researcher believes that translation is a complicated mental activity that involves various factors, and therefore, more extensive studies on translation product is needed to improve the performance and the profession. Thus, it is essential to investigate certain translation strategies deeply in order to improve students' understanding and performance. In addition, students must be encouraged to be creative and courageous in taking the right decision about their translation techniques and strategies. They must be aware of the need to explore further errors in dictionaries, encyclopedias, search engines. They also need to know their mistakes and get feedback about their product. This also requires that translation courses should be revised and reorganized. Students also should be consulted about the Minor program and how it is organized.

5.1. Pedagogical Implications

The researcher believes that the results of this study will be of great benefit to translation students in the future, as this study presents a number of practical and theoretical evidence that will contribute to easing the translational process for students. The practical aspect reflects the importance of knowing the genre of media generally, as not many students are aware of the procedure that accompanies translating this particular genre, making them realize that they should only focus on translating the text only, rather than the other components. The theoretical aspect will contribute to develop a realization regarding the genre of media, increasing their level of awareness in terms of knowing how to tackle certain issues in this field. Consequently, genre specifics should be included in the training of students so that they can build their strategies on it.

5.2. Recommendations for Further Research

This study has tackled an important issue in translation which is redundancy and ellipsis in students' translations. However, it investigated only a limited number of students. Hence, the researcher suggests that such studies need to be conducted on a larger sample which may reflect more significant results, as well as exploring the redundancy and ellipsis aspect of other genres i.e., business, scientific and legalese. It is advisable to extend the study at a large scale involving different genres to create genre awareness and analysis. In addition, translated works and products are rich in researchable areas that may benefit students and researchers to improve the quality of translation. Translation studies should be enriched through practical research in the field. Nowadays, the field is loaded with applications and research on machine translation that needs extensive investigation. Unfortunately, limited research is conducted on textual features like structure, typography, punctuation and quality translation. Therefore, it is important to focus on these issues in the future.

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Appendix

Appendix

This section will present students' responses in three parts: Redundancy, Ellipsis and Interviews.

Appendix (A)

ST

تكلفة طلاق ياسمين صبري واحمد ابو هشيمه
تصل لما يقرب من 300 مليون جنيه

ادعى مأذون شرعي مصري انه على علم بتكلفه طلاق الفنانة المصرية ياسمين صبري من رجل الاعمال المصري، احمد ابو هشيمه، حيث وقع الطلاق رسميا قبل أيام. وقال المأذون الشرعي المصري مصطفى صالح، بان تكلفه طلاق ياسمين صبري ورجل الاعمال احمد ابو هشيمه تصل لما يقرب من 300 مليون جنيه مصري.

المأذون الشرعي المصري، نشر عبر صفحته الخاصة على موقع التواصل الاجتماعي فيسبوك' تكلفه طلاق الممثلة المصرية ياسمين صبري من رجل الاعمال المصري الشهير احمد ابو هشيمه "تكلفت" 296 مليون جنيه".

واوضح المأذون المصري عبر المنشور الذي انتشر بكثافة على مواقع التواصل الاجتماعي وتناقشته وسائل اعلام مصرية وعربية ان " انفصال ابو هشيمه عن ياسمين صبري تكلفته 296 مليون جنيه مقسمين الى 15 مليون جنيه قيمة المؤخر وفيلا بالتجمع الخامس شرقي القاهرة ب 77 مليون جنيه. اثنتين سيارة ب ١٢ مليون ومجوهرات ب 138 مليون جنيه وشقه بالدور الرابع بالشيخ زايد ب 54 مليون بمحتوياتها.

TTs

Yasmine Sabry and Ahmed Abu Hashima's divorce settlement has cost almost 300 million Egyptian Pounds.

The Egyptian Marriage official has assured that he knows how much exactly it cost the divorce settlements between the actress Yasmeen Sabry and the businessman Ahmed Abu Hashima, and just a few days ago they officially got divorced. Moreover, the Egyptian Marriage Official, Mustafa Saleh, has announced that the divorce has cost almost around 300 million Egyptian Pound.

The Egyptian Marriage Official has posted through his page on Facebook that the divorce of the actress Yasmeen Sabry and the businessman Ahmed Abu Hashima has cost 296 million Egyptian Pound.

In addition to this, The Egyptian Marriage official has commented on the post which has spread all over the social media especially the Egyptian media has reported it everywhere

that the divorce of the actress Yasmeen Sabry and Ahmed Abu Hashima has cost 296 million Egyptian Pound, divided for the money paid after the divorce, villa located in the 5th settlement in the east of Cairo that cost 77 million Egyptian pounds, two cars that cost 12 million Egyptian pounds, jewelry that costs 138 Egyptian pounds, and finally apartment in the fourth floor in Shaikh Zayed city that costs 54 million Egyptian pounds.

The Cost of Yasmeen Sabri and Ahmed Abo Hashimah's divorce up to about 300 million pounds.

Egyptian legitimate claimed to be aware of the cost of the divorce of the Egyptian artist Yasmin Sabri from the Egyptian businessman Ahmed Abu Hashimah where the divorce was officially signed before days. And the Egyptian legitimate said the cost of the divorce is up to about 300 million pounds.

The Egyptian legitimate posted on his personal Facebook page "The Cost of the artist Yasmeen Sabri and the famed businessman Ahmed Abo Hashimah's divorce costed 296 million pounds".

The Egyptian legitimate explained through the post that has spread heavily on social media sites that was transmitted by Egyptian and Arab that "the separation of Abu Hashimah from Yasmin Sabri costed 296 pounds divided into 15 million pounds the late cost. 77 million pounds the villa's cost in the 5th block East Cairo. 12 million the cost of two cars. 138 million Pounds the cost of jewelry and an apartment in the fourth round of Sheikh Zayed with 54 million with its contents.

Divorce cost of Jasmine Sabri and Ahmed Abu Hashima is estimated to be in the range of 300 million Egyptian pounds.

A marriage registrar claimed that he is aware of the cost of divorce of Egyptian artist (Yasmin Sabri) from the Egyptian Business man (Ahmed Abu Hashima), the divorce was official before a couple of days ago.

The Egyptian marriage registrar (Mustafa Saleh) posted in his Facebook account that, the cost of divorce of Egyptian artist (Yasmin Sabri) from Egyptian famous Business man (Ahmed Abu Hashima) costs 296 million Egyptian pounds.

The Egyptian marriage registrar explained through the post that was spread in trend on social media and local Egyptian and Arab media that "The separation of Abu Hashima from Yasmin Sabri cost 296 Million Egyptian pounds counted as follows: -

15 million Egyptian pounds for deferred dowry.

77 million Egyptian pounds for the villa located at east Cairo, block 5.

12 million Egyptian pounds amount of 2 cars.

138 Million Egyptian pounds for Jewelry.

54 Million for Apartment located at sheikh Zayed 4th floor inclusive with the furniture.

Yasmine Sabry and Ahmed Abu Hashima divorce cost reached around 300 million Egyptian pounds.

Egyptian marriage officer Claimed that he aware about the cost of Yasmine Sabry divorce from the businessman Ahmed Abu Hashima which officially occurred few days ago.

The Egyptian marriage officer Mustafa Saleh said that the cost of Yasmine Sabry divorce from Ahmed Abu Hashima reached around 300 million Egyptian pounds.

The Egyptian marriage officer posts in his facebook privet page, Yasmine Sabry and Ahmed Abu Hashima divorce cost which cost 296 million pounds, and he put details in his post that spread widely in the social media and have been broadcasted in many Egyptian and Arab media, that the divorce cost which is 296 million pounds subdivided to 15 million pounds for the backside cost, and 77 million pounds for villa In the Fifth Settlement, east of Cairo, also 12 million pounds for two cars, jewelry by 138 million pounds, and 54 million for an apartment with its contents on the fourth floor in Sheikh Zayed.

Appendix (B)

ST

- 1 - NTT اليابانية: العمل من المنزل من يونيو المقبل
- 2 - الأخبار الكاذبة ومواقع التواصل ... حرب حقيقية أم وهم دعائي؟
- 3 - مصر والسعودية: "الإصلاح لتجاوز لبنان لأزمته"
- 4 - كرة القدم: مدينة للعمال المهاجرين في قطر
- 5 - ماكرون إلى تسوية مع المعارضة
- 6 - التضخم: تحدي كبير لدول العالم
- 7 - ليبرتي الجزائرية للإغلاق الدائم

TT

Japanese NTT: Working from house from the next July.
The fake news and social media are a real war or a propaganda?
Egypt and Saudi Arabia "Reform in order to for Lebanon to overcome its crisis
Football is a city for workers and immigrants in Qatar.
Maccrone to a compromise with the opposition.
Inflation is a challenge for the countries.
Algerian Liberte to the permanent lockdown.

Japanese NTT: Work will be from home this upcoming July.
False news and social media networks... A real war or an imaginary propaganda.
Saudi and Egypt "Reform to overcome Lebanon's crisis"
Football owes immigrant workers in Qatar.
Macaron a settlement with opposition.
Inflation: a great challenge to countries around the world.
Liberty Algeria for permanent closure.

Japanese NTT: working from home from the upcoming July.
Fake news and social media... real war or just propaganda?
Egypt and Saudi Arabia "Reformation to overcome Lebanon's crisis"
Football is a city for immigrants in Qatar.
Macron is about to compromise with the opposition.
Inflation is a challenge to the countries of the world
Permanent lockdown for Algerian Liberty newspaper

NTT Japan: Working offline starting from the upcoming July.
Fake news and social media ... real war or vocative illusion.
Egypt and The Kingdom of Saudi Arabia are calling for a reform to make Lebanon overreach its crisis.
Football is a city for migrant workers in Qatar.
Macron is willing for a settlement with the opposition.
Inflation is a big challenge for the world.
The Algerian Liberté is in permanent closure.

Appendix (C)

Main Questions

Q1- Have you ever been taught or informed about the translation of redundancy and ellipsis in any translation course?

Q2- Is it important to be aware of the translation of redundancy and ellipsis? Why?

Q3- How do you normally translate redundancy and ellipsis?

Q4- What difficulties or problems did you face in translating redundancy and ellipsis in the texts you translated on campus last Monday?

Student 1

Q1: I don't think ive ever been taught about ellipsis but redundancy it was never a main topic of concern but it would be like a side note in some lectures but there was no emphasis on redundancy as a whole concept in a translation class.

Q2: It is important to be aware of it, especially that I'm training and kind of like getting to do a plethora of kinds of texts. This is like one major concern because I have this issue so much where I'm like being too repetitive so I have to be conscious of it because it does make a text hard to read also not fun to read even if I was excited to read something and I noticed it is redundant I wouldn't continue to read.

Q3: As for ellipsis I actually put the dots themselves, I don't know if I should be doing that but that is what I do its never even talked about in any classes so I don't know. As for redundancy, when im aware of it, I read over it and kind of omit it if its already been mentioned or word it in a different way with different words, so its either omission or complete reformation.

Q4: I did not notice the ellipsis because headlines make them exciting, as having one word and then ellipsis and then continuation of the title so that felt normal that's why I translated it as it is,. As for redundancy, I have this major problem I get stuck because im very redundant of what I say I go more to literal translation which is really bad but I try to be conscious of it so I kept saying their names over and over again and I noticed when I was done.

Student 2

Q1: I have been taught about redundancy and ellipsis in translation those strategies were taught by my professor Dr Amr the business course and scientific course.

Q2: It is important for translators should know not all but at least some strategies such as redundancy and ellipsis because it is important for them. One of the main reasons why or one the main purposes of a translator that he/she retains the meaning and the context of the original text and target text and that can't be done by normal translation there has to be some strategies used and in the case of redundancy, the translator can either omit or add extra information to have a complete meaning in the target text or just simply give more context in the case of ellipsis so that the reader of the target text can understand the text as a whole.

Q3: Usually when I use redundancy in translation, I look for words or phrases that if they were to be omitted in the TT, the reader won't feel like something is missing and usually when it comes to ellipsis it is important that sometimes in the case of certain words that are like cultural or religious that the target audience wouldn't really understand, it is important and it would be in the reader's benefit that the translator uses ellipsis, and in my previous courses I did use ellipsis at certain times just to give a little bit of context so that the reader of the TT can understand and appreciate the meaning of the text just as source audience would.

Q4: I don't usually find difficulties if it was a long text to translate because there would be a lot of phrases and words that I would omit because I would feel like it doesn't affect the total meaning of the text when I translate it in the TT but headlines and the ones we translated on Monday and the text about the divorce, I think I would find a bit of difficulties using redundancy because I think certain texts don't really need to have things omitted and added that's why I didn't omit or add anything as far as I can remember but I do remember as I'm reflecting on my translation now I do think it would've been better if I used ellipsis in the first text while I was translating because I think that al mazoon is not really just a priest in English, it has a deeper meaning, specifically people that are qualified to marry couples, so I think I should've used ellipsis to give a little bit of context for al mazoon but I would struggle to find the right words to describe al mazoon in English.

Student 3

Q1: No

Q2: Yes, especially in legal fields and when the life is matters

Q3: If I repeated the thing with the subject, I replace it with a pronoun and if it a name of a place I usually use the abbreviation which is the first letter of the word.

Q4: Repetition of sentences in each paragraph so it was hard to omit it as it is not in the same paragraph so I kept repeating the same sentence in the same paragraph but I have to do something else but I don't know what it is.

Student 4

Q1: Yes, I was trained in my translation courses, tran 303, 401, 403 and 404.

Q2: Yes, it is important to be aware because the final translation should not be awkward so the readers can understand it without any difficulties.

Q3: Whenever I translate a redundant sentence I usually omit the redundant parts, keeping in mind not to alter the meaning in the TT, ellipsis I usually I look at the sentence in the TL if it doesn't give the same meaning in the SL, I usually elaborate more without altering the meaning.

Q4: The difficulties I faced was that the source text mentioned the ex husband and ex wife so many times during the text so what I did is I mentioned them once at the beginning then I kept mentioning them as ex husband and ex wife without saying their full names and profession.

Appendix (D)

Sample Texts on Sentence Length

Text 1

Example of ST Sentence length in English

Redundancy may occur at any level of grammar. Because of agreement – a requirement in many languages that the form of different words in a phrase or clause correspond with one another – the same semantic information may be expressed several times. In the Spanish phrase *los árboles verdes* ("the green trees"), for example, the article *los*, the noun *árboles*, and the adjective *verdes* are all inflected to show that the phrase is plural.^[1] An English example would be: *that man is a soldier* versus *those men are soldiers*.

In phonology, a minimal pair is a pair of words or phrases that differs by only one phoneme, the smallest distinctive unit of the sound system. Even so, phonemes may differ on several phonetic features. For example, the English phonemes /p/ and /b/ in the words *pin* and *bin* feature different voicing, aspiration, and muscular tension. Any one of these features is sufficient to differentiate /p/ from /b/ in English.^[2]

Generative grammar uses such redundancy to simplify the form of grammatical description. Any feature that can be predicted on the basis of other features (such as aspiration on the basis of voicing) need not be indicated in the grammatical rule. Features that are not redundant and therefore must be indicated by rule are called distinctive features.^[2]

As with agreement in morphology, phonologically conditioned alternation, such as coarticulation and assimilation add redundancy on the phonological level. The redundancy of phonological rules may clarify some vagueness in spoken communication. According to psychologist Steven Pinker, "In the comprehension of speech, the redundancy conferred by phonological rules can compensate for some of the ambiguity of the sound wave. For example, a speaker may know that *thisrip* must be *this rip* and not *the srip* because in English the initial consonant cluster *sr* is illegal."^[3]

Number of words 297/ number of sentences 15

Average SL 19.8

4 paragraphs

Text 2

She was active and healthy; she had raised 7 children and the last of us had just left home for university. Then one night she told my father she had a headache and felt a little nauseous and was going to go to bed early. She got back up 1/2 hr later and vomited so my Dad called our GP (who lived across the street) and he came to check her over...it was assumed to be a migraine she went back to bed and GP told Dad to call if she threw up again and to check in with him in the morning. She couldn't be woken the next day. 24 hrs later she was in surgery to remove a grapefruit sized mass from her brain.

95% of the mass was removed, she was awake by the time the biopsy results came back. Glioblastoma Multiforme IV. A terminal diagnosis, maybe 3 months without treatment, 12 months with treatment.

She started Palliative chemotherapy and radiation, then had another surgery around 5 months later. She came home and passed away 11 months after her diagnosis.

I should add.... while I say she had no symptoms, what I really mean is she had no major symptoms that pointed towards something being wrong. She had had a few headaches but they weren't bad enough to warrant extra testing, she had suffered occasional headaches her whole life so it wasn't something new to her....after her diagnosis we were told that the tumour would have been slow growing, would have been there for many years so I guess the headaches were the

symptom....unfortunately finding the cancer earlier wouldn't have changed the outcome anyway, she would have just suffered for longer...

283 words
4 paragraphs
14 sentences
SL 20

Number of words 297/ number of sentences 15
Average SL 19.8
4 paragraphs

Text 3

A complete answer would involve a lot of electrochemical details. The short answer is that our memories are assigned chemical valuations (levels of importance) based on the characteristics of our experiences. Perceived threats to our survival (both physically and mentally) receive the highest levels of chemical valuations. To survive we need to retain our negative experiences more than we need to retain our pleasant or non-emotional experiences.

A memory's chemically represented valuations determine how long we will retain a memory and is the basis for the memory's influence when accessed. i. e. When we access a negatively valued memory, it causes us to re-experience the same emotion we did during the experience that influenced its encoded valuation. We retain memories of painful experiences (emotional and physical) for a much longer period than remembering that we received a two hundred-dollar Christmas bonus.

141
2 paragraphs
7 sentences
20 words

283 words
4 paragraphs
14 sentences
SL 20

Number of words 297/ number of sentences 15
Average SL 19.8
4 paragraphs

الخلاصة

التكرار والحذف هي ميزات لغوية تُستخدم لتسهيل تحول اللغة من النص المصدر إلى النص الهدف في عمليات الترجمة. وتنجم الطبيعة الإشكالية للتكرار وجود الاختلافات الاجتماعية والثقافية والثقافة الدينية واللغوية. كما أن اللغات تختلف في درجة التقبل لظاهرة التكرار. فاللغة العربية على سبيل المثال تتقبل التكرار لأسباب بلاغية بينما تعتبره اللغة الإنجليزية عيبًا في الكتابة. تبحث هذه الدراسة في كيفية تعامل طلاب الترجمة في برنامج الترجمة الفرعي بجامعة البحرين مع هذه الظاهرة وهل سيقوم الطلاب بنقل هذين العنصرين في ترجمتهم للنصوص الإعلامية إلى اللغة الإنجليزية في الترجمة للنصوص الإعلامية حيث قام الطلاب بترجمة نص إخباري مليء بالتكرار باللغة العربية و7 عناوين رئيسية تم توزيعها على العينة. وكشفت الدراسة أن درجة كبيرة من التكرار في كلا النصين تم نقلها على مستوى الجمل والعبارات وغياب تام لعمليات الحذف في النص الإخباري. كما أن نصوص العناوين الرئيسية والتي كانت تشتمل على الحذف أظهرت وجود تكرار ملحوظ فيها (62% من النصوص) وبلغت صحة النصوص التي ترجمت بصورة صحيحة واتي تشتمل على الحذف نسبة (38%) في نصوص العناوين الرئيسية. وهذه النتائج تعكس تداخلا كبيرا بين اللغتين في الترجمة.

جامعة البحرين

قسم اللغة الإنجليزية وآدابها



كلية الآداب

التكرار والحذف في الترجمة إلى اللغة الإنجليزية لنصوص إعلامية مختارة: دراسة تحليلية

اطروحة مقدمة كجزء من متطلبات الحصول على درجة الماجستير في الدراسات
التطبيقية في اللغة الانجليزية

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ديسمبر ٢٠٢٢م