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Editor-in-chief

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Stress of Compound Nouns and Noun Phrases in English- Arabic Consecutive Interpreting

*Anwar Abdul-Wahab **

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Abstract

This study investigates the meaning perception of compound nouns and noun phrases according to their stress placement in consecutive interpreting. This is achieved by showing the procedures whereby their meanings are rendered into Arabic. Consecutive interpreting means the interpreter receives successive messages from the speaker and the intended meaning has to be reformulated instantly. Stress is among the most problematic areas for non-native speakers. Thus, students should pay attention to stress patterns of compound nouns and noun phrases. Inadequate knowledge of such stress patterns in English may cause misunderstanding leading to incapability of rendering them appropriately in the target language which may result in inappropriate spoken discourse.

It is hypothesized that stress patterns of compound nouns and noun phrases are perceived improperly and cannot be distinguished and rendered into target language appropriately. It is hoped that this study will enhance the students' awareness of compound nouns and nouns phrases stress.

The study shows that most students' translations of compound nouns and noun phrases are inappropriate, due to their inability to make a distinction between them. They adopt different procedures in an attempt to transfer their meanings into Arabic.

Keywords: compound nouns, noun phrases, stress, interpreting.

Stress in English

Stress is one of the most important suprasegmentally features of speech that mark different kinds of meanings, especially the speaker's attitudes and indicates how one utterance relates to another (Ogden, 2009:38). Word stress in many languages is predictable. For example in Czech , it is always on the first syllable of a word, which is the most prominent but stress in English is

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variable because the stress of a multisyllabic word may be on the first syllable ('yesterday) , the second (ba'nana) , and the third (after'noon) .

Stress is defined also as a linguistic property of words in English. Each word has just one syllable with primary stress and it varies from one word to another. Lexical stress is the key to understanding spoken English (Arciuli & Cupples, 2006:919).

Stress can be studied from two closely related points of view: production and perception. Jones (1976: 245) defines stress in terms of production as a strong force of utterance that means an energetic action of all articulatory organs. From a perceptual point of view, Gimson (1989: 223) explains that all stressed syllables have prominence, which makes syllables more prominent. To understand stress, it is important to explain what is meant by a prominent syllable. Roach (2009:67) shows that the syllable must contain a vowel, which is called the center and sounds loudly. There might be or might not be consonants after and before this vowel. Trask (1996:336) states that stress is a specific kind of prominence. There are four components used to produce prominence: Loudness is the sound that has been produced with more energy and generally with an open tract and voicing, pitch is the rate of vibration of the vocal folds, length means the duration in the production of a sound, and the vowel quality. Only one or two of them may make a syllable prominent (Roach, 2009:86).

The output that is intended to be transferred by the speaker must correspond with what the listener has in mind. The improper use of word stress can change the meaning and confuse the listener (Reed & Levis, 2015:178). For example , stress placement plays a main role in English pairs of two syllable words in showing not only their syntactic category but their meaning too, such as the great difference between ('address) [the name of place] and (add'ress) [the direct speech to someone] .

Compound Noun Structure

Compounds are the fixed combination of two free forms that have an independent presence. These items, though clearly composed of two elements, have the identifying characteristics of a single word (Adams, 1973:28).

Jespersen (2013: 137) considers that merit of compounds lies in their conciseness as compared with the paraphrase following the usual syntactic rules. Compounds express an arrangement between two objects, but have nothing with the way in which the relation is to be understood. Finin (1980: 310) explains that one of the characteristic features of compounds in English is their semantic compactness, i.e. the covert nature of the relation linking the head (the one which is modified and often occupies the right most position in the nominal sequence) and the non-head (the modifier). There are three writing forms for compounds: they are open or spaced (tennis shoe), hyphenated (six – pack) or closed (bedroom) (Tryon, 2019:5).

Concerning the compound structure, Plag (2003 : 173) explains that the majority of compounds have a modifier head structure meaning that the left –hand element modifies, to a certain degree, the right hand element (e.g. , in knee – deep water, the word knee – deep informs us about the depth of the water). The head is the most important constituent from which the compound inherits the majority of its semantic and syntactic information. English compounds are very special in terms of having head exclusively on the right – hand side (i.e. if the head is a verb, then the whole compound will be a verb).

Noun phrase structure

Howard (1990:132) states that a noun phrase is a noun with its associated specification which may be viewed as having premodification and /or postmodification.

Quirk et al. (1985:1238-1350) state that the simplest noun phrase consists of an article and a head. The head can be modified in two ways – it can be premodified and/ or postmodified. A noun phrase may have different functions in a sentence, the typical being the subject and object. Premodification may be most expressed by an adjective (some expensive furniture) , but there are common selections also , e.g. a participle (a very interesting mind , a retired

teacher) , a noun (his life story) , genitive (his fisherman's cottage) , an adverb or adverb phrase (round – the – clock service). Postmodification may consist of a prepositional phrase (the car outside the station) , a non – finite clause (the dog barking next door , a report written by my colleague , the ability of using his hand , the ability to use his hand) , a finite clause – a relative clause (the news that appeared in the papers this morning). Some minor possibilities of postmodification are an adverb phrase (the road back), or an adjective (something different). Determiners are a very important parts of a noun phrase.

In brief, the premodification and postmodification possibilities may consist of the following parts:

The girl

The blonde girl

The blonde girl in blue jeans

The blonde girl wearing blue jeans

The blonde girl who is wearing blue jeans

She is my sister.

Main Differences between compound Nouns and Noun phrases

Scholars differ in the number of criteria they give to make a distinction between compound words and noun phrase. The criteria to recognize compounds can be classified into three types by many authors.

1- Phonological criterion

It is believed that this perceptual ability of the role of stress pattern discriminating between compound nouns and noun phrases is one of the best criteria to identify compound nouns and distinguish them from noun phrase. Stageberg (1971:105) states that stress contributes somehow to the transference of its meaning in that the first element should have stress and qualifies the second. Chomsky & Halle (1968: 17) argue that the difference between them can be captured in a systemic way under the so – called compound stress rule (stress is on the left – hand member of a compound). For instance, BLACK board is a compound (a board to write on) vs. a black BOARD is a phrase (a board that is a black).

Generally, Roach (2009:99) explains that compound nouns have a primary stress on the first element but with a secondary stress on the

second one: EARTH quake, WAITING room, LIFT boat, FIRE-extinguisher. Contrasting the compound nouns with the corresponding noun phrases, such minimal pairs can be found in:

BLACK bird [compound] vs. black BIRD [N. phrase],

GREEN fly [compound] vs. green FLY [N. phrase],

BLACK board [compound] vs. Black BOARD [N. Phrase].

He adds that when the compound is used attributively in a noun phrase, the stress usually shifts from the second to the first element. This is similar to the stress placement that occurs in compounds like LIGHT house – Keeper vs. light House Keeper.

Thus, a compound word can be part of a phrase and a compound word can be part of a bigger compound.

According to Ladefoged & Johnson (2015:112) one of the main stress functions is to differentiate between compounds and phrases. Therefore, stress is very significant to analyzing the speech stream particularly the obscure minimal pairs.

To sum up, it can be said that the described syntactic, semantic, and in particular phonological characteristics work together and give a powerful binding force to a compound and make it different from a phrase.

2- Syntactic criterion

The compounds must be isolated from a parallel syntactic group morphologically. A compound is part of an utterance while a sentence must be a complete grammatical utterance. An adjective cannot be modified syntactically by a preceding substance; e.g. , *grass green (Marchand, 1969:21).

In the same vein, Adams (1973:57) explains that if a noun is premodified by another noun, participle, adjective or a nominalization, the result can be either a free phrase or a compound in which the premodifying element has lost its independence. In certain cases, it is useful to resolve whether the sequence is a compound noun or a noun phrase, e.g. small talk and wet day. It is possible to say a very wet day but very small talk cannot be used. Thus, a test can be applied to learn whether the first element can be separated from the head and the significant thing is to know whether the adjective can be modified by an adverb or not.

3- Semantic criterion

Compounds are not one unit only but also one concept. Levi (1978:126) proposes that compound nouns are derived from underlying relative clause or complement structures by the two processes of deletion and nominalization, e.g. orange juice is a noun refers to a juice made of orange. Therefore, compound nouns have a meaning that differs from two – word syntactic phrases. Compounds can be seen as having a meaning that may relate to but cannot be simply inferred from its parts meaning.

Jackson & Zéamvela (2007:94) also express the distinction between compounds and noun phrases on the semantic ground by showing the fact that they tend to acquire specialized meanings, therefore they are becoming very much like idioms. They state that mostly the meaning of at least one element of the compound is somehow obscured. For example, a black board does not have to be black (it can be also green and can be made of material other than wood).

Noun phrase in Arabic

Arabic has two types of sentences. Nominals start with a noun and verbals start with a verb. Arabic does not have the same form and structure of English noun phrase which refers to a group of words that have no verb. But English noun phrase corresponds to Arabic noun or pronoun that can be modified by demonstratives and adjective in Arabic. For Abdullah, (2018:809), Arabic noun phrase is a noun or pronoun accompanied by a set of modifiers. A demonstrative must be placed before the noun and the noun should have the definite article.

e.g. this boy هذا الولد

Concerning the adjectives, they must match the noun with gender, case, number, and definiteness

e.g. a new book كتابٌ جديدٌ

The new book الكتابُ الجديدُ

The new books الكتبُ الجديدةُ

Compound Noun in Arabic

Qabash (1974:282) states that Arabic nouns consist of simple and compound nouns. Simple nouns consist of one word noun while compound nouns are nouns that comprise of two words built together. The compound itself consists of three types; namely blended, numeral and annexation compound. Kharma and Hajajj (1989:50) indicate that compounding does not play a significant role in Arabic. Traditional linguists classify compounds into five kinds:

1- Murakab Idhafi (Annexed Compound)

This type is realized by the structural relations, in that a nominal is determined by another one. The first element is always the determined noun which is called mudhaf (annexed) and the second is the determining element which is called mudhaf ilayhi , and was called by Beeston (1970:46) the amplifying term and this process is called al- idhafa (the annexation).

e.g. sugar cane قصب السكر

It must be taken it consideration that not all two nouns are compounds because the two nouns are linked by idhafa in a possessive relation they are not necessarily subject to the same syntactic limitation as compound

e.g. The teacher's house بيت المعلم

2- Murakab Mazji (Mixed Compound)

Mixed compounds as endocentric compounds that are made of two juxtaposed nouns written as one word (حضر موت) (hadhramawt)

which consists of حضر (Hadhra) and موت (Mawt) (Abu Hayan, 1984: 868/2).

3- Murakab Isnadi (Predicative Compound)

This type is used only in proper nouns and places

e.g. سري من راي (suramanraaa). It is related to the exocentric compounds type.

They consist of a verbal element + noun .e.g. تابط شرا (tabata shara)

Is a name of a person (تأبط) noun + (شرا) object (Abbas, 1965: 232/4).

4- Murakab Adadi (Numeral Compound)

Arabic has numbers from eleven to nineteen. Each number behaves syntactically as one word, e.g. أحد عشر (eleven), the two elements are juxtaposed.

5- There are also numbers from twenty one to ninety-nine e.g.

تسعة و تسعون (ninety nine). Although these numbers behave like compound words, the two parts are inflected just like words having the same relation (Walid, 2010:11)

Consecutive Interpreting

Seleskovitch (1978:8) calls the first stage of interpreting as auditory perception of a linguistic utterance which carries meaning. Understanding of the message through a process of analysis and exegesis. The second stage of interpreting is the immediate and deliberate discarding of the wording and retention of the message to respond with the target production. Interpreting is a special kind of communicative interaction which takes place when numbers of different languages engage in cross – language culture communication, using interpreter’s mediators.

Therefore, interpreting involves the comprehension and production of discourse; a speaker produces a stretch of source discourse and the interpreter engages in the mental modeling to produce the stretch of target discourse (Kohn & Kalina, 1996:118).

Consecutive interpreting is the process of oral interpretation in which the interpreter waits until a complete statement has been spoken and then begins interpreting (Santiago, 2004:1).

Accordingly, consecutive interpreting means producing the accurate meaning of SL in TL by expressing thoughts clearly in both languages. No doubt, the more stress patterns the interpreter perceives properly in the SL, the more accurate interpreting will be.

Data Collection

To analyze the stress perception of compound nouns and noun phrases stress and their meaning transference into Arabic, six 4th year students are involved in the test, which is carried out in the translation Department, College of Arts, Mosul University, in the year 2020. Collecting the data includes two steps:

Firstly, the students are asked to listen to seven pairs of recorded English sentences (i.e. fourteen ones), different in the stress placement of compound noun and noun phrase, free of context, and taken from Collins Online English Dictionary. Secondly, the students are asked to interpret consecutively what they hear while the researcher records one by one.

Procedures and Discussions

Judging the students' renditions is based upon appropriateness. For, Kobenko and Ptashkin (2014: 1601), appropriateness implies recognition of contents in accordance with the norms of the target language. A variety of procedures are used to render CNs and NPs into Arabic, which are as follows:

- 1- Literal translation is one of the procedures depended on by the students. Catford (1965: 25) shows that literal translation denotes word – for– word correspondence.
- 2- Equivalence translation is conveying the meaning to preserve communication with the receptor and keeping the sense (Nida, 1964:164).
- 3- Paraphrasing is clarified by Newmark (1988), who sees it as a meaning explanation of a text segment.
- 4- Modulation is proposed by Vinay and Darbelnet (1995: 31). It refers to the variation through change of SL view point.
- 5- Transliteration is the transformation of a given name in the SL to a name in the TL, which means TL name is phonemically equivalent to the SL name and conforms to the TL phonology (Halai, 2007: 10).

SLT (1)

- a. I 'll leave the running shoes at home and take my 'wet suit.
- b. I 'll leave the running shoes at home and take my wet !suit

Table (1) SLT (1) Analysis

SL expression	Expression type	Intended Meaning
a. <u>wet</u> suit	Compound Noun	It is a piece of clothing, usually made from rubber that covers the hole body when one is swimming.
b. wet <u>suit</u>	Noun Phrase	A suit that is wet

(Wehmeier, 2006:1472)

Renderings

TLT (1)

- أ- انا سوف اخذ حذائي الرياضي في المنزل واخذ بدلتى المطرية .
ب- انا سوف اخذ حذائي الرياضي في المنزل واخذ بدلتى الخاصة بالمطر .

TLT (2)

- أ- سأترك حذاء الجري الخاص بي في المنزل وسأخذ بدلتى المبللة .
ب- سأترك حذاء الجري الخاص بي في المنزل وسأخذ بدلتى المبللة.

TLT (3)

- أ- لقد تركت حذاء الجري بالمنزل واخذت البدلة المبللة .
ب- لقد تركت حذاء الجري بالمنزل واخذت بدلة السباحة .

TLT (4)

- أ- سأترك حذاء الركض في البيت واخذ بدلتى المبللة .
ب- سأترك حذاء الركض في البيت واخذ بدلتى المبللة

TLT (5)

- أ- سأنزع حذائي في المنزل وسأرتدي البدلة المبللة .
ب- سأنزع حذائي في المنزل وسأرتدي بدلة وبيت سوت .

TLT (6)

- أ- سأترك حذاء السباق في المنزل واخذ بدلتى عادية .
ب- سأترك حذاء السباق في المنزل واخذ بدلتى غوص.

Table (2) TLTs (1) Analysis

SLT (a)	TLT NO	TL Rendering	Appropriateness	Procedure
Wet suit Compound Noun	1-	بدلتي المطرية	-	modulation
	2-	بدلتي المبلة	-	literal
	3-	بدلة المبلة	-	literal
	4-	بدلتي المبلة	-	literal
	5-	بدلة مبلة	-	literal
	6-	بدلة غوص	+	equivalent
SLT (b)	TLT NO.	TL Rendering	Appropriateness	Procedure
Wet suit Noun Phrase	1-	بدلتي الخاصة بالمطر	-	modulation
	2-	بدلتي المبلة	+	Literal
	3-	بدلة السباحة	-	modulation
	4-	بدلتي المبلة	+	Literal
	5-	بدلة ويت سوت	-	Transliteration on
	6-	بدلة عادية	-	modulation

Discussion

In table (2), 'wet suit as a compound noun is rendered inappropriately by subjects (1, 2, 3, 4, and 5) because they could not distinguish between the compound and the phrase. Only subject (6) has managed intended meaning "بدلة غوص" which gives equivalent meaning. Undoubtedly, the outcome of such transfer is a natural sounding speech.

The next table also shows that subjects (1, 3, 5 and 6) have not managed the meaning of wet 'suit as a noun phrase and provided inappropriate renditions, because they might have not perceived stress function as an indication of noun phrase. Subjects (2 and 4) have transferred the noun phrase properly into "بدلتي المبلة" according to its stress pattern.

SLT (2)

- a. If he was the 'black sheep of the family, they were probably glad to have him gone.
- b. If he was the black 'sheep of the family, they were probably glad to have him gone.

Table (3): SLT (2) Analysis

SL Expression	Expression type	Intended Meaning
a. <u>'black sheep</u>	Compound Noun	Someone who has done something bad that brings shame to his family
b. black <u>'sheep</u>	Noun Phrase	A sheep that is black

Wehmeier(2006:115).

Renderings

TLT (1)

- أ- إذا كان هو ضحية العائلة ، سيكونون من المحتمل سعيدين بذهابه .
- ب- إذا كان هو الخروف الاسود للعائلة ، سيكونون من المحتمل سعيدين بذهابه .

TLT (2)

- أ - ستكون العائلة فرحة بذهابه ، اذا كان هو بمثابة وصمة عار للعائلة .
- ب- ستكون العائلة فرحة بذهابه ، لو كان هذا الخروف الاسود للعائلة .

TLT (3)

- أ- اذا كان هو الخروف الاسود للعائلة كانوا على الارجح سعداء لأنه قد غادر .
- ب- اذا كان هو عديم الفائدة للأسرة حيث انهم كانوا على الارجح سعداء لأنه غادر .

TLT (4)

- أ- لو كان هو الخروف الاسود للعائلة ، لكانوا سعداء بان يتركوه يرحل .
- ب- اذا كان هو الخروف الاسود للعائلة ، كانوا ربما سعداء ليتركوه يرحل .

TLT (5)

- أ- اذا كان هو جبان العائلة سيكونون سعداء في حالة مغادرته .
- ب- اذا كان لديهم خروف اسود سيكونون سعداء في حالة مغادرته.

TLT (6)

- أ- اذا كان هو خروف اسود للعائلة فمن الممكن ان تكون ممتة لأنه ذهب .
- ب- اذا كان هو كبش فداء العائلة فمن المحتمل سيكونون سعيدين بأنه ذهب.

Table (4): TLTs (2) Analysis

SLT (2:a)	TLT NO.	TL Rendering	Appropriateness	Procedure
black sheep Compound Noun	1-	ضحية	-	Modulation
	2-	وصمة عار	+	Equivalent
	3-	الخروف الاسود	-	Literal
	4-	الخروف الاسود	-	Literal
	5-	جبان	-	Modulation
	6-	خروف اسود	-	Literal
SLT (2:b)	TLT NO.	TL Rendering	Appropriateness	Procedure
black sheep Noun Phrase	1-	الخروف الاسود	+	Literal
	2-	الخروف الاسود	+	Literal
	3-	عديم الفائدة	-	Modulation
	4-	الخروف الاسود	+	Literal
	5-	خروف اسود	+	Literal
	6-	كبش فداء	-	Modulation

Discussion

Table (4) shows that subjects (1, 3, 4, 5 and 6) have misperceived 'black sheep as a compound noun according to stress pattern by producing inappropriate renditions. Subject (2) has conveyed the intended meaning successfully in the TLT according to the stress placement and produced the same SL image by using equivalent method "وصمة عار".

Rendering black 'sheep as a noun phrase, subjects (1, 2, 4, and 5) Have realized the intended meaning by producing appropriate meaning that are considered literal rendering. Whereas, in the case of "الخروف الاسود" subjects (3 and 6) have transferred incorrect meaning, because they have not realized the difference of meaning according to stress placement.

SLT (3)

- a. The leaves of my water lily are covered in 'greenfly.
 b. The leaves of my water lily are covered in green 'fly.

Table (5): STL (3) Analysis.

SL Expression	Expression type	Intended Meaning
a. <u>'greenfly</u>	Compound Noun	An aphid: a small green insect that damages plants.
b. green <u>'fly</u>	Noun Phrase	A fly that is green.

(Wehmeier , 2006 : 564).

Renderings

TLT (1)

- أ- اوراق نبات الزنبق الخاصة بي مغطاة بحشرات خضراء.
 ب- ان اوراق نبات الزنبق الخاصة بي مغطاة بحشرات اليعسوب.

TLT (2)

- أ- اوراق ماء الزنبق الخاص بي مغطى بحشرة خضراء .
 ب- اوراق ماء الزنبق الخاص بي مغطاة بحشرة خضراء.

TLT (3)

- أ- تغطي اوراق الزنبق حشرة خضراء.
 ب- تغطي اوراق الزنبق ذبابة خضراء.

TLT (4)

- أ- اوراق ماء الزنبق خاصتي مغطى بالحشرة الخضراء.
 ب- اوراق ماء الزنبق خاصتي مغطاة بالحشرات الخضراء.

TLT (5)

- أ- ان اوراق ماء الحوض مليئة بحشرات ذات لون اخضر
 ب- ان اوراق ماء الحوض مليئة بحشرة الزنبق.

TLT (6)

- أ- اوراق زهرة الزنبق مغطاة بحشرة خضراء.
 ب- اوراق زهرة الزنبق مغطاة بحشرة النباتات.

Table (6): TLTs (3) Analysis

SLT (3:a)	TLT NO.	TL Rendering	Appropriateness	Procedure
greenfly Compound Noun	1-	حشرات خضراء	-	Literal
	2-	حشرة خضراء	-	Literal
	3-	حشرة خضراء	-	Literal
	4-	حشرة خضراء	-	Literal
	5-	حشرة ذات لون اخضر	-	Literal
	6-	حشرة خضراء	-	Literal
SLT (3:b)	TLT NO	TL Rendering	Appropriateness	Procedure
green fly Noun Phrase	1-	حشرة يعسوب	-	Modulation
	2-	حشرة خضراء	+	Literal
	3-	ذبابة خضراء	-	Modulation
	4-	حشرات خضراء	+	Literal
	5-	حشرة الزنبق	-	Modulation
	6-	حشرة نباتات	-	Modulation

Discussion

It is clear that all the subjects have mismatched the meaning of greenfly as a compound noun. So they have conveyed it inappropriately into "حشرة خضراء" as a noun phrase meaning which may refer to beneficial or harmful insect in Arabic context. It can be rendered into "المن" or "قملة النبات".

Concerning green fly as a noun phrase, subjects (2 and 4) have transferred its meaning successfully into "حشرة خضراء" by using literal rendering. The rest of the subjects have not managed the intended meaning according to the stress placement on the second part as any fly with green.

SLT (4)

a. We adopted a 'grey hound a year ago.

b. We adopted a grey 'hound a year ago.

Table (7) SLT (4) Analysis

SL Expression	Expression type	Intended Meaning
a. <u>'grey hound</u>	Compound Noun	A type of dog that has a thin body, long and thin legs, and can run fast in races.
b. grey <u>'hound</u>	Noun Phrase	A dog that is grey.

(Wehmeier , 2006 : 564).

Renderings

TLT (1)

أ- لقد تبيننا كلب صيد السنة الماضية.

ب- لقد تبيننا كلب سلوقي السنة الماضية .

TLT (2)

أ- لقد تبيننا كلب كبير السن في السنة الماضية .

ب- لقد تبيننا كلب رصاصي اللون السنة الماضية .

TLT (3)

أ- لقد تبيننا كلب لونه رمادي.

ب- لقد تبيننا كلب صيد .

TLT (4)

أ- ربينا كلباً رمادياً قبل سنة .

ب- ربينا كلباً رمادياً قبل سنة .

TLT (5)

أ- قمنا بتربية كلب رصاصي قبل سنة من الان .

ب- لقد قمنا بتربية كلب لونه رصاصي في السنة الماضية .

TLT (6)

أ- قمنا بتبني كلب رمادي في السنة الماضية .

ب- قمنا بتبني كلب رمادي في السنة الماضية.

Table (8): TLTs (4) Analysis

SLT (4:a)	TLT NO.	TL Rendering	Appropriateness	Procedure
grey hound Compound Noun	1-	كلب صيد	+	Equivalent
	2-	كلب كبير السن	-	Modulation
	3-	كلب لونه رمادي	-	Literal
	4-	كلب رماديا	-	Literal
	5-	كلب رصاصي	-	Literal
	6-	كلب رمادي	-	Literal
SLT (4:b)	TLT NO.	TL Rendering	Appropriateness	Procedure
grey hound Noun Phrase	1-	كلب سلوقي	-	Modulation
	2-	كلب رصاصي اللون	+	Literal
	3-	كلب صيد	-	Modulation
	4-	كلبا رماديا	+	Literal
	5-	كلب لونه رصاصي	+	Literal
	6-	كلب رمادي	+	Literal

Discussion

Table (8) shows that only subject (1) has conveyed the intended meaning according to the stress placement on the first part 'grey hound by using the equivalent rendering "كلب صيد". Subjects (2, 3, 4, 5 and 6) have produced inappropriate renderings because stress placement might not be obvious for them. It can also be rendered into. "كلب سلوقي".

Subjects (1 and 3) have failed in producing the proper meaning of grey hound in the TLT as a noun phrase because they couldn't distinguish between compounds and phrases. While subjects (2, 4, 5 and 6) have managed the intended meaning as a noun phrase i.e. adjective and noun "كلب" and "كلب رصاصي اللون" and "كلب رمادي" by using literal procedure.

SLT (5)

a. I used to have nightmares about that hot dog.

b. I used to have nightmares about that hot dog.

Table (9) SLT (5) Analysis

SL Expression	Expression type	Intended Meaning
a. <u>hot</u> dog	Compound Noun	A cooked sausage eaten in along soft bread.
b. hot <u>dog</u>	Noun Phrase	A dog feels hot.

(Wehmeier , 2006 : 629).

Renderings

TLT (1)

أ- لقد تعودت ان ارى كوابيس عن ذلك الكلب الحار .

ب- لقد تعودت ان ارى كوابيس عن ذلك الكلب الحار .

TLT (2)

أ- كنت ارى كوابيس عن تلك النقانق .

ب- كان لدي كوابيس عن ذلك الكلب الساخن .

TLT (3)

أ- لقد اعتدت ان ارى كوابيس عن وجبات النقانق .

ب- لقد اعتدت ان ارى كوابيس عن كلب يشعر بالحر .

TLT (4)

أ- اعتدت رؤية كوابيس عن ذلك السجق .

ب- اعتدت رؤية كوابيس عن كلب يشعر بالحرارة .

TLT (5)

أ- اعتدت على الكوابيس حول هوت دوغ .

ب- اعتدت ان ارى كوابيس عن الكلب الحار .

TLT (6)

أ- اعتدت على رؤية الكوابيس بسبب تلك النقانق .

ب- اعتدت على رؤية الكوابيس ذلك الكلب الساخن.

Table (10): TLTs (5) Analysis

SLT (5:a)	TLT NO.	TL Rendering	Appropriateness	Procedure
hot dog Compound Noun	1-	كلب حار	-	Literal
	2-	نقائق	+	Equivalent
	3-	وجبات نقائق	+	Equivalent
	4-	سجق	+	Equivalent
	5-	هوت دوغ	-	Transliteration
	6-	نقائق	+	Equivalent
SLT (5:b)	TLT NO.	TL Rendering	Appropriateness	Procedure
hot dog Noun Phrase	1-	كلب حار	-	Literal
	2-	كلب ساخن	-	Literal
	3-	كلب يشعر بالحر	+	paraphrasing
	4-	كلب يشعر بالحرارة	+	paraphrasing
	5-	كلب حار	-	Literal
	6-	كلب ساخن	-	Literal

Discussion

Regarding **hot dog** as a compound noun, subjects (1 and 5) have misinterpreted the intended meaning according to stress pattern. Subjects (1, 3, 4, and 6) have managed the intended meaning as a single meaning unit in the TLT "نقائق" or "سجق", that is the equivalent rendering.

For **hot dog** as a noun phrase, although subjects (1, 2, 5 and 6) have realized the intended meaning, they have produced inappropriate renditions "كلب حار" and "كلب ساخن", which are not acceptable in Arabic context. Subjects (3 and 4) have provided the same image and managed the meaning according to stress pattern by using paraphrasing procedure "كلب يشعر بالحر". It can also be rendered into "كلب لاهت"

SLT (6)

a. 'Turkish teacher is nice enough but Janet doesn't like her.

b. Turkish 'teacher is nice enough but Janet doesn't like her.

Table (11) SLT (6) Analysis

SL Expression	Type	Intended Meaning
a. <u>'Turkish teacher</u>	Compound Noun	A teacher teaches Turkish.
b. Turkish <u>'teacher</u>	Noun Phrase	A Turkish teacher from Turkey.

Renderings

TLT (1)

أ- ان المعلمة التركية لطيفة للغاية ولكن جانبيت لا تحبها .

ب- ان معلمة اللغة التركية لطيفة للغاية ولكن جانبيت لا تحبها .

TLT (2)

أ- كانت الاستاذة التركية لطيفة ولكن جانبيت لم تحبها.

ب- كانت الاستاذة التركية لطيفة ولكن جانبيت لم تحبها.

TLT (3)

أ- ان مدرسة اللغة التركية شخص لطيف للغاية لكن جانبيت لا تحبها .

ب- ان المدرسة التركية لطيفة للغاية لكن جانبيت لا تحبها.

TLT (4)

أ- ان الاستاذة التركية جيدة بما فيه الكفاية ولكن جانبيت لا تحبها .

ب- طريقة الاستاذة التركية جيدة بما فيه الكفاية ولكن جانبيت لا تحبها .

TLT (5)

أ- ان مدرسة مادة اللغة التركية متمكنة ولكن جانبيت لا تحبها.

ب- ان المدرسة التركية هي متمكنة ولكن جانبيت لا تحبها .

TLT (6)

أ- المدرسة التركية جيدة بما فيه الكفاية ولكن جانبيت لا تحبها.

ب- جانبيت لا تحب تلك المدرسة التركية على الرغم من كونها جيدة.

Table (12): TLTs (6) Analysis

SLT (6:a)	TLT NO.	TL Rendering	Appropriateness	Procedure
Turkish teacher Compound Noun	1-	المعلمة التركية	-	Literal
	2-	الاستاذة التركية	-	Literal
	3-	مدرسة اللغة التركية	+	Equivalent
	4-	الاستاذة التركية	-	Literal
	5-	مدرسة مادة اللغة التركية	+	Equivalent
	6-	المدرسة التركية	-	Literal
SLT (6:b)	TLT NO.	TL Rendering	Appropriateness	Procedure
Turkish teacher Noun Phrase	1-	معلمة اللغة التركية	-	Modulation
	2-	الاستاذة التركية	+	Literal
	3-	المدرسة التركية	+	Literal
	4-	الاستاذة التركية	+	Literal
	5-	المدرسة التركية	+	Literal
	6-	المدرسة التركية	+	Literal

Discussion

Rendering the meaning of Turkish teacher as a compound noun is inappropriate by subjects (1, 2, 4 and 6), due to their misperception of its meaning as a teacher of Turkish according to stress placement. Whereas, subjects (3 and 5) have transferred its meaning properly into "مدرسة اللغة التركية" according to the stress pattern by giving the equivalent meaning.

Concerning Turkish teacher as a noun phrase, only subject (1) has misinterpreted the intended meaning. Subjects (1, 3, 4, 5 and 6) have managed the same SL meaning in the TL "المدرسة التركية" which is literal translation.

SLT (7)

- a. A team of 'White House would have no comment.
 b. A team of white 'house would have no comment.

Table (13) SL (7) Analysis

SL Expression	Expression type	Intended Meaning
a. 'White House	Compound Noun	The official residence of US president.
b. white 'house	Noun Phrase	A house that is white.

(Wehmeier , 2006 : 1477).

Renderings

TLT (1)

- أ- ليس لدى فريق البيت الابيض اي تعليقات .
 ب- ليس لدى الفريق في البيت الابيض اي تعليقات.

TLT (2)

- أ- لم يكن لفريق من البيت الابيض اي تعليق .
 ب- لم يكن للفريق ذو البيت الابيض اي تعليق .

TLT (3)

- أ- لا يملك البيت الابيض تعليقا .
 ب- لا يملك فريق المنزل المصبوغ بالابيض اللون تعليقا .

TLT (4)

- أ- فريق من البيت الابيض قد لا يكون لديه اي تعليق .
 ب- فريق من البيت الابيض قد لا يكون لديه اي تعليق .

TLT (5)

- أ- ليس لدى فريق البيت الابيض اي تعليق .
 ب- ان فريق البيت المطلي باللون الابيض ليس لديهم اي تعليق .

TLT (6)

- أ- فريق من البيت الابيض لن يكون لديه اي تعليق .
 ب- لن يكون لدى فريق البيت الابيض اي تعليق .

Table (14): TLTs (7) Analysis

SLT (7:a)	TLT NO.	TL Rendering	Appropriateness	Procedure
White House Compound Noun	1-	البيت الابيض	+	Literal
	2-	البيت الابيض	+	Literal
	3-	البيت الابيض	+	Literal
	4-	البيت الابيض	+	Literal
	5-	البيت الابيض	+	Literal
	6-	البيت الابيض	+	Literal
SLT (7:b)	TLT NO.	TL Rendering	Appropriateness	Procedure
white 'house Noun Phrase	1-	البيت الابيض	-	Literal
	2-	البيت الابيض	-	Literal
	3-	المنزل المصبوغ بالابيض	+	Paraphrasing
	4-	البيت الابيض	-	Literal
	5-	البيت المطلي باللون الابيض	+	Paraphrasing
	6-	البيت الابيض	-	Literal

Discussion

In table (14) , all the subjects have got the meaning of 'White House as a compound noun that is a unit has its own meaning by using literal type of translation "البيت الابيض" that refers to the residence of US president in Arabic context.

In the following table the meaning of white 'house, which refers to any house painted white, has been rendered improperly into Arabic context, although the subjects (1, 2, 4 and 6) have used literal translation "البيت الابيض". Therefore the meaning difference between 'White House and white 'house have not been shown clearly. Subjects (3 and 5) have managed the intended meaning by-

producing paraphrasing interpreting "المنزل المصبوغ بالابيض" and "المنزل"

"المطلي باللون الابيض" and stimulated the TL receptor response.

Table (1) Subjects' Overall Compound Noun Renderings

Procedure	Frequency	Percentage
Literal	٢٨	٦٧%
Equivalent	٩	٢١%
Modulation	٤	١٠%
Transliteration	١	٢%
Total	٤٢	١٠٠%

Table (2): Subjects' Overall Noun Phrase Renderings

Procedure	Frequency	Percentage
Literal	25	%60
Paraphrasing	4	١٠%
Modulation	١٢	٢٨%
Transliteration	١	٢%
Total	٤٢	١٠٠%

The above tables show the times number of procedures used by the students.

Table (3) Subjects' Overall Stress Perception of Compound Noun

NO.	Expression	Correct perception	Incorrect perception
١	wet suit ¹	١	٥
٢	¹ Black sheep	١	٥
٣	¹ Green fly	٠	٦
٤	Grey hound ¹	١	٥
٥	Hot dog ¹	4	٢
٦	Turkish teacher ¹	٢	٤
٧	¹ White House	٦	٠
Total		١٥	٢٧

Table (4): Subjects' Overall Stress Perception of Noun Phrase

NO.	Procedure	Correct perception	Incorrect perception
١	'suit wet	٢	٤
٢	Black 'sheep	٤	٢
٣	Green 'fly	٢	٤
٤	Grey 'hound	٤	٢
٥	Hot 'dog	٢	٤
٦	Turkish 'teacher	٥	١
٧	White 'House	٢	٤
Total		٢١	٢١

Table (5) : Subjects' Overall Stress Perception of Compounds and Phrases

Procedure	Frequency	Percentage
appropriate	٣٦	٤٣
inappropriate	٤٨	٥٧
Total	٨٤	١٠٠%

Findings

After analyzing the SLTs and investigating their perception and rendering into the TL; the study has come up with the following main findings:

- 1- The students' rate of failure in rendering the compounds and phrases is higher than the rate of success.
- 2- The noun phrases are conveyed more appropriately than the compounds because the students utilize the literal translation that the lexical environment nature of the noun phrase accepts. Therefore, their success, at least for some of them, is not based on their background knowledge of such stress pattern.
- 3- The data shows the students' rate of failure to convey the compounds meaning is high owing to the fact that most students treat compounds as phrases without paying attention to stress pattern as a key meaning indicator. Obviously, equivalent translation is the most suitable way to render compound noun as a one meaning concept.

Conclusion

It is evident in the process of interpreting that the students may have a high degree of difficulty in recognizing compounds nouns and noun phrases because most students are not aware of a shift in the stress placement from the first part to the second one can denote syntactic and semantic shifts in English. Thus, teaching such stress patterns to the learners of English is very important for their progress in the English pronunciation skills. Consequently, teachers should give priority to stress and such features can be taught by practicing a list of minimal pairs containing compounds and phrases and then asking students to make a distinction between them according to stress placement in order to realize meaning difference and be able to express meaning obviously in the target language.

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نبر الأسماء المركبة و العبارات الاسمية في الترجمة التعااقبية من الإنكليزية إلى

العربية

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المستخلص

تبحث الدراسة إدراك معنى الأسماء المركبة والعبارات الاسمية وفقاً لنبرها وتأثيرها في الترجمة التعااقبية، وذلك من خلال توضيح طريقة نقل معانيهما إلى اللغة العربية. ويتلقى المترجم رسائل متتابعة مصدرها المنكلم ثم يقوم بإعادة تشكيل المعنى المقصود فوراً في الترجمة التعااقبية. فالنبر هو أحد أكثر القضايا تعقيداً بالنسبة للمتحدثين بلغة غير لغتهم الأم لذلك يتوجب على الطلبة أن ينتبهوا إلى أنماط نبر الأسماء المركبة والعبارات الاسمية؛ إذ قد يسبب انعدام معرفة هكذا أنماط نبر في اللغة الإنكليزية إلى سوء فهم وبالتالي انعدام القدرة على تحقيق المكافئ اللغوي المطلوب في اللغة الهدف ويفضي إلى خطاب منطوق غير صحيح.

وتفترض الدراسة أنه لا يتم إدراك نبر الأسماء المركبة والعبارات الاسمية بشكل صحيح ولا يمكن التمييز بينهما وإيجاد مكافئ لغوي لها بشكل صحيح في لغة الهدف ومن المؤمل أن تعزز هذه الدراسة معرفة الطلبة بالتمييز فيما بينهما وذلك وفقاً لموقع النبر من أجل إيصال المعنى بشكل واضح، وتظهر الدراسة أن ترجمة معظم الطلبة للأسماء المركبة والعبارات الاسمية غير ملائمة، وذلك لعدم قدرتهم على التمييز فيما بينهما، وتبني استراتيجيات مختلفة في مسعى لنقل معانيهما إلى اللغة العربية.

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