*Corresponding author:

Nada Dheyaa Lazim
University: University of Basra
College: College of Arts
Email: nada.deyaa@uob.edu.iq

Intertextuality in Administrative Translation: the Translating Strategies Employed by the Student-translators as Story-tellers

A B S T R U C T

This is an experimental process-oriented research that examines the intertextual translation strategies employed by the student translators to translate the administrative texts. It analyzes the intertextual relations traced in the ST and the way they are transferred into the TT. The study's main focus is the translating strategies that preserve these relations. To this end, the study adapts Nord's Looping Model (2005) to implement the problem. Thus, 45 third-level student-translators are selected; they have completed a training course in administrative translation. Being instructed about the task, they are asked to translate an Arabic text, chosen by the study jury, into English to elicit the translation strategies used to transfer the intertextual relations of the ST. Then, they must be interviewed to gain more insights about the translation process to aid the results obtained from the translation task. Accordingly, the study adopts two tools to approach the problem systematically; a translation task of an administrative text, and a retrospective interview, for more authentic results (Alves, 2003). The findings prove the applicability of Nord's (2005) model in eliciting the intertextual translation strategies. That is, the borrowing strategy is the most applied one among student-translators; the paraphrasing, elaboration, omission strategies are also used, yet very limitedly. Further, the student-translators face linguistic challenges mainly due to the following of the SL conventions. The literal method of translation urges the translators to balance the SL and the TL systems. Such balance would preserve a corresponding tone of language, representing the original's convention and text-specification.

التداخل النصي في عملية الترجمة الادارية: استراتيجيات الترجمة المعتمدة من الطلبة المترجمين في سرد النص الاصلي

ندى ضياء لازم/ جامعة البصرة / كلية الاداب

الخلاصة:

تبحث هذه الدراسة التجريبية المعنية بعملية الترجمة استراتيجيات الترجمة التي يعتمدها الطلبة المترجمون في نقل التداخل النصي في النصوص الادارية. فهي تحلل علاقات التداخل النصي و كيفية نقلها

للغة الهدف. و للتحقق من هذه المشكلة تتبع الدراسة، جزئياً، نموذج نورد (2005). و لذا تسخر 45 مشاركاً من طلبة المرحلة الثالثة ممن اكملو سنة تدريب على الترجمة الادارية و التجارية. بعد ان تم اعلامهم بمتطلبات المشاركة في الدراسة، ترجم الطلبة نصاً ادارياً مختاراً من مقوّم الدراسة، و ذلك للتعرف على استراتيجيات الترجمة المتبعة. و من ثم خضعو لمقابلة استرجاعية للوقوف على بعض المعلومات الخاصة بالتجربة التي خاضوها. و تستخدم اجابات المقابلة لغرض دعم النتائج المستحصلة من اختبار الترجمة. و بناءً على ذلك، تتبنى الدراسة اداتان للبحث و هما اختبار الترجمة و المقابلة الاسترجاعية للحصول على بيانات اكثر اعتمادية (الفيز 2003). و اثبتت الدراسة فاعلية نموذج نورد (2005) في استحصال استراتيجيات الترجمة التناصية. حيث ان استراتيجية *الاستعارة* هي الاكثر استخداماً من قبل الطلبة المترجمين لنقل العلاقات التناصية المستحكمة في النصوص الادارية. كذلك فإن *اعادة الصياغة و التوضيح و الحذف* هي من الاستراتيجيات المتبعة ايضاً في مثل هذه النصوص الا انها محدودة النطاق. و علاوة على ذلك، فإن الطلبة المترجمون يواجهون تحديات لغوية نتيجة اتباع خطى النص الاصلي. حيث تتطلب المقاربة الحرفية للنص ان يكون المترجم قادراً على الموازنة ما بين النظامين اللغويين المعنيين في ترجمة النص. فمثل هذه الموازنة اللغوية تهادن اللغة المستخدمة لترجمة النص الاصلي و بالتالي تحفظ هويته و خصوصيته في اللغة الهدف.

الكلمات المفتاحية: التداخل النصي، السرد النصي، الترجمة، النصوص الادارية،استراتيجيات الترجمة، الطلبة المترجمون

1. Preliminaries

1.1 Introduction

This process-oriented study is meant to examine the strategies employed to translate intertextual administrative texts into English. Thence, the main focus of intertextuality being questioned herein is the transference of intertextual relations of the ST into the TT. To this end, the study adapts Nord's model (2005). Originally, the model is meant to analyze the ST for the purpose of translation in

terms of the intrafactors and extrafactors affecting its textuality. In Nord's model, Intertextuality is one constituent of the textuality of a text. Anyhow, each of these factors has many subcategories that are irrelevant to the current study. Thence, the analysis is limited to the intrafactors, namely the Composition category, to tackle how the intertextual ties of ST are represented in the TT. That is, it looks into the parameters that represent the composition of a text; *direct references, quotations, and examples.* As such parameters represent the intertextual connection between the given texts and some external ones, they are examined to shed the light on the translation strategies employed to represent them in the TL. The methodology section is devoted to tackle such areas of investigation in more details.

1.2 Motivation of the Study

The study is highly motivated by Nord's (2005, p. 83) statement that we make sense of texts by the mediation of some other ones. The "hyper-texts" offer an extended comprehension of the intertextual relations in the given text, which needs special consideration during the translation process. As, the administrative texts are highly abundant with specialized intertextual terms (Alkhuli, 2008, p. 6); the study tries to test the translation strategies applicable to represent such intertextuality in the TL.

1.3 Statement of the Problem

This study looks into the intertextual translation of administrative texts. It, specifically, investigates the translation strategies used to represent the intertextual relations of the ST in the TT. As such texts bear traces to some other ones to construct their meaning; the way these traces are represented is questioned herein.

1.4 Hypotheses

The study assumes the following:

1- The administrative texts are mainly translated into English through the literal method of translation given the fact that they are mostly informative.

2- The balance between the SL and the TL structures raises a challenge in the retelling of the intertextual stories during the translation process.

2. Review of Relevant Literature

2.1 Intertextuality

The term textuality means the characteristic that enables the text to communicate meaning properly (Crystal, 2008, p. 482). Dressler and Beaugrande have considered the textuality of a text to be composed of a number of features that stand in solidarity with each other. These features are: intentionality, situationality, acceptability, informativity, cohesion, coherence, and intertextuality (1981, pp. 7-10). Intertextuality is, thus, a feature of the textuality of a text, which means the knowledge of certain text meaning by virtue of another text(s). This notion is firstly presented and inserted in semiotic and literary researches by Krestiva in the 1960s. However, similar notions are traced back to Classical Latin much earlier than that period (Juvan, 2008, pp. 13-14). In the same vein, Baker and Ellece (2011, p. 24) advocate that any text has its basis in another one. Texts do not have meaning on their own; instead, they depend on other texts to construe their meanings.

While Fairclough (2006, p.101) associates intertextuality with the accentuation of previous intertextual words in new contexts, Haberer (2007, p. 57) takes intertextuality further. The scholar (Haberer) affirms that it is a condition to understand a text. It is simply not possible to understand a text by virtue of its mere words; one needs to consult other texts to fully understand the references and connotations that a text normally refers to. By the same token, Ahmed (2010, p.

508) states that a text is similar to other texts. It is normal, in fact, to look into these similar texts that bear traces to the one in hand to get to know the clues and insights. The previous claims made by Haberer and Ahmed, necessarily, induce the readers to be acquainted with other texts to be able to infer and add more relevant information to the given context. According to Venuti (2009, p. 157), intertextuality initiates constant back-and-forth movements between these "hyper" texts and the one in hand to be able to interpret the meaning correctly.

As a matter of fact, the common definition of intertextuality as the relation of certain pieces in one text to some other ones in another text has not been the only one. When the writer quotes from another, he does not refer directly to the original meaning of some external text, but he intends to employ this quoted material to serve certain meanings in their new given contexts (Al-Saideen, 2018, p. iv). Hence, the information being imported from external texts might serve different function in the given text. In this way new more innovative contextual meaning is generated. Appreciating this thought, Baker and Ellece (2011, p. 64) state that a text can be understood more by inferring *how* it relates to other texts than by *what* it relates to. This intricate connection between texts makes any text a "node" in the hierarchical network of intertextual transformation; thus, intertextuality can be said to stimulate commonness among texts (Zhao et al., 2020). Accordingly, mutual derivations and blending among texts helps them feed each other as indispensible parts in this hierarchy.

Approaching the issue differently, Hussein (2013, p. 40) considers intertextuality to be a comprehension strategy through which a text is analyzed properly. It offers novel techniques to understand a text and go through its stretched narrations. It is not the play on words that enables the decoding of the text but the play on some other external texts. Addressing the same point, Zengin (2016, p. 302) confirms that intertextuality offers new innovative mechanism of

thinking and processing a text. The text is not understood by its own words but by extracting these words from their previous contexts to aid new purposes in some other ones. Hence, texts can be understood by embracing their intertextual relations with other texts to have some new visions to generate meaning properly. This, necessarily, brings about a sense of limitation to certain previous story(s) caught in texts; hence, the coherence detected is not on the text level but the relations to other ones.

Zhao (2017, p. 126) asserts that intertextuality will continue to be an irreplaceable factor in understanding literary and culturally bound texts. It, actually, can be said to have explanatory power; it adds extra meaning and enlarge rationale. To this effect, Dzera (2018, p. 12) reveals that intertextuality has emerged in the 1990s as a criteria of discourse analysis. As any text constantly refers to other ones, decoding its intertextual relations can serve as a means of decoding the text itself. The segment of text is extracted mentally and manipulated in a unified way with some external contexts within which it has occurred previously to acquire the intended implications of the text in hand. Novels that retell novels urge us to activate our minds to respond to the intersection between texts. The congruence shared among texts forces us to indulge in a complicated process of analyzing the common points to reach the point intended by the current author (Turk, 2011, p. 297). Hence, text analysis requires the perception of the involved co-texts and of the fact that this portion of meaning is evidenced by some other ones.

Khafaga (2020, p. 178) confines intertextuality to literary texts, which are not produced by the author only, but by the combination of other texts that have given meaning to his own in the first place. Allen (2000, p. 209), however, regards intertextuality as a multidisciplinary theory which incorporates all types of texts not only the literary ones. It is not only literary or religious texts that contain

intertextuality; all kinds of texts have relations to other external ones and convey meaning by virtue of their meanings (Van Zoonen, 2017, p. 1). Thus, it can be said that through intertextuality, the readers can carry on the work on behalf of the author; they can make the relevant connections to other texts to absorb the meaning more accurately as it is intended by the author. Henceforth, it is a departure point from the traditional structuralist view point of concrete references to the outside world. Unless one makes the necessary abstract connections to the other meanings mentioned by other authors, a text cannot have its distinguished meaning. Therefore, intertextuality offers an overabundance of information to the text.

2.2 The Representation of Intertextuality

There are various representations of intertextuality within a text. The intertextual ties can be detected in the form of: quotations, cliché, allusion (prototypical stories), citing, titles, insertion, structural models, and proverbs (Hassan, 2017, p. 123). These categories are used to retell a story taken from another text to be added to the current one and to serve a similar or even a different purpose according to the way it is employed. Collage can represent intertextuality too. The term refers to the decomposition of previous text references and borrowing them to create new (uncertain) meanings in the current text. The meaning uncertainty is due to the fact that the constructing of the new collage is specified to the minds of the readers who are likely to differ from each other (Halse, 2006, p. 3). The intertextual relations, thus, are the manifestation of a collage of other external references detected in other texts and unique to their readership. In other words, the intertextual story is represented after two processes;

the breaking down of some other previous stories and the compilation of a new one.

Along with quotation and allusion, Venuti adds parody as another form of intertextuality. In this form, the writer uses language conventions and style of writing of other writers to achieve certain satirical purposes (2009). Herein, the intersection between texts is the tone of the language itself to provoke the required response from the reader, as s/he summons the intended connotations of the borrowed linguistic tone. This satirical adaptation is utilized, in the given context, to draw the attention to the writer's point of view. While, parody represents intertextuality through direct adaptation from other writers, untraceable codes are, also, a form of intertextuality, yet it cannot be associated to a certain author. Rather, they are inherited within the culture i.e. old sayings and proverbs. In his book *History and Poetics of Intertextuality*, Juvan (2008) supports that notion. The scholar states that intertextuality is not represented necessarily evidently; it can be detected as implicit vs. explicit, intentional vs. accidental, and finally marked vs. unmarked.

Juvan's dichotomies of intertextual representations are traced back to Barthes (1977). In his essay, "The Death of the Author", Barthes suggests that the writer of a text might implicitly borrow some themes, or even style of writing to enrich his own. This goes totally in contrast to direct citation from a certain work. Further, accidental or unintentional references might happen when the author is not fully aware of the source of inspiration to refer to directly. Finally, the unmarked intertextual references happen when the reader does not easily recognize them. Hence, these categories are also seen as the organic part of the text, while the referential meaning they represent is the connotation that they add to the text to have its meaning extended. In general, such hidden representation of intertextuality proves the complexity and depth of the intertextual relations within a text.

2.3 Intertextuality and Translation

In translation, it was Hatim and mason (Gao Yi, 2019, p. 325) who have integrated intertextuality to Translation Studies. They have activated what they call the passive and positive intertextuality. The former refers to the coherence of the intertextual references within the text itself, whereas the latter refers to the activation of the external connections to some other texts. Hence, the two scholars have attempted a comprehensive approach to intertextuality in translation investigating both the in and out of text connections that affect the retelling of the TT story. Making similar but wider distinction regarding intertextuality, Venuti (2009, p. 158) suggests three categories as far as translation is concerned. They are the intertextual relations between the SL text and other related SL ones, the source text and the target text, and finally the given TT and other TTs in the TL. It is due to this power of meaning entanglement that translation studies have become interdisciplinary, cross-cultural, and cross-linguistic (Yi-Man and Zho, 2016, p. 8). Hence, investigating intertextual translation means limiting the areas of research to one category at a time.

Based on the claims mentioned earlier, a translator is very likely to encounter a text that has information encoded in another one or more precisely understood via another text (Ahmed, 2010, p. 506). Therefore, it is the duty of a translator to decode the intertextual relations of a text and render the intended meaning properly. That is why Neubert and Shreve (1992, pp. 117, 123) think that intertextuality is an indispensible feature in translation; in fact, they regard translation itself to be intertextualy mediated. It is via this feature that a translator can understand the text in hand and extend the meaning to its utmost. The retelling of the story is about the relevant meanings, mentioned in previous texts, and

triggered in the mind of the translator by a certain expression in a given text (Hatim, 1997, p. 200). For understanding the text in hand, the previous related texts need to be grasped fairly. Therefore, intertextuality in translation needs an active translator who is able to trace interrelated meanings of other strings of texts to bring into the suggested TT.

Therefore, the translator's background knowledge is significantly highlighted in translating intertextual references. That is, being able to decode the message into its cultural components means being able to acknowledge the kind of effect that it carries and accordingly retell it in the TL. Alkharabsheh (2017, p. 196) discusses the intertextuality between the source text and the target one. The two have resemblance to other texts in their respected contexts; hence, a translator needs to exhibit such kind of overlapping in his translation so as the intended references of the SL is properly transmitted into the TL. A translator, in fact, plays the role of a mediator for texts to mingle and feed each other with the intended meaning. This intended meaning is left for the receptor or even critic to realize, and, hence, be an active participant (too) in intertextual meaning making (Long & Yu, 2020, p. 107). Based on that, intertextuality urges the TT readers to be cooperative and help the translator to retell the intertextual story of the ST as appropriate as possible.

Long & Yu (2020, p. 107) stresses that the view of meaning uncertainty, advocated by the intertextuality theory, negates the originality of the ST. This is why it rates the status of the translator to that of the original author; the translator has the freedom of manipulating the intertextual relations traced in the text to compose *appropriate* potentials of meaning. Hence, each SL story is retold differently; accordingly, each intertextual portion of a text is perceived differently. In his book, *The Scandal of Translation: towards an Ethics of Difference*, Venuti (2009, p. 67) seems to rebel against the uncertainty caused by intertextuality. The

scholar highlights that intertextuality can cause harm to the source text. The interplay between two languages and cultures raises the risk of distorting the original intertextual relation in the process of transferring it into the TL. In other words, the changes induced by intertextuality in translation might result in a TT that is way too far from the original.

Hermans (2007, p. 35-37), actually, has a different and positive approach concerning meaning uncertainty in translation. He sees that the relation between the source text and the target one is not about equivalence anymore, but about intra-relations within the STs and inter-relations with the TTs. Here, the intertextual relations transferred markedly relate to the combination of internal relations of a TT and to that of other TTs. Hence, they cannot have a reference by their own. To this effect, Schaffner (2012) conducts a study to trace the translation of political speeches in terms of intra-cultural references. The scholar concludes that translation adds another intertextual and intercultural dimension to this plurality. Anyhow, the case is not that straightforward; any major change in the speech might lead to serious political clash. Such a claim seems to line in with Venuti's (2009) doubts of serious harm to the ST. Necessarily, any retelling of a story in the TL is based on the translator's own understanding and the number of intertextual relations that he makes to the text not on the actual relations themselves.

The intertextual narration in translation is very sensitive; every element is essential in the comprehending of the SL message and the retelling of the TL one. In the process of making relevant intertextual narrations, the translator might lose sight of his original author. Yet, he is, in fact, a re-teller of the story not a teller on his own. The number of justifications that a translator does to the text to maintain the internal and external textual references appealable to the target readership might end up with a text that is very distant from the original. Hence, the

intertextual relations that are inscribed in the original text might be dramatically altered in the TL into an innovative one. A more moderate approach to intertextual translation is a more cautious and responsible one which takes into consideration the needed relevance to other related texts. Still, it monitors as approximate representation of the original intertextual ties as possible to make it a TT not an ST. This approach is carried out with a complete acknowledgment of the stories that pertain to the related contexts away from the translator's own stories.

2.4 Translation Strategies Applicable to Intertextuality

The concept of translation strategy has received many definitions in Translation Studies. Attempting to fix proper definitions to correspond to the notion, ST scholars have ended up with a dichotomy of numerous definitions as well as multiple terms relating to the same meaning. According to Newmark (1988, p. 81), strategy is a translation procedure that is associated with words and sentences, while a translation method refers to the approach with which a translator handles the text as a whole. Hejwowski (2004, p. 76), on the other hand, defines the translation strategy as the technique with which a direct solution is applied to a certain problem faced during the translation of a certain segment of a text. Yet, the scholar realizes procedure in a broader definition as the general tactic with which a whole text is approached. Such distinction of broader and narrower strategies is mentioned earlier by Chesterman (1997, pp. 90-91) as "global" and "local". By the former, he means handling the whole text, while the latter refers to the solution of a specific problem related to an item or a phrase within a text. Although, the scholars have diverged in the terminologies used, yet they have fairly agreed to the core notions related to the subject matter.

Anyhow, many scholars have looked into the translation strategies used to render the intertextual relations. According to Yang and Wang (2023, p. 54), overt translation is the one strategy that best renders intertextual texts. As it keeps the form and tone of the original, it reflects similar functional effect on TT receptors. The two scholars' claim of the feasibility of the direct method of translation to keep the same flow of intertextual reflection in the TL is rejected by Kaźmierczak (2019, p. 378). He (Kazmierczak) regards literal translation as insufficient in bringing about the interwoven relations within the TT. The absolute track of the SL fails to transfer the complexity of meaning overlap traced in such texts due to the inevitable differences in the two languages involved. Standing in between these two extremes, Kahyaoglu And Yildiz (2022, p. 151-153), think that the source-text strategy (literal strategy) can be a very functional one if the translator senses the need to follow the same intertextual relations. Still, the translator should monitor the acceptability of the TT in the TL language and culture.

In fact literal translation which means to follow the leads of the SL comes in various forms. It is varied into source-text strategy, barrowing, calque, and neologism (Vinay and Darbelnet, 1995). Such variations are used in case a proper equivalent is not available for a given portion of a text, or rich SL intertextual relations are to be preserved in the TL (Hejwowski, 2015, p. 70). That is, it is adopted, partially, to translate that portion of a text which the translator feels urged to keep in the TT to bring about the SL associations for a wider comprehension in the TL. Hence, the SL term, in this case, would summon not a similar image but the same one in the minds of the TT readership. However, the strategy is especially adopted if the translator assumes that the TT is fairly acquainted with that term or in case a proper annotation for the term is provided. In fact, neologism is sometimes considered a proper translation if it is widely spread in the TL system in

contrast to borrowing and calque which are adopted for translation purposes for the first time.

On the other hand, free translation is about re-expressing the intertextual relations of a text in the TL system. According to Ahmed (2010, p. 514), paraphrasing, functional equivalence, and transference are free translation strategies used to transfer the SL intertextual ties into the TL. Since the intertextual relations offer a complexity of tangled strings of meaning, these strategies are meant to overcome such complexity and to release the confined strings of meaning. In line with Ahmed in providing various strategies based on the uniqueness of the translation problems encountered, Venuti (2009) proposes two methods of dealing with intertextuality in translation. The scholar (Venuti) proposes paratextual devises like footnotes and annotations to elaborate on some intertextual problems and in-text parenthetical explanations. However, the decisive factor, according to Venuti, as to which to use is the purpose of translation stated in the translation brief. Hence, in this method of translation, the translator is at more liberty to use the most applicable strategy based on the exceptionality of each TT and the pre-stated brief.

Instead of the overt/covert method of translation, Majkiewicz (2008, p. 306) is in favor of the explicit one. The explaining strategies are very important to avoid the receptor's misunderstanding. As ST bears traces of another earlier one(s), it often needs a fair amount of explicitness to make it readable and understandable (Li, 2022, p. 4). Similarly, Kaźmierczak (2019, p. 377 -379) thinks that intertexts are best translated with one fundamental approach; explicitness. As a matter of fact, the scholar advocates adopting the kind of procedures that allow for the intertextual references to show on surface. These procedures depend on the text type; prose or poetry. Therefore, additions, deletions, compensation, footnotes might be used to keep the text as explicit as possible (Al-Saideen, 2018, p. 8;

Kahyaoglu and Yildiz, 2022, p. 151-153; Alawi, 2010, p. 2454). A translator needs to be committed to the ST, reveals as explicit as possible all of its twisted threads, and attempts all the necessary modifications. Yet, he needs to be alerted not to lose sight of the author least he distorts the text originality.

Cultural intertextual ties need special strategies to be handled appropriately. The cultural substitution strategy is one of these strategies. It means to replace the cultural reference in the SL with a corresponding counterpart in the TL which is likely to invoke the same intertextual references in the mind of the target reader (Li, 2022, p. 4). It is meant to summon the same reflection intended by the original author to the consciousness of the TL receptor. In fact, Li sates that such replacement is very essential to make the needed adjustment to the text in an alluring way for the TT reader. In addition to the cultural substitution, Mona Baker (1992, p. 71-77) sees that the intercultural relations need strategies like literal translation, elaboration, explication, and omission to mediate between the intertextuality of the texts and its precedents. Hence, the scholars above assign some liberty to the translator in using proper translation strategies to handle the cultural-bound intertextual problems.

In fact, the omission strategy has proved to be very effective tool in translation. It is especially applied to preserve an appropriate style of writing. Hence, it is adopted by translators to avoid redundancy in the TT (Tso, 2010; Elewa, 2015). Hence, the harmony of the TT composition inevitably calls for ellipsis. Further, this strategy can be very operative in some cases where an offensive intertextual image of the ST needs to be evaded in the TT (Abdullatif, 2020, p. 19). In fact, the omission ranges between words to whole sentences in order to keep the meaning concise, harmonized, and pragmatically and culturally appropriate for the targeted readership (Demitriu, 2004, p. 165). The scholar, in fact, highlights that not all intertextual references are amenable to be transferred

safely into the TL. They need special considerations in order to be properly transferred, or else be omitted in case of doing serious damage to the TT. All in all, a translator is left with many translation strategies to pick form to approach the translation of intertextual texts based on each unique situation encountered during the translation process.

3. Methodology

This section lists a brief account of the study model (Nord, 2005), procedures, method of analysis, and data analysis. The model allows for detailed account of text analysis for the purpose of translation based, strictly, on the function of the TT agreed upon in the translation brief. It, also, accounts for translation evaluation and accordingly it is employed herein. The adaptation is restricted to *Text Composition* to account for the reflection of intertextuality during the translation process. Further, two tools are adopted to approach the study hypotheses; translation task and retrospective interview with the study subjects. The text (appendix A) is translated into L2 to generate more translation strategies to overcome the problems encountered. The retrospective interview (Appendix B), on the other hand, is meant to aid the findings of the first tool and have a closer look about the rationale behind using each translation strategy. As the study is more interested in the translation strategies employed in translating intertextual relations in administrative texts, it is less interested in detailed error analysis of grammar and lexis. Consequently, Nord's model (2005) of acceptable translation solutions, away from strict error analysis, is very compatible with the current study and so it is adapted.

3.1 Model of the Study

The study adapts Nord's Looping Model (2005) of text analysis in translation. The model is holistic enough to incorporate ST analysis, TT synthesis, translation problems and strategies, and text evaluation (Nord, 2005, p. 155). As it accounts for the intertextual coherence between the ST and the TT with regard to the function of the TT stated in the brief, the study examines the translating strategies employed by student-translators to preserve these relations in the TT. Anyhow, and according to the model, the textuality of a text is affected by two types of factors; extratextual and intratextual ones (2005, pp. 43- 129). The study is limited to the Composition intrafactor which relates to the text narration based on the relevance of stories advocated mainly by the translation brief (Nord, 2005, p. 89). It is worth mentioning that in the practical application of the model, it is not obligatory to go with the intratextual analysis step by step. Each translation situation has its conditions. Hence, the composition parameters are manifested in the form of:

1- **Direct reference**, to refer to an object or phenomena in the outside reality or a fictional one.

2- **Quotations**, to have an informative, expressive, appellative, or phatic function

3- **Footnotes**, to provide background information or give extra explanation as in explanatory translations or substitutions, or footnotes.

4- **Examples**, used to serve certain purpose of the author.

Since her model accounts for translation assessment, Nord (2005, pp. 166-168) distinguishes between translation difficulty and translation problems. She regards the former to be subjective (relating to the translator competence and translating conditions). Translation problems, on the other hand, are regarded as objective; they relate to the difficulties that every translator might face regardless of his competence or work environments. However, she (2005, pp. 174) suggests

that there are four categories of translation problems that occur in every translation setting. They are, unlike the subjective translation difficulties, gradable and serve the academic teaching settings:

a. **Pragmatic translation problems**; the difference in situation between the ST and the TT in relation to audience, time, place, medium, motive, and function, etc.

b. **Convention-related translation problems**; the difference between the ST and the TT in the habits, norms, conventions, text type, measurement, etc.

c. **Linguistic translation problems**; the difference between the ST and the TT in the linguistic aspects in terms of lexis and syntax.

d. **Text-specification translation problems**; the difference between the ST and the TT in terms of figurative language or register for example.

3.2 The Study Subjects

The study employs 45 third-level student-translators at the Department of Translation/ College of Arts/ University of Basrah. They have accomplished one year of training on administrative translation, within Translation Studies, with the average of two hours per week. A verbal consent is obtained from all of the student-translators to take part in the experiment; then, they have been informed about the task requirements. All the study subjects have approximate levels of competence in translation. Their mother tongue is Arabic and their second language is English (to which they will be translating). Their personal information (ages, names, gender) are irrelevant to the study; hence, they will be labeled with numbers that corresponds to their draft translation sheets and interview responses.

3.3 The Test

The study recruits a jury to select the L1 text (Appendix A) to be translated into L2 to induce the translating strategies employed by the student-translators. As the study is about transferring the intertextual references into the TT, the L2 direction is adopted to induce as many translating strategies as possible to overcome the intertextual problems encountered. Before embarking on the translation, the participants have been instructed about the requirements of accomplishing the task. Two subtasks are asked; to translate the text and to conduct an interview, afterwards, during which a number of relevant questions have been asked. The time allotted to the task is similar to the one assigned to a real lecture at the Department of Translation.

3.4The Interview

The interview questions (Appendix B) have been designed in line with the adapted model (Nord, 2005). It (Nord, 2005, p. 168) advocates that analyzing the process of the translation involves not only the product but also students involved. Hence, they are asked to comment on their translation strategies, the reason behind choosing them, the general mode of rendering the intertextual ties caught in administrative texts, the translation challenges encountered, and finally their overall estimation of the process. Remarkable insights are believed to be gained regarding the way translators tend to work out solutions for the problems encountered. The responses are meant to aid the findings of the translation task regarding intertextual administrative translation to be enforced in the translation teaching courses.

3.5Data Collection

A triangulation of methods is the most applicable way of collecting data for a research. It involves adopting two tools to elicit the same data and thus ensures

the authenticity of the sources (Ahlves, 2003). Herein, three types of data are collected; student-translators' draft translations, jury evaluation of the drafts, interview responses. Having the test finished all of the translation sheets are collected and prepared for quality assessment by the study expert and according to the parameters of the study model of measurement and assessment (Nord, 2005). The interview responses have been categorized, too, and made ready for analysis.

3.6 Method of Analysis

The study adopts Nord's method of detecting a translation problem. She states that the segment of the text that translators attempt different strategies to transfer it properly into the TL is the translation problem (2005, p. 166-167). The unit of analysis, adopted here, is the microstructures such as the phrase and main/subordinate clauses and structures (Nord, 2005, p. 186). The evaluation process will focus on the translation problem which affects the transference of the intertextual relations necessary to preserve the TT function (p. 188). As the model accounts for the intertextual coherence and intercultural cooperation between the ST and the TT (2005, pp. 27, 30), the study examines the translating strategies within which the intertextual references are reflected in the TTs produced by the student-translators. To this end, the strategy(es) with which acceptable translations, according to the assessor, are decided to be applicable in translating intertextual administrative texts. The responses to the interview questions are meant to add extra insights to the findings of the first tool (translation test, Appendix A). The final results are applied to answer the study hypotheses.

4 Data Analysis

The study is about investigating the most applicable translating strategies in transferring the intertextual references traced in administrative texts. As the data

are varied; quantitative and qualitative ones, mixed analysis is a must to carry out the extracts of both the test and the interview (Saldanha & O'Brian, 2013, p. 22). Hence, a qualitative analysis is carried to trace the translation strategies applied to the phrases and clauses that bear the intertextual references and a quantitative one is done to evaluate the draft sheets with marks. The responses to the interview are analyzed quantitatively for general statistics and qualitatively for understanding the translator's point of view regarding the strategies that best help overcome the problems found in administrative texts. The analysis will be restricted to the phrases and clauses (picked out according to Nord's looping model (2005)) that are intertextualy connected to some other external texts. The evaluation process will be carried by the study external evaluator according to Nord's Model (2005).

The assessment sheet handed to the evaluator would reflect his decision regarding the acceptability of the specified intertextual segments in terms of Nord's Pragmatics, Linguistics, Text-specification and Conventions. Such parameters insure the accuracy, fluency, readability, and cultural appropriateness. If the translation is judged as approved or partially approved, then the strategy with which it is translated is decided to be applicable in transferring the meaning successfully. If the draft translation is disapproved by the assessor then the translation strategy with which it is carried out is dismissed as inapplicable. As the model only decides the quality of translations in terms of acceptability, the evaluator has marked the assignments from one to ten which resembles the marking system adopted at the Department of Translation. The marking is meant to highlight the success each translation has made via the adopted translating strategies to aid the study main aim.

4.1 The Current Study

The study detects and evaluates the translated intertextual segments via the model of the study (Nord, 2005). Hence, it traces the direct references, quotations, and examples (traced in the selected text); and evaluates them according to the number of problems (linguistic, pragmatic, convention-related, and text-specification) they might contain. It is worth mentioning that the evaluator has resorted to Al-Mawrid dictionary for appropriate semantic equivalence. Still, her judgment as to the suitable equivalence is also valid in case it is not traced in the dictionary. Anyhow, the study correlates each translation strategy to the sentence or strings of sentences with which they are translated by each participant. Then, the study runs these sentences against the assessor's decision using Likret's scale of agreement (approved, partially approved, disapproved) to decide its feasibility in transferring the intertextual meaning correctly. It should be mentioned that the Footnote category is not detected within the current study; then, it will be excluded from the analysis. Due to space limitation, the results will be displayed briefly in tables.

4.2 Direct References

According to Nord (2005), direct references refer to the intertextual relations expressed by individual words, phrases in the text. They directly refer to their correspondents in other previous texts. The study looks into the translation strategies with which such references have been transferred into the TL. Here are the ones traced in the ST along with the translation strategy used to transfer their intertextual ties.

Table (4-1) Translation Strategies Used for References

No.	The Original Segment	The Translation Strategy
1.	عند اعتماد سياسات التسويق	68% borrowing, 32% paraphrasing

2.	و هي مفهوم الانتاج و مفهوم المنتج و مفهوم البيع و مفهوم التسويق و مفهوم التسويق الكلي	94% borrowing, 4% omission, 2% paraphrasing
3.	مجموعة التشابكات اللازمة	62% borrowing, 29%paraphrasing, 9% elaboration
4	لإدارة عملية تسويق ناجح	89% borrowing, 9%paraphrasing, 2% elaboration

4.3 Discussion of the Results of Direct References

The results of the data listed above prove the applicability of the borrowing translation strategy to render the intertextual ties caught in references. The majority of students have resorted to using this strategy as they see it a very handy mean of transferring meaning successfully. In fact, 79% of the students have used the borrowing strategy to render the direct references in comparison to 17% of them who have used paraphrasing as well as 2% who have used elaboration. According to the study assessor, 26% of the borrowed translations have been approved, and 43% have been partially approved. This literal strategy of translation has been regarded as rendering the intertextual relations fairly correct by preserving both form and content. Still, almost 10% of the literal translations have been regarded as improper translations. Almost all of these translations (except for two) have used the borrowing strategy yet they have committed major semantic and syntactic mistakes. That is why they have been rejected by the study evaluator.

Still, some participants have also resorted to the paraphrasing translation strategy to render the intertextual direct references. Almost, 2% of them have succeeded in rendering the meaning correctly in comparison to 13% who have partially succeeded in that regard too. However, 6% of the paraphrased translations have not rendered the meaning correctly judging by the assessor. Although, the majority of the translations carried out by the paraphrase strategy are approved, the

strategy itself is not that common among student-translators with regard to References. In general, the results show that student-translators prefer the borrowed translation to be the one that best transfer the intertextual direct references into the TL. The assessment came in favor of their translational choices as the strategy has succeeded in rendering that specific matter.

Preserving the form of the original is thought to enable the TT readership to conduct the same intertextual comprehension carried out by the ST readership. For example, the English translation "when adopting marketing policies" suggested by P^5 for the Arabic phrase "عند اعتماد سياسات التسويق" is judged as acceptable by the assessor for it conveys the meaning intended, preserve the form of the original which focuses mainly on the information rather than the style of writing, and it invokes similar intertextual associations in the minds of the TT readership. In other words, rendering an intertextual relation that carry a piece of information induces the translator to preserve the same focus of the ST in the TT least s/he would disturb the intertextual associating process. On the contrary, the English translation "creating a precise plan for marketing" suggested by P^{14} of the Arabic phrase " لإدارة عملية تسويق ناجح" has not appealed to the assessor. The intertextual relevance of the term "creating" refers to the creation of innovative things; whereas, the proper semantic equivalence, judging by Al-Mawrid dictionary, is "managing". The latter induces the intertextual relation of successful handling of a plan that is already there, yet needs to be carried out properly.

The elaboration and omission strategies have also been used by the participants limitedly. As for the latter, it has been used by some participants (P^8, P^9, P^{10}, and P^{42}) to render the intertextual ties represented by Direct References. All of the translated segments have been partially approved according to the evaluator. Still, the success of the renditions does not allow for generalization because the strategy is used very limitedly. Omission is the fourth strategy that has been used

by some participants (P[20], P[27]) along with the borrowing and paraphrasing. The two segments that have been translated according to this strategy are dismissed as unacceptable since this strategy has led to the loss of an important portion of the text.

For example, the English rendition "the concept of sales, marketing, and total marketing" of the Arabic clause " و هي مفهوم الانتاج و مفهوم المنتج و مفهوم البيع و " مفهوم التسويق و مفهوم التسويق الكلي" is disapproved by the assessor for it lacks important pieces of information. The translation misses the equivalent renditions of the two segment "مفهوم الانتاج و مفهوم المنتج". The TT reader needs to know about the two concepts of production and producer to make relevant correlation with other texts carrying the same information. This correlation helps him/her grasp the intended meaning of the current text. Thence, the omission strategy used within this context along with the borrowing one has resulted in unaccepted segment. Likewise, the English rendition "But what is significant is how to manage a successful marketing" of the Arabic clause "اما مجموعة التشابكات اللازمة" is rejected by the assessor too. It is considered as destroying the Text-specification and Convention of the ST. The tone of language used does not match that of the ST; such divergence form the original has taken the text out of its specified and conventionalized context.

4.4 Quotation

It is another representation of the intertextual relations within a text. To quote an external material means to intertextulize with another text from which this segment is taken. Anyhow, it is one of the areas of investigation according to Nord's model (2005) that sheds the light on the forth and coming connections between texts. Hence, the following table illustrates the quoted material along with the translation strategies adopted.

Table (4-2) Assessment of the Results of Quotation

No.	The Original Segment	The translation Strategy
1.	"و للاخيرة اربعة عناصر هي: تسويق العلاقات، و التسويق الداخلي، و التسويق المتكامل، و التسويق استجابة لمطلب اجتماعي"	85% borrowing, 11% paraphrasing, 2% elaboration, 2% omission

4.5 Discussion of the Quotation Results

The results herein prove once again the preference of the borrowing strategy by the student-translators over the other strategies which are employed restrictedly. That is, 84% of the participants have rendered the intertextual relations represented by Quotation literally. According to the assessor, 11% of the borrowed renderings have been assessed as approved, while 49% of them as partially approved. As it is mentioned earlier in the data analysis section (p. 12), the approved and partially approved translations are judged as accepted renditions. This suggests that the translated data are carried out with an applicable translation strategy; borrowing. Nonetheless, 24% of the borrowed translations have been rejected as improper. This rate suggests that the majority of the borrowed renderings have been approved which leaves it as a successful translation strategy so far.

The paraphrasing translation strategy has, also, been used by the participants, yet limitedly. That is, 9% of the translations carried out via this strategy have proved to be partially approved, in comparison to 4% of them to be disapproved. Anyhow, no translation carried with this strategy is judged to be fully approved. Considering the results, it is a successful strategy, yet in a very limited scope. Elaboration is another strategy that has been used by participants very rarely

(one translated segment by P[21]). It is disapproved by the evaluator as it has diverged from the original content and style of writing. According the assessor, the whole identity of the text as an informative administrative text is lost. Omission has also been used to translate only one segment (by P[26]) and it is rejected. The quoted material sensitively contributes to the meaning construction of the text; omitting it harms the meaning integrity. In general, the rates mentioned herein prove that the student-translators regard the borrowed translation to be, once more, the best strategy that represents the intertextual relations exemplified by quotation into the target language.

For example, the Arabic clause " و، تسويق العلاقات :هي عناصر اربعة وللاخيرة is clearly meant to التسويق الداخلي، التسويق المتكامل، و التسويق استجابة لمطلب اجتماعي" explore the various types of marketing within the general tent of the concept "Marketing". Hence, in rendering such segment, it is very essential to focus on delivering such pieces of information intact. A suggested rendering by P[11] via borrowing strategy: "and the last one has four elements that are: relations, internal, integrated, and social demand response marketing" is approved by the assessor. Because, it is believed to make the TT reader an active one who is very likely to be intrigued to make intertextual associations with the text in hand in order to extend his comprehension process. In this way, intertextuality is best preserved and allowed to do its work as it should. The direct flow of information in the TT helps the reader to smoothly make the needed intertextual connections away from the disturbance -to the mental processing of the text- caused by the *twisted* flow of information.

On the other hand, a rendition of the same mentioned Arabic clause mentioned above provided by P[21] reads as follows: "Let's focus on the last one because it has four elements which are the relationship between the seller and consumer, inner marketing, responding for social demand marketing". This

rendition is rejected by the assessor because it is more about explaining than translating. Elaboration, herein, is seen as out of place within administrative texts which tends to display information effortlessly. The translation deforms the convention and pragmatics of the text within its TL system. In other words, the tone of language allowed by this strategy does not suit the function of the text as an informative technical one.

4.6 Examples

Such representation of the social ties are mentioned by Nord (2005) as a way of exemplifying relations within a text that have traces in some other one(s) mentioned previously. It is used by the current author to support his claims or generate new meanings by virtue of some previously existed ones. All in all, the following table illustrates the sentences within which the examples have occurred and the participants' renditions of this segment as well as the jury assessment of their renditions.

Table (4-3): Assessment of the Results of Examples

No.	The Original Segment	The translation Strategy
1.	تكوين فكرة واضحة	81% borrowing, 17% paraphrasing, 2% omission
2.	الواصل مع العملاء	83% borrowing, 17% paraphrasing
3.	بناء علامات تجارية قوية	85% borrowing, 11%paraphrasing, 4% omission
4.	تشكيل نمو طويل الامد	83% borrowing, 15%paraphrasing, 2% omission
5.	تطوير القيمة و توصيلها	72% borrowing, 13% paraphrasing, 15% omission

| 6. | خلق نمو طويل الاجل | 73% omission, 25% borrowing, 2% paraphrasing |
| 7. | وضع استيراتيجيات و خطط مناسبة للتسويق | 78% borrowing, 18%, paraphrasing, 4% omission |

4.7 Discussion of the Results of Examples

Once more, the assessment sheet retrieved from the assessor shows the superiority of the borrowing translation strategy in administrative texts. As 37% of the draft translations produced by the participants are assessed as approved and 24% as partially approved, the strategy is regarded as both preferable by the student-translators and approved by the assessor for this type of a text. With regard to rendering the examples traced back to other external texts, it is better (according to the student-translators) to render them directly without changing the form of the original. It is thought that following the ST form would best represent the intertextual notion, for it makes the TT reader processes the example in a similar way to that of the ST reader and, thus, be affected similarly. Still, 9% of such renderings are judged as disapproved. It means that the majority of the renderings are carried by the borrowing strategy, and they are accepted.

The paraphrasing translation strategy, on the other hand, has also been used yet very limitedly. In other words, only 4% of the renderings carried out (by P^3, P^4, P^6, P^7, P^8, P^{11}, P^{14}, P^{20}, P^{25}, P^{28}, P^{30}, and P^{32}) with this type of translation strategy are approved by the assessor, 5% partially approved (P^1, P^2, P^7, P^{10}, P^{17}, P^{18}, P^{19}, P^{21}, P^{24}, P^{26}, and P^{28}) and finally 4% disapproved (P^{20}, P^{21}, P^{22}, P^{36}, P^{37}, and P^{43}). It is worth mentioning that the number of segments related to the Examples category is 315 one. Hence, it is considered a very limited-scope strategy in the retelling of the intertextual stories detected in Examples. Accordingly, it seems that such

strategy has not appealed to the participants in this type of text. They have not considered the free translation to represent any solution to the translation problems they have witnessed.

For example, the English translation "communication with customers" and "create a powerful brand" suggested by P[13] for the Arabic phrases: " التواصل مع العملاء" and "بناء علامات تجارية قوية" have been approved by the assessor. Both translations are carried out via the borrowing strategy, and they are thought to directly relate to the intertextual relations in the TL as they do to the ones (relations) worked out in the SL. This maintenance of the intertextual connection of the ST in the TT has resulted in the applicability of borrowing strategy. The same segments are translated via paraphrasing as "understanding costumers" by P[10], and "structuring commercial trades" by P[17]. They are judged as disapproved by the assessor as they diverge from the original. To understand someone is different from communicating with him; similarly, structuring something that it already exists is different from creating it out of nothing. Hence, the intertextual relations are transferred totally differently.

Furthermore, as the Examples detected in the text carry a repeated segment "خلق نمو طويل الاجل" which is almost the same as "خلق نمو طويل الامد". The majority of the participants have resorted to omit this segment in the TT. As redundancy in meaning can distort the textuality of the text, the majority of participants (except for P[5], P[12], P[22], P[25], P[27], P[28], P[31], P[34], P[36], P[38], P[41], and P[44]) have resorted to omit it in the TT. The assessor has regarded the use of this strategy as very crucial in deciding the quality of the intertextual relations transferred into the TT. Omission is another strategy used by the participants when needed. In translation studies, such strategy is crucial whenever redundancy is detected. Herein, a repeated segment of the text has been detected; therefore the majority of the participants (73%) have successfully omitted it in comparison to 27% of them who have

rendered it using mainly the borrowing strategy. In fact, the assessment of all of the draft renditions that have attempted to render the repeated segment is judged as disapproved. Still, the use of this strategy is not applicable all the time; P[35] has omitted the phrase "تكوين فكرة واضحة عن التسويق". His omission is rejected by the assessor as it overlooks an intertextual notion that has very sensitive information to add to the text.

4.8 Results and Discussion of the Interview Responses

Student-translators have been asked about the most preferable strategy(ies) in translating the intertextual relations of an administrative text. Also, they have been inquired about the level of clarity with which a TT is represented. Almost, 72% of the respondents have assured that such technical texts are best translated with the literal strategies because the focus is on the information not the way it is represented. Hence, they have not sensed the urge to manipulate the structures and choice of words to reflect the intertextual entanglements. Such complexities of meanings can be fairly represented into the TT readership via direct method to gain corresponding responses on the part of the TT readers. The rest of the participants (28%) have responded that administrative texts can be translated with a combination of methods (free and literal) according to the intertextual reference itself. Some intertextual elements can be properly rendered into the TT literally; while others are more amenable to the free one. Hence, the translator's duty is to distinguish the best strategy to be applied each time.

Further, the third question relates to the translation challenges faced during the process. Almost 68% of the responses have relegated the challenges to the differences in the structural system pertained to each language. As the administrative texts are abundant with intertextual information that needs to be transferred intact to the TL, the balance between the semantic and syntactic

systems of the two languages involved has been very challenging. That means following the SL leads does not come handy; it needs special considerations least the SL structure would surface undesirably in the TL. Nearly 21% of the participants have considered the equivalent terminologies as raising problems during the translation process. As they are trying to render the intertextual meaning appropriately, they face serious dilemma in choosing the most applicable terms that best deliver the intended meaning that induces a similar intertextual image in the TL. The rest of the students (11%) have considered the text to not raise any semantic nor syntactic problem.

The fourth question has investigated the student-translators' general estimation of the overall translation process. Following Nord's model (2005), the question is meant to have an idea about the level of difficulty that translators face during the translation of administrative texts. Fairly, 51% of the participants have regarded the translation process as easy because the effort exerted in the literal strategies is not that much. They have considered following the ST conventions and specifications as effortless. Not having to find corresponding cultural substitutions and associations makes the translation process much easier. Almost 49% of the participants have considered the translation of administrative text as having its unique challenge. The respondents have assured that it is very difficult to deal with administrative texts for they carry a very "complicated" intertextual references that a translator needs to be acquainted enough to understand. Further, they have stated that simulating the SL structures in the TL urges the translator to overcome the dissimilarities definitely existed between the two. Such needed consistency puts the translator at the risk of transferring the SL structures into the TL.

4.9 General Discussion of Results

The findings mentioned above prove that the majority of the student-translators prefer the literal translation strategy (borrowing) over the free one (paraphrasing, elaboration) in translating the administrative texts. That is, 79% of the student-translators have used the borrowing strategy to render the intertextual relations represented by the direct references. Besides, 84% of them have rendered the intertextual quotation detected in the text via this strategy too, and 71% have used it in rendering the examples. In fact, this strategy has proved to be successful in transferring the intertextual ties of the ST into the TT according the assessor. As 68% of the borrowed translations have been approved in contrast to almost 11% as disapproved, this strategy can be said to be applicable in transferring intertextual ties from the ST into the TT.

Regarding the second strategy used by the participants, 15% of the renderings carried out through the paraphrasing strategy are judged as accepted in comparison to almost 6% which are judged as disapproved. Although meaning is still preserved in most paraphrased translations, the change of the form is thought to alter the way intertextuality works. The intertextual relations caught in administrative texts are meant to make extended comprehension about certain information. The translation needs to preserve such direct intertextual relations in and out of the text in hand for the information to be absorbed with less effort.

Besides, the intertextual references represented through the quotation are carried out, mainly, via the borrowing strategy too. That is, 60% of the translations represented through quotation are approved in contrast to 24% that are disapproved. Finally, 61% of the draft translations carried out to represent the intertextual ties caught in. Examples are judged as approved in comparison to 9% of them as disapproved. The paraphrasing and elaboration strategies are also used yet very limitedly. In fact, 11% of the draft translations rendered freely is approved by the assessor in contrast to 4% of them which are disapproved. It means that

such strategies have succeeded in rendering the intertextual relations of the ST into the TT, yet they are not that preferable among student-translators.

The interview responses prove that retelling the story of an intertextual informative text requires brining to the attention the informative value denoted. The literal method of translation guarantees that the intertextual information is signified directly to correspond to the original stylistically. Such correspondence is evidently preferable herein; the TT readership is provided with a text that needs them to work out intertextual ties to reach the outmost comprehension possible. When talking about marketing varieties, plans, and strategies, a translator as a re-teller of such intertextual stories should be devoted to these pieces of information during the translation process. The intertextual terms, phrases are not to be elaborated on or explicated, they need to be rendered with the most appropriate correspondent and left for the readers to make the necessary intertextual connections. The intertextual references made by the translator are most likely different from those made by the reader; this is why it is left for the reader to be active enough to make necessary intertextual connections.

According to the assessor, students have gained the marks displayed in the table below. Such marks prove once again the success of the intertextual translating strategies used by the student-translators in rendering the intertextual relations of the ST. The lowest one is 5 which is gained by P[18]. It is the minimum mark required to pass the exam according to the educational system adopted at the Department of Translation where the experiment has taken place. It means that the translation strategies, with the literal one on the top, used by the participants have resulted in a proper rendering of the text. Correspondingly, the table below shows the participants' use of the intertextual translation strategies:

Table (4-4): The Translation Strategies Used by Participants

P.	Translation Strategies Used	Mark
1	83% borrowing, 8, paraphrasing, 8% omission	7
2	75% borrowing, 18% paraphrasing, 8% omission	7
3	75% borrowing, 18% paraphrasing, 8% omission	7
4	83% borrowing, 8, paraphrasing, 8% omission	6
5	100% borrowing	8
6	78% borrowing, 16% paraphrasing, 8% omission	7
7	51% borrowing, 33% paraphrasing, 8% elaboration, 8% omission	8
8	76% borrowing, 16%, paraphrasing, 8% omission	6
9	68% borrowing, 25% paraphrasing, 8% omission	9
10	50% paraphrasing, 8% elaboration, 16% omission	8
11	76% borrowing, 16% paraphrasing, 8% omission	6
12	91% borrowing, 8% paraphrasing	8
13	75% borrowing, 16% paraphrasing, 8% omission	7
14	41% borrowing, 50 paraphrasing, 8% omission	9
15	91% borrowing, 8% omission	8
16	75% borrowing,16 %paraphrasing,8 % omission	8
17	58% borrowing, 8%paraphrasing, 33% omission	6
18	67% borrowing, 16%paraphrasing, 16% omission	5
19	44% borrowing, 41%paraphrasing, 16% omission	7
20	58% borrowing, 33%paraphrasing, 8% omission	8
21	58% borrowing, 25%paraphrasing, 8% omission, 8% elaboration	9
22	75% borrowing, 8%paraphrasing, 16% omission	9
23	83% borrowing, 16% omission	9
24	83% borrowing, 8%paraphrasing, 8% omission	7
25	83% borrowing, 8%paraphrasing, % 8omission	8
26	67% borrowing, 16% paraphrasing, 16% omission	8
27	91% borrowing, 8% paraphrasing	8
28	75% borrowing, 25% paraphrasing	8
29	83% borrowing, 8% paraphrasing, 8% omission	8
30	75% borrowing, 8% paraphrasing, 16% omission	6

31	83% borrowing, 16% paraphrasing	6
32	50% borrowing, 41% paraphrasing, 8% omission	8
33	83% borrowing, 8% paraphrasing, 8% omission	7
34	100% borrowing	8
35	75% borrowing, 8% paraphrasing, 16% omission	5
36	91% borrowing, 8% paraphrasing	5
37	75% borrowing, 16% paraphrasing, 8% omission	6
38	100% borrowing	6
39	83% borrowing, 8% paraphrasing, 8% omission	7
40	67% borrowing, 8% paraphrasing, 25% omission	6
41	100 % borrowing	8
42	67% borrowing, 8% paraphrasing, 8% omission, 16% elaboration	7
43	75% borrowing, 16% paraphrasing, 8% omission	6
44	100 % borrowing	7
45	83% borrowing, 8% paraphrasing, 8% omission	8

The results displayed above show the superiority of the borrowing translation strategy. Almost all the participants have used it to render the administrative text into English. That is, the participants (5, 34, 38, and 41) have translated the whole text via this strategy. All of these participants have gained 8 marks except for P^{32} who has gained 6 marks. Hence, they have succeeded in transferring the intertextual relations into the TT. The other participants (1, 2, 3, 4, 6, 8, 9, 11, 12, 13, 15, 16, 17, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 35, 36, 37, 39, 40, 42, 43, 44, and 45) have used the borrowing strategy a lot more than the paraphrasing, elaboration, and omission strategies. They have gained an average of 7.4 which is a very high mark. Further, P^7, P^{14}, P^{19}, and P^{20} have used the borrowing and paraphrasing strategies almost similarly (41%: 50%, 51%: 33%, 44%: 41%, 58%: 25%), and they have gained an average of 8 marks. Comparatively, P^{10} has used 50% paraphrasing, 16% omission, 8% elaboration.

This participant has not used the borrowing strategy in his whole translation; s/he gained 8 marks. Although, the participant has translated the whole text without borrowing, the strategy is still valid to the administrative texts due to the evident popularity of use. Anyhow, the table below (4-5) shows the recurrence of the intertextual translation strategies used to render the administrative text which is the core of the current study:

Table (4-5): The Translation Strategies Applicable to Intertextuality

No.	The Translation Strategy	Applicability
1.	Borrowing	78%
2.	Paraphrasing	13%
3.	Omission	8%
4.	Elaboration	1%

5. Conclusions

The administrative texts are translated mainly through the literal method. As far as this small-scale study is concerned, other strategies as paraphrasing, elaboration, and omission are possible too, yet they are of a very limited scope. Since, administrative texts are technical ones that are mostly about the informative intertextual value rather than expressive one; they can be fairly translated with the literal approach. The intertextual ties of the ST are represented directly to create the same intertextual virtual world detected in the TT. No complicated composition is resorted to, given the fact that the intertextual relations are represented in the ST in a simple plain language. Hence, creating a plain virtual world that has similar intertextual associations in the TL is more appropriate. Accordingly, the reader is able to create the intertextual mapping in the TT in the same way they are represented in the ST to have him/her in a similar mood of connecting thoughts and generating intertextual meaning.

The indirect or free method would necessarily lead the TT receptor to create a virtual world of intertextual ties that are likely to be far from the original. The needed structures and terminologies for the free method of translation would take the TT out of its pragmatic use. It leaves aside the conventionalized terms adhered to the administration field and compensates with more irrelevant (paraphrased) ones. The specialized terms have proved to be of crucial value in administrative translation. In order to be able to render the intertextual relations intact, a translator needs to acknowledge the proper administrative terminologies that correspond to the TL system. Further, the type of the twisted TL structures employed to transfer the intertextual relations would diverge, undesirable, form its more specified SL structures.

Anyhow, following the SL-leads does not go unpunished. The major challenge is in preserving the consistency between the structures of the two languages. Inevitably, the two language systems involved bear differences, the translators duty is to overcome such differences to avoid word-for-word renderings that are very common within this method. Further, the standard terminologies needed for this type of translation to best render the intertextual ties need to be well acknowledged by the translator. Besides, the text connections and specifications are very important factors in deciding its relevant intertextuality. A technical text that has the function of transferring information needs to be transferred that way to preserve its effect on the TL receptors. Thence, a cautious monitoring of the linguistic differences secures the limitations of the target system, which would result in fixing the attention on the informative value that has the main function.

6. Recommendations

The study highly recommends that the teaching staff of trainee translators focus on the intertextual translation strategies that transfer the intertextual relations

intact. The constant references to other related texts need to be monitored during the translation process and transferred properly into the TL. This entanglement of intertextual relations would extend comprehension of the ST, which is the goal of a successful translation. Further, the way intertextuality is represented in each text type should be focused on to learn the best way of handling intertextuality of each type. This specification of teaching draws the attention to the way the intertextual ties are manipulated and represented according to the type being dealt with and would then result in proper renderings. The more carefully the intertextual relations are monitored during the translation process, the more competent translators trained and, consequently, accurate translation is generated. Finally, to aid the training process more, further investigation in this area can replicate such a study on the comprehension strategies of the intertextual relations of the ST.

References

Abdullatief, M. (2020). Omission as a Problem and a Solution in Literary Translation: A Study of Hemingway's Hills Like White Elephants and Joyce's The Sisters and Their Arabic Translations. *Journal of Languages and Translation (JLT)*. 7 (1). 16-41. https://jltmin.journals.ekb.eg/

Ahmed, M. (2010). An Intertextual Approach to Arabic English Translation. *College of Basic Education Researchers Journal, 10 (1). 505-527*

Alawi, N. (2010). Intertextuality and Literary Translation between Arabic and English. *An-Najah University Journal of Research*, 24 (8):2437-2456

Allen, Graham. (2000). Intertextuality. New York: Routledge.

Al-Kharabsheh, A. (2017). Qur'an-related Intertextuality: Textual Potentiation in Translation. *International Journal of Applied Linguistics & English Literature,* 6 (6): 195-207.

Al-Khuli, M. (2008). Administration and Finance Translation: from English into Arabic. Jordan: Dar Al-Flah.

Al-Saideen, B. M. (2018). Translating Intertextuality as Intercultural Communication: A Case Study. Binghamton University: State University of New York: USA.

Alves, F. (2003). *Triangulating Translation*. Amsterdam & Philadelphia: John Benjamins.

Crystal, D. (2008). Dictionary of Linguistics and Phonetics, (6th ed.). Oxford: Wiley-Blackwell.

Baker, M. (1998). Routledge encyclopedia of translation studies. London: Routledge.

Barthes, R. (1977). The Death of the Author. [Cf. Jean-Pierre Vernant (with Pierre Vidal-Naquet), Mythe et tragedie en Grece"ancienne, Paris 1972. esp. pp. 19-40, 99-131.] https://writing.upenn.edu/~taransky/Barthes.pdf

Beaugrande, R. and Dressler, W. (1981). Introduction to Text Linguistics. London: Longman.

Chesterman, A. (1997). Memes of Translation: The Spread of Ideas in Translation Theory. Amsterdam: John Benjamins.

Dimitriu, R. (2004). Omission in translation. Perspectives: Studies in Translatology, 12(3), 163–175.

Dzera, O. (2018). Intertextuality and Translation of Theory: Strategies of Research. *Scientific notes of the National University Ostroh Academy*

Elewa, A. (2015). Semantic strategies of translating cultural-specific terms: Arabic/English. https://cutt.ly/lhOWOEv

Fairclough, N. (2006). Language and Globalization. London: Routledge.

Haberer, A. (2007). "Intertextuality in theory and practice". *Literatūra*, 49(5), 54-67.

Halse, J. Framing the Text: an Investigation of Collage in Postmodern Narrative Illustration. University of Stellenbotch. (MA Thesis). https://scholar.sun.ac.za/

Hassan, H. &, Hameed, R. (2017). A Study of Intertextuality in Political Press Samples. *Al-Ustath*. 222 (1), 121-148. file:///C:/Users/MASTER/Downloads/alustath,+221-1-E-7%20(5).pdf

Hatim, B. (1997). "Intertextual intrusions: towards a framework for harnessing the power of the absent text in translation". In K. Simms (ed.) *Translating Sensitive Texts: Linguistic Aspects*. Amsterdam: Rodopi.

Hejwowski, K. (2004). The Cognitive Communicative Theory of Translation. Warszawa: Wydawnictwo Naukowe PWN.

Hermans, T. (2007). The Conference of the Tongues. Manchester, UK: St. Jerome Publishing.

Hejwowski, K. (2015). The Illusion of Translation. Katowice: Silesia.

Hussein, A. E. (2013). Intertextuality and Literary Translation from Arabic to English. An-Najah National University: Nablus: Palestine.

Juvan, M. (2008). History and poetics of intertextuality. (Translated from the Slovenian by Timothy Pogačar). West Lafayette, Indiana: Purdue University Press.

Kahyaoglu, S. & Yildiz, M. (2022). Disruptions in Translational Intertextuality across Multilingual Translations of a Historical Inscription. Çanakkale Arastirmalari Türk Yilligi, 32, 131-157. https://www.researchgate.net/publication/360890375

Kaźmierczak, M. (2019). Intertextuality as Translation Problem: Explicitness, Recognisability and the Case of "Literatures of Smaller Nations". Russian Journal of Linguistics. 23 (2), 362-382. http://journals.rudn.ru/linguistics

Khafaga, A.F. (2020). Intertextual Relationships in Literary Genres. *International Journal of English Linguistics*, 10 (3), 177-188.

Kristeva, J. (1969) *Desire in Language: a semiotic approach*. Oxford: Blackwell.

Li, T. (2022). Intertextuality between French Literature Creation and Literature Translation Based on Feature Extraction and Gram Matrix. *Wireless Communications and Mobile Computing*, 1-10.

Long, Y, & Yu, G. (2020). Intertextuality Theory and Translation. Theory and Practice in Language Studies, 10 (9), 1106-1110. http://dx.doi.org/10.17507/tpls.1009.14

Majkiewicz, A. (2008). Intertekstualność — implikacje dla teorii przekładu. Wczesna proza Elfriede Jelinek [Intertextuality — implications for translation theory. Early prose works of Elfriede Jelinek]. Warszawa: Wydawnictwo Naukowe PWN.

Nord, C. (2005). Text analysis in translation: Theory, methodology, and didactic application of a model for translation-oriented text analysis: Rodopi.

Neubert, A. and G. Shreve. (1992) *Translation as Text*. Kent, Ohio: Kent State University Press.

Newmark, P. (1988). A Textbook of Translation. New York: Prentice Hall.

Saldanha, G., O'Brien, S. (2013). Research Methodologies in Translation Studies. Manchester, St Jerome.

Schäffner, C. (2012). Unknown Agents in Translated Political Discourse. *Target: International Journal of Translation Studies*, 24 (1), 103 – 125 https://doi.org/10.1075/target.24.1.07sch

Turk, T. (2011). Intertextuality and the Collaborative Construction of Narrative: J. M. Coetzee's Foe. *NARRATIVE*, 19 (3), 295-310.

Tso, W. (2010). An exploratory chapter on translation and translation studies: Module one. (Unpublished Ph.D. thesis). The University of Birmingham, Birmingham.

Van Zoonen, L. (2017). Intertextuality. In Rössler, P., Hoffner, C. and L. van Zoonen.(eds). The International Encyclopedia of Media Effects. Wiley-Blackwell. DOI: 10.1002/9781118783764

Vinay, J. & Darbelnet, J. (1995/1958). Comparative Stylistics of French and English: A methodology for Translation. Translated by J.C. Sager and M.-J. Hamel. Amsterdam: John Benjamins.

Venuti, L. (2009). "Translation, Intertextuality, Interpretation". *Romance Studies*, 27(3), 157-173.

Yang, X., and Wang, M. (2023). On the Rendering of Intertextuality in Chinese-to-English Literary Translation: A Case Study on the English Translation of Renmian Taohua. *International Journal of Translation and Interpretation Studies*. 3(3), 52-59. https://www.researchgate.net/publication/373828419_On_the_Rendering_of_Intertextuality_in_Chinese-to-English_Literary_Translation_A_Case_Study_on_the_English_Translation_of_Renmian_Taohua

Yi, G. (2019). Excessive Intertextuality in Literary Translation -- Take Harry Potter and the Philosopher' s Stone as an Example. *Advances in Social Science, Education and Humanities Research,* 369. 352-329.

Yi-Man, K. & Zhu, X. (2016). From the Manipulation of Literary Translation to the Manipulation of Literary Creation: A Case Study, *Literature and Art Studies: English Edition*, 6 (11), p. 8 https://www.davidpublisher.com/Public/uploads/Contribute/5809bc0c839b6.pdf

Zengin, M. (2016). "An Introduction to Intertextuality as a Literary Theory: Definitions, Axioms and the Originators". *Pamukkale University Journal of Social Sciences Institute*, 1, 299-326.

Zhao, H. (2017). An Intertextual Approach to Translation at the Micro-Level. *Open Journal of Social Sciences*, 5, 119-127. https://doi.org/10.4236/jss.2017.511009

Appendices

    A. The text

Dear participants, please translate the following text into English.

هناك خمسة مفاهيم متضادة يمكن لاي مؤسسة تتبع احداها عند اعتماد سياسات التسويق و هي مفهوم الانتاج، و مفهوم المنتج، و مفهوم البيع، و مفهوم التسويق، و مفهوم التسويق الكلي. و "للاخيرة اربعة عناصر هي تسويق العلاقات، و التسويق الداخلي، و التسويق المتكامل، و التسويق استجابة لمطلب اجتماعي". اما مجموعة التشابكات اللازمة لإدارة عملية تسويق ناجح فتشمل: تكوين فكرة واضحة عن التسويق، و التواصل مع العملاء، و بناء علامات تجارية قوية، و تشكيل نمو طويل الاجل، و تطوير القيمة و توصيلها، و خلق نمو طويل الاجل، و وضع استيراتيجيات و خطط مناسبة للتسويق.

    B. The Interview Questions

Dear student-translators,

Please, respond to the following questions.

1. What type of translating strategy have you used in the translation of the given text? Why?

The Original Segment	P^x	The TT Intertextual Representation	The Jury Assessment		
			A	PA	DA
عند اعتماد سياسات التسويق	1	(That) could be used (by any foundation) as marketing polices			
	2	(Could follow) in marketing means			
	3	When associated with marketing strategies			
	4	In marketing polices			
	5	When adopting marketing polices			
	6	Can rely on in marketing strategies			
	7	May use for their marketing			
	8	Can adopt as their marketing policy			
	9	(companies) can adopt (one out of five) marketing concepts			
	10	In marketing strategies that (any organization) could follow			
	11	Can adopt when marketing			
	12	Can use (one of them) in marketing			
	13	Whilst marketing			
	14	Regarding marketing methods			
	15	Can follow one of them			
	16	Could follow one of them for marketing			
	17	Have the ability to following one of them			
	18	When adopting marketing strategies			
	19	Can adopt in terms of marketing policies			
	20	When following the marketing business			
	21	Can follow if it will deal with marketing			
	22	Can follow the shopping policies			
	23	For relying on marketing policies			
	24	Adopting marketing methods			
	25	Can follow marketing policies			
	26	When they use marketing strategies			
	27	Can be followed form the macro marketing			
	28	During the marketing policy			

835

	29	At approving marketing policies			
	30	When adopting marketing polices			
	31	In the process of marketing			
	32	It take the marketing strategies			
	33	In marketing ways			
	34	Adopting the marketing policies			
	35	In plans of marketing			
	36	When adopting marketing policy			
	37	When dependence marketing			
	38	When compliance with the marketing ways			
	39	In marketing			
	40	To implement their marketing policies			
	41	When adopting marketing polices			
	42	Choose one to follow			
	43	Can depend on when it follows marketing			
	44	When adopting marketing plans			
	45	In marketing strategies			
و هي مفهوم الانتاج، و مفهوم المنتج، و مفهوم البيع، و مفهوم التسويق، و مفهوم التسويق الكلي	1	which are the production, the product, selling and the entirety of marketing.			
	2	It is the concept of production, the product, selling, marketing, and the total marketing.			
	3	It is the concept of the production, the product, sale, and overall marketing.			
	4	the concept of production, product, selling, marketing, marketing, and total marketing.			
	5	namely the production concept, product, the selling, the marketing, and total marketing.			
	6	Which are production, product, sales, marketing, and total marketing concepts.			
	7	Which are the concept of production, product, marketing, and the general marketing.			

8	And those are production, product, sales, marketing, and whole marketing.			
9	They are: the concept of production, product, sales, marketing, and macro marketing.			
10	such as production and producer methods, selling, marketing, and overall marketing.			
11	They are production and producer, selling, marketing, and overall marketing concepts.			
12	These are production concept, product, selling, marketing, and the complete marketing.			
13	Concepts of: production producer, selling, marketing, and total marketing concepts.			
14	These being production concept, product, sales, marketing, and the wholesale marketing concepts.			
15	They are: concepts of production, product, sales, marketing, and total marketing.			
16	Like production, product, sales, marketing, and total marketing plan.			
17	They are concepts of production, producer, selling, marketing, and total marketing.			
18	The concepts of production, producer, sales, marketing, and overall.			
19	production, producer, sales, marketing, and total, these are the five concepts			
20	The concepts of sales, marketing, and total marketing.			
21	Including the production concept, sales, marketing itself, and collective marketing.			
22	And it is concepts production, sale, product, marketing.			
23	They are the production, products, selling, marketing, and complimentary marketing.			
24	For example the concepts of production and, sales, as			

		well as total marketing.			
	25	1) production, 2)products, 3)sales, 4)marketing, and 5)the last thought total marketing.			
	26	And they are concept of production, concept of the product, concept of selling, concept of marketing, concept of complete marketing			
	27	The macro marketing, concept of production, product, marketing			
	28	It include the production concept, sales, marketing, and overall marketing.			
	29	Concepts of production, producer, marketing, total marketing.			
	30	Production, product, selling, and overall marketing concepts			
	31	The concepts of production, product, sales, marketing and the total marketing			
	32	Production concept, product, selling, marketing, total marketing			
	33	Producing, product, selling, marketing, and full marketing.			
	34	The concept of production, and the product concept, sale, marketing and total marketing			
	35	They are concepts of production, product, selling, and all marketing			
	36	It a concept production concept, and a product concept, saleing, marketing concept totally			
	37	Concepts: production, selling, marketing, total marketing			
	38	It is concept production, producer, buying, marketing, and total marketing			
	39	These concepts are production, producer, selling,			

		marketing and total marketing			
	40	These concepts are production, producer, sales, and marketing (retail versus wholesale)			
	41	Product, selling concept, marketing concept, production concept			
	42	These are: product concept, selling concept, marketing and total marketing concept			
	43	This concepts are production, product, sell, marketing and the overall marketing			
	44	Which are concepts are production, product, sales, marketing and overall marketing			
	45	The concepts of production, product, salls, and marketing			
مجموعة التشابكات اللازمة	1	The complexities needed			
	2	As for the complexity for			
	3	The set of entanglements necessary for			
	4	The complexity to manage a			
	5	The set of interactions necessary			
	6	The complexities to managing			
	7	The important strategies for			
	8	As for the necessary factors that ensure the			
	9	In order to lead a successful marketing, the following must be followed			
	10	But what is significant is how to manage a successful marketing			
	11	The number of complexities that are needed for			
	12	The conflict groups to manage a			
	13	The combination of complexities for			
	14	Creating a precise plan for marketing			
	15	The complexity collection for			

	16	The required connection to				
	17	The set of necessary entanglements				
	18	Successful marketing management group				
	19	Some necessary requirements to run				
	20	The importance complications that need for				
	21	The foundation complexity to create a				
	22	As for the set of networks necessary for a				
	23	The requirements to manage a				
	24	A set of complexity needed for a				
	25	For the necessary requirement to managing				
	26	What is necessary to accomplish				
	27	The group of problems that				
	28	The set of complexities that are essential to				
	29	As for the needed tangle for				
	30	As for the group of complicated requirement to run				
	31	There are several necessary terms to run				
	32	The necessary overlaps include				
	33	The complexities needed in				
	34	The complexities of inside wined to management				
	35	The necessary group to admin a				
	36	As for the group of interlocks to manage a				
	37	As for the necessary group of interventions for				
	38	The complexities needed for management				
	39	And the number of complexities to manage a				
	40	For a successful marketing management				
	41	The set of entanglements necessary to manage				
	42	When it comes to successful marketing operation				
	43	As group of necessary complex to manage				
	44	The set of complexities needed for manage				
	45	In successful marketing management				
لادارة عملية	1	Operating successful marketing				

تسويق ناجح	2	Operating successful marketing			
	3	successful marketing management			
	4	To manage a successful marketing process			
	5	To manage a successful marketing process			
	6	To managing a successful marketing process			
	7	A successful management of marketing			
	8	the managing of a successful marketing scheme			
	9	To lead a successful marketing campaign			
	10	To manage a successful marketing			
	11	A successful marketing			
	12	To manage a successful marketing			
	13	for manage a successful marketing			
	14	Creating a precise plan for marketing			
	15	For a successful marketing management			
	16	To manage a successful marketing			
	17	To manage the marketing process			
	18	Successful marketing management			
	19	To run a successful marketing process			
	20	For a successful marketing			
	21	To create a successful marketing			
	22	Necessary for a successful marketing			
	23	To manage a successful marketing			
	24	To manage a successful marketing			
	25	To management a success marketing operation			
	26	To accomplish a successful marketing			
	27	To arrange a success marketing			
	28	For a successful marketing			
	29	For managing a successful marketing process			
	30	For successful marketing			
	31	To run a successful marketing			
	32	To run a successful marketing			

	33	Needed in the successful marketing			
	34	To managements a successful marketing			
	35	To admin successful marketing			
	36	To manage a successful marketing			
	37	For successful marketing			
	38	For management successful marketing			
	39	To manage a successful marketing			
	40	For a successful market management			
	41	Necessary to manage a successful marketing			
	42	When it comes to the successful marketing operation			
	43	To manage a successful marketing			
	44	For manage a successful marketing			
	45	Four… in successful marketing management			

2. Should the intertextual relations of an administrative text be represented in the same way, clearer, or more complicated in the TT than they are in the ST? Why?

3. What translation challenges have you faced during translation?

4. How do you estimate the administrative translation process in general?

C. Assessment Sheet

Dear assessor,

Please, assess the following data derived from the selected text for the research paper entitled *"Intertextuality in Administrative Translation: The Translation Strategies Employed by Student-translators as Intertextual Story-tellers"*. The assessment should be according to Nord's (2005) four translation problems; Pragmatic, convention, linguistic, and text-specification. For space limitation; P= participant, A= approved, PA= partially approved, and DA= disapproved.

1. **Direct References**

2. **Quotation**

	P^x	The TT Intertextual Representation	The Jury Assessment		
			A	PA	DA
"و للاخيرة اربعة عناصر هي: تسويق العلاقات، و التسويق الداخلي، و التسويق المتكامل، و التسويق استجابة لمطلب اجتماعي"	1	There are four elements which are marketing cooperations, local marketing, complimentary marketing, marketing as a respond for social request.			
	2	And the final one has four elements which are marketing of relations, internal, complimentary marketing, and marketing as a respond for social request.			
	3	And for the last one has four basics it is relation marketing, internal and the integrated, responding to social requirement.			
	4	And the last includes four elements; marketing relations, internal, complimentary, and respond to public request.			
	5	And the latter includes four elements relations marketing, internal, integrated, and marketing in response to social demand.			
	6	There are four elements in total marketing; internal marketing, as well as complete and consumer satisfactory marketing.			
	7	the last concept includes four elements: relations, the internal, besides the complete, and in response for people needs marketing.			
	8	As for the latter one it consists of four elements, which are the marketing of business relations, internal marketing, whole marketing, and marketing in response			

		for social need.			
	9	Macro-marketing is divided into: relations, local, integrated, and social demand marketing.			
	10	The overall marketing consists relation, local, complimentary, marketing. marketing is a social need.			
	11	And the last one has four elements that are: relations, internal, integrated, and social demand response marketing.			
	12	And the last one includes four elements which are: relations marketing, local, complete, and the social demand.			
	13	And for the last is relation, internal, and complimentary commercial marketing. marketing itself is a response to social demand.			
	14	The last aforementioned one is splitted into four elements: relation, internal, complete marketing, besides marketing for a public demand.			
	15	And the last one have four elements which are: marketing of relationships, local, integrated, and response for a social request.			
	16	for total marketing, there are four types: relations, interior, complimentary, and accomplishing civil request marketing.			
	17	The last one includes four elements it is the marketing of internal, ties, integrated, and the marketing of response of social requirement.			
	18	It is four elements of internal marketing, integrated, relations, in response to social demand.			
	19	By talking about social marketing, it consists of four elements of relations, internal, the complete process, and marketing due to social requirement.			

	20	The total marketing by itself has four units or elements including the marketing of relations, internal and complete marketing as well as the public application marketing.			
	21	Let's focus on the last one because it has four elements which are the relationship between the seller and consumer, inner marketing, perfectly and responding for social demand marketing.			
	22	Four elements of internal marketing, integrated, relations, in response to social demand.			
	23	The complimentary contains four sections: the internal, affairs, complimentary marketing, marketing as a response to social demands.			
	24	The latter consists of four elements: marketing affairs, internal marketing, total, and socially request marketing.			
	25	The total marketing has four things: 1)relationship marketing, 2)the enternal marketing, 3)total marketing, 4)response for social requirement marketing.			
	26	*Omitted*			
	27	For the last one four elements are, marketing relationships, internal marketing, integrated marketing, and the complimentary.			
	28	There are four items that related to the last one; relations marketing, internal, complimentary and marketing to response the social demands.			
	29	And there are four elements for the last one: marketing of connections, the internal and complimentary, social demand response marketing.			
	30	The last has four elements:- relation marketing, local and the comprehensive marketing, the marketing in			

		response to social demand.			
	31	The general marketing considering four elements: relations marketing, local, complimentary and response to social demand			
	32	The last concept contains four types are: affair, internal, complimentary marketing. marketing is a response to social demand			
	33	The last one four elements they are: relationships, inside marketing, fully one, and answering a social demand one.			
	34	And lastest four elements: its marketing relationships, and internal, and fully marketing. the marketing in response to social request.			
	35	To the last one has four types: relation marketing, respond to public request.			
	36	For the last four elements is relations, marketing, local, complimentary and marketing as needs of the sociat.			
	37	And all that includes four elements: marketing items, internal, integrated and response for requires collectivism.			
	38	Which is have four elements including: relations marketing, local, complimentary, response to social demand.			
	39	And the last one has four items are marketing in relation local and total and finally the responds to social needs			
	40	The latter has four subdivisions: marketing of relations, internal, wholist, and marketing for social order.			
	41	The latter has four elements: relationship marketing, internal marketing, and integrated Al-Seweiq in response to social demand.			

	42	The total marketing concept has four main types: marketing by making relationship with the costumers, internal marketing, integrated marketing and the last marketing due to the local need.			
	43	The last one have four elements the relation marketing, local, complimentary and the marketing respond for social demand			
	44	And the latter have four elements: relation, internal, integrated, and--			
	45	Marketing relations, local marketing, complimentary and response to social demand are four important elements			

3. Examples

The Original Segment	P^x	The TT Intertextual Representation	The Jury Assessment		
			A	PA	DA
تكوين فكرة واضحة عن التسويق	1	You need to have a clear idea of marketing			
	2	have a clear idea about the marketing			
	3	build a clear idea about marketing			
	4	Give a clear idea about the marketing			
	5	Forming a clear idea of marketing			
	6	Having a clear idea about marketing			
	7	Setting clear notion of marketing			
	8	Harboring a good conception about marketing			
	9	Getting an idea about marketing			
	10	Being aware of its strategies			
	11	Making a vivid thought of it			
	12	Create clear thought about marketing			
	13	A clear idea about it			

	14	Creating a precise plan for marketing			
	15	Configure a clear idea of marketing			
	16	Establishing a clear thought			
	17	Make a clear idea about marketing			
	18	creating a clear idea of marketing			
	19	having a clear sight/vision about the process			
	20	Create a good picture of it			
	21	understanding the marketing as a process			
	22	create a clear idea of marketing			
	23	making a clear idea of marketing			
	24	A clear vision			
	25	Making a clear idea about marketing			
	26	Making a brief idea about marketing			
	27	Create a clear thought about marketing			
	28	Make a clear plan about marketing			
	29	Making an obvious idea about it			
	30	Making a clear idea about marketing			
	31	Made a clear idea about marketing			
	32	Creating a successful marketing thought			
	33	Making a clear idea about marketing			
	34	create a clear idea about marketing			
	35	Omitted			
	36	Clear idea about marketing			
	37	excellent idea to form marketing			
	38	main idea about marketing			
	39	create a clear idea about marketing			
	40	having a clear idea of marketing			
	41	Creating a clear idea of marketing			
	42	having a clear vision about the marketing			
	43	Clarifying the marketing			
	44	Creating a clear idea about marketing			

	45	forming a clear idea about marketing			
	1	Communicating with clients			
	2	Communicating with clients			
	3	Communicating with costumers			
	4	Contacting with the agents			
	5	Communicating with costumers			
	6	Costumer service			
	7	Being in touch with the costumers			
	8	The communication with clients			
	9	Good communication with costumers			
	10	Understanding costumers			
	11	Communicating with clients			
	12	Communicate with clients			
	13	Communication with costumer			
	14	Communicating with clients			
التواصل مع العملاء	15	Communication with clients			
	16	Connecting with clients			
	17	Communication with clients			
	18	Creating a clear idea of costumers			
	19	Communicating with costumers			
	20	Approaching the clients			
	21	Connection with employers			
	22	Communicate with costumers			
	23	Connecting with costumers			
	24	Costumer communication			
	25	Communication with costumers			
	26	Contact costumers			
	27	Communication with costumers			
	28	Communicating with costumers			
	29	Communicate with the agents			
	30	Costumer services			

	31	Social communications with costumer			
	32	Costumer services			
	33	Connecting with clients			
	34	Communicate with costumers			
	35	Communicating with costumers			
	36	Communicating with costumers			
	37	Communicate with clients			
	38	Connection with costumers			
	39	Communicate with clients			
	40	Being in touch with costumers			
	41	Communicating with costumers			
	42	Communication with costumers			
	43	Connections with clients			
	44	Communicating with costumers			
	45	Communication with costumers			
	1	Creating strong commercial brands			
	2	Creating strong brands			
	3	Offer strong brands			
	4	Establish a strong brand			
	5	Building brands			
	6	Creating a strong logo			
	7	Building strong brands			
بناء علامات تجارية قوية	8	Building a strong brand recognition			
	9	Building strong brands			
	10	Seeking a way to develop good brands			
	11	Having a brands of its name			
	12	Create a powerful brand			
	13	Create a powerful brand			
	14	Strengthening trademarks			
	15	Create brands			
	16	Reinforced brands			

	17	Structuring commercial trades			
	18	Building widespread brands			
	19	Create well-known brands			
	20	Publishing a great brands			
	21	Form a powerful brand			
	22	Omitted			
	23	Build an intense brand			
	24	building a successful trading brand/mark			
	25	Omitted			
	26	Making well-known brands			
	27	Makes a creative brands			
	28	Create a good brand			
	29	Form a powerful brand			
	30	Creating a successful brand			
	32	build a successful brand			
	32	Create a known brand			
	33	Building a strong brand			
	34	Building brand			
	35	Foundation brand			
	36	Making a strong brand			
	37	Create a strong brand			
	38	Founding a strong brand			
	39	Making master quality brands			
	40	Building a strong brand			
	41	Building strong brands			
	42	Building powerful trade brand			
	43	Build a brand			
	44	Building strong business operations			
	45	Building strong brands			
تشكيل نمو طويل الامد	1	Having long term growth			
	2	Long term growth			

	3	Have long term developing			
	4	Growing a long term			
	5	Shaping long-term growth			
	6	Building long-lasting growth			
	7	Long lasting improvement			
	8	Structuring long term growth			
	9	Adapting long term growth			
	10	That remains			
	11	Long term developments			
	12	Forming long term growing			
	13	Long term growth creation			
	14	Build for a long time growth			
	15	Long-term formation			
	16	Long-term growth			
	17	Omitted			
	18	Shaping long-term growth			
	19	Making long-term marketing strategies for it			
	20	Focusing on the long term growth			
	21	Create blooming long term			
	22	Formation of long term growth			
	23	Long term growth			
	24	A long term growth			
	25	Create a long prosperity			
	26	Maintaining a business long levity			
	27	Creating long term growth			
	28	Building a long term growth			
	29	Long-term development			
	30	Long term growth			
	31	Make a long term growth			
	32	With grown progress			
	33	Making a long term relations			

	34	Including a long term growth			
	35	Making a long term			
	36	The continuous rise in marketing growth			
	37	Create permanent projects			
	38	Founding grow long term			
	39	Long term development			
	40	Making long term growth			
	41	Formation of long-term growth			
	42	Formation long-term growth			
	43	Create forever successful			
	44	Long-term growth			
	45	Information of long term growth			
تطوير القيمة و توصيلها	1	Improving the product value to reach the ideal price			
	2	To improving the product value to reach the ideal price			
	3	Communicating value			
	4	Develop the value			
	5	Developing and delivering the value			
	6	Advancing the value			
	7	Enhancing the quality			
	8	Developing value and delivering upon it			
	9	Developing value and delivering it			
	10	Omitted			
	11	Working on the value and making it shines			
	12	Improving the value and deliver it			
	13	Developing and deliver the value			
	14	Developing values and delivering them			
	15	Develop the value			
	16	Developing and delivering the value			
	17	Omitted			
	18	Omitted			
	19	Developing the value of brand			

	20	Developing the value			
	21	Develop the value and deliver			
	22	Developing value and reaching			
	23	Omitted			
	24	Developing and delivering of price			
	25	Develop value and publish it			
	26	Develop a value			
	27	The value development and delivery			
	28	Improve the market value			
	29	Improve the amount and deliver it			
	30	Omitted			
	31	Developed and delivered the value			
	32	Raise the value of brands			
	33	Developing the price			
	34	Developing communicating value			
	35	Develop valio			
	36	Develop the value			
	37	manufactured development			
	38	Improving value			
	39	Raise the valeue			
	40	Omitted			
	41	Development and conduction of value			
	42	Developing value			
	43	Developing the price			
	44	Omitted			
	45	Development and conduction value			
خلق نمو طويل الاجل	1	Omitted			
	2	Omitted			
	3	Omitted			
	4	Omitted			
	5	Creating long-term growth			

	6	Omitted			
	7	Omitted			
	8	Omitted			
	9	Omitted			
	10	Omitted			
	11	Omitted			
	12	Create a long term growing			
	13	Omitted			
	14	Omitted			
	15	Omitted			
	16	Omitted			
	17	Omitted			
	18	Omitted			
	19	Omitted			
	20	Omitted			
	21	Omitted			
	22	Creating long term prosperity			
	23	Omitted			
	24	Omitted			
	25	Create long term prosperity			
	26	Omitted			
	27	Creating long-term growth			
	28	Building a long term growth			
	29	Omitted			
	30	Omitted			
	31	Creat long term growth			
	32	Omitted			
	33	Omitted			
	34	Creat long-term			
	35	Omitted			
	36	Create a long liveity growth			

	37	Omitted			
	38	Creation grow			
	39	Omitted			
	40	Omitted			
	41	Long term development			
	42	Omitted			
	43	Omitted			
	44	Long term growth			
	45	Omitted			
وضع استراتيجيات و خطط مناسبة للتسويق	1	Make suitable strategies and plans for marketing			
	2	Make strategies and plans to fit the marketing			
	3	Develop appropriate marketing strategies and plans			
	4	Appropriate strategies and plans			
	5	Developing appropriate marketing strategies and plans			
	6	applying suitable marketing plans and strategies			
	7	Making suitable ways of marketing			
	8	Planning suitable marketing strategies			
	9	Planning appropriate marketing strategies			
	10	Using a proper way for a better marketing			
	11	Putting proper strategies for it			
	12	Made a suitable strategies and plans for marketing			
	13	Setting proper strategies for marketing			
	14	Depending on strategies and plans suitable for marketing all work on craving the path for successful marketing			
	15	Lay suitable plans and strategies			
	16	Fabricating suitable strategies			
	17	Omitted			
	18	Developing appropriate plans for marketing			
	19	Making suitable strategies for marketing			
	20	Choosing the perfect marketing plan			

	21	Putting suitable strategies for marketing			
	22	developing suitable plans for marketing			
	23	Setting a proper marketing strategies			
	24	Putting a suitable marketing plan			
	25	Put plans for marketing			
	26	Put suitable plans for marketing			
	27	Development suitable marketing strategies			
	28	Set strategies that appreciate for marketing			
	29	Install strategies and appropriate schemes for it			
	30	Creating a suitable marketing strategies			
	31	Put a specific marketing strategies			
	32	Making right strategy for marketing and making it sustained			
	33	Suitable strategies and plans			
	34	Add appropriate strategies and plans			
	35	Have strategies and clear plans to marketing			
	36	Put for marketing strategies			
	37	Sharing and develop appropriate strategies for marketing			
	38	Put marketing plans			
	39	Put strategies and plans for marketing			
	40	Omitted			
	41	Development marketing strategies and plans			
	42	Planning good marketing strategies			
	43	Put appropriate plans for marketing			
	44	Setting appropriate strategies and plans for marketing			
	45	Put strategies and plans for marketing			