

Students Translation vs Machine Translation: Translating Problematic of Nominalization Expressions in Media Texts into Arabic

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Abstract:

The current study aims at analyzing nominalization expressions problems or mistakes made by translation throughout their translation for media text by using different methods of translation (MT and paper dictionary) then the results given will be compared in order to decide which method is better for handling such nominalization expressions problem. To achieve the purpose of this study, a validated and reliable media English text of as a test was used. It was given to a sample consists of 20 translation students, and the sample was selected from fourth year students. The students were asked to translate the English media text into Arabic. The collected data were analyzed and investigated quantitatively and qualitatively. The results revealed unaccepted level of students in translating these lexical; as a result of “Wrong Word Usage” that has achieved and led to an appropriate translation. In addition to low extend in dealing with their functional meaning circulated by a number of problems. The most committed problems were related to students’ unfamiliarity with English nominalization expressions, in addition to their failure in achieving the exact English equivalence of English nominalizations included within the text been translated during the test.

Key words: English media text, English Nominalization expressions, students’ translation.

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مقارنة الترجمة الورقية والترجمة الآلية لمشاكل التعبيرات التأسيمية في النصوص
الإعلامية إلى اللغة العربية (*)

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المخلص:

تهدف الدراسة الحالية إلى تحليل مشاكل أو أخطاء تعبيرات التأسيم التي تُرتكب عن طريق الترجمة التحريرية في كل ترجمتها إلى نصوص وسائط الإعلام باستخدام مختلف الطرق للترجمة التحريرية (الترجمة الآلية أو الورقية القاموس) ثم تُقارن النتائج المقدمة من أجل تحديد الطريقة الأفضل لمعالجة مشكلة تعبيرات الاسمية هذه. ولغرض تحقيق هذه الدراسة، استُخدم نص اعلامي مصدقة وموثوقة باللغة الانكليزية كعينة لاختبار النتائج. وقد أُعطيت هذه العينة إلى ٢٠ طالباً من تلاميذ قسم الترجمة المرحلة الرابعة. وطلب من الطلاب ترجمة النص الإعلامي من الإنكليزي إلى العربية. وجرى تحليل البيانات المجمعة والتحقيق فيها كمياً ونوعياً. وكشفت النتائج عن مستوى غير مقبول من الطلاب في ترجمة هذه المصطلحات، نتيجة لـ "الاستخدام المماثل للكلمات" الذي حقق الترجمة المناسبة وأدى إليها. وبالإضافة إلى ذلك، فإن معالجة معانيها الوظيفية التي يعمها عدد من المشاكل لا تطول كثيراً. وكانت المشاكل الأكثر التزاماً تتعلق بعدم إلمام الطلاب بتعابير الاسمية الانكليزية، بالإضافة إلى فشلهم في تحقيق التوافق الانكليزي الدقيق للتسميات الانكليزية المدرجة في النص التي تمت ترجمتها أثناء الاختبار.

(* بحث مستل من رسالة الماجستير الموسومة :

Exploring Nominalization Expressions in The Translated Version of Kachachis
The American Granddaughter Skopos Theory respective

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الكلمات المفتاحية: نصوص أدبية إنكليزية، تعابير التأسيم الانكليزية، الترجمة الطلابية.

1. Introduction

Translation is a tool used to convey the meaning of a text from one language (source language; SL) into another (target language; TL), either orally or in writing. However, translation is a creative work, and one that plays a key role in exchanging sciences between nations. Translators encounter many problems during the translation process due to the characteristic features of each language. Non-equivalence is merely the tip of the iceberg. For example, translators face the problem that there may not always be a match in the TL that conveys the same meaning in the SL. This problem usually occurs when the translator translates expressions or proverbs that require him/her to have a deep knowledge of the culture of the TL. (Shivtiel,1994, p.3).

There are various errors that a translator may make if s/he does not carefully consider the differences between the SL and the TL, especially in three forms of nominalization: gerund, verbal noun, and deverbal noun. These nominals are problematic for two reasons. The first reason is that, they mix different degrees of nominal and verbal properties. So, the choice of these nominals for certain structure is not easy to predict. The second one is that there are many discrepancies concerning the terminology related to these forms used in linguistic references and studies. The confusing terminology is misleading for the researchers, teachers, and learners (Taher, 2015).

In his theory, Quirk (1979) construes nominalization as a process by which a verb or adjectives are transformed into a noun. Similarly, Halliday (1985) interprets nominalization rather generally as “any element or group that can function as a noun or a noun group. So, the following are examples of common nominalization expressions errors that an English translator may make when rendering a text into Arabic.

The present study is intended to exemplify what we call nominalization problems in which the translators might face during the process of translation. Here, a nominalization comprises deferent kinds that would be explained in details certain. The correspondence between the English and Arabic expressions are based on the translation relationship between the primary expression's units in the two languages.

The application of the MT and paper dictionary method enables us to pursue the entire usage spectrum of lexical elements as found in the text been given and judged later with respect to different lexical nominalization expressions and thus to investigate, in detail, the problems between the two languages concerned.

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problems might include different categories of nominalization expressions in which will be discussed during the type of nominalization in details. In addition to we have to look on the types of translation problems and my focus will be on the lexical ones which is the core of this study.

The importance of this study is derived from its subject; it deals with translating English nominalization expressions of media texts into Arabic. Our focus will be on certain lexical items chosen previously which later gives us the way that translators dealt with such expressions. It gives us some data about the process of translation in dealing with such lexical items. Students can get many advantages from this study in understanding the problems of translating nominalization expressions that sometimes cannot be seen clearly and skillful and knowledgeable are needed for such translation in order to find the appropriate translation. In addition to doing more translation researches like this kind.

The present study aims to disclose the difference between translation of problematic nominalization expressions from English into Arabic using paper dictionary and MT.

As for the research questions, the study tries to answer the following questions:

- 1: Which source reference is better for translating nominalization expressions: (TMs) Google Translate or student Translation?
- 2: What are the types of errors commonly found in translation from English into Arabic?
- 3: What strategies are employed by student's translators VS machine translation of nominalization expressions?
- 4: To what extent do translation students and MT can translate English nominalization expressions into Arabic?

2. Literature Review

Many studies have been done dealing with translation lexical problems in which comprise different categories. In their 1984 article on lexical categories in Universal Grammar, Hopper and Thompson (1985: 174) also address nominalizations syntactically. They construe nominalization as a category shift proposing that the semantic content of roots makes them more likely to belong to one specific category rather than to another". In this case, an originally verbal element is functioning as a noun, that is, as an argument of another verb. However, languages have derivational morphological processes for converting

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members of one category into members of another, what Hopper and Thompson (1984, 1985) call “category shifts.” For instance, nominal roots can be converted into verbs and verbal roots can be converted into nominal forms. That means, verbs or adjectives are encoded into a noun in which it is used in the later study.

Nominalization occurrences are a linguistic feature chosen by a discourse community to fulfill a function. The establishment of the “new learning” also implied the establishment of a new community of practice, who constituted a new discourse community that adopted a “new language”. Pahta and Taavitsainen (2011: 1-2), referring specifically to medical writing, that “a contextualized analysis of medical language requires an understanding of the contemporary history of medicine as an area of special knowledge and practice.” Their study aims at the analysis of nominalizations in Early Modern scientific English during this 200-year period emphasizing its persuasive nature and the factors that have an impact on the use of nominalizations.

Campbell (1998) investigated four categories of translation issues or defects in his categorization of the three stages of profiling a translator's textual competence (substandard, pre-textual, and textual). There are lexical omissions from the ST, grammatical problems, lexical item mistranslations, and erroneous lexical transfers among them. Our research would be focused on lexical issues caused by omissions or mistranslations, which would be studied in the examples found in the text chosen, demonstrating the English translation. These issues are utilized as criteria for TT evaluation; the more of these defects a translator has, the lower his textual competence is judged.

Others go farther by exploring the concept of nominalization extensively including more than one language as in Južnič (2020). Her study focuses on nominalization and its occurrence in Italian and Slovene literary texts. Showing the affectation of nominalization in literary texts and how it changes during the process of translation. Since not all nominalizations occurring in the translated texts are direct translations of Italian nominalizations, also those occurring when the source text uses other means of expression will be taken into account. The aim is to verify what is their overall frequency in the corpus, how often they occur as translations of source text nominalizations and what proportion is the result of other structures in the source texts; finally, we are also interested in what structures are found in the source texts when target text nominalizations are not the result of a direct translation.

Additionally, Dweik and Abu Shakra (2011) looked into the difficulties of translating religious writings from Arabic to English. Their research looked into how students used different tactics to translate certain lexical and semantic collocations in three holy texts: the Holy Quran, Hadith, and Bible. They chose a

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sample of 35 M.A. translation students from three distinct Jordanian universities, both public and private. They were employed in a translation test of 45 short sentences containing contextual collocations from three religious' books. These collocations have to be translated from Arabic to English by the students. Students used a variety of methods, including synonymy, generalization, paraphrase, deletion, and literal translation, according to the findings. Furthermore, the study found that the method of synonymy was the most commonly used for translating lexical collocations. On the other hand, literal translation was the first approach used in the Holy Quran and the Bible to translate semantic collocations. In the Hadith, the most evident technique for translating collocation was elimination.

Dweik & Suleiman (2013) pointed out that research into the difficulties Jordanian graduate students majoring in English language faced when translating culturally bound terms. A random sample of 60 graduate students enrolled in three Jordanian universities' M.A programs during the second semester of 2009/2010 was chosen. A translation test was created, consisting of 20 statements that needed to be translated from Arabic to English. The researchers conducted an informal open-ended discussion with translation professionals to learn about their perspectives on these issues, their causes, and potential solutions. The study's findings highlighted a variety of difficulties that graduate students face while translating cultural expressions. Unfamiliarity with cultural expressions, difficulty to attain equivalence in the second language, ambiguity of some culture expressions, and a lack of knowledge of translation methodologies and strategies were the most common issues.

Howwar (2013) viewed the translation of various Arabic and English idioms, focusing on the challenges that learners and translators experience. The translations of several Arabic and English phrases were chosen. He then went into the distinctions between literal translation and translating an SL idiom into a TL idiom. The total findings revealed that idioms can never be translated exactly; when dealing with idioms, context, equivalence, and semantic relativism should all be considered. As a result, it is strongly advised that translators, as well as he or she, be completely aware of some translation procedures as well as the context of the conversation.

In this respect, Jaback (2007) illustrated research to determine the difficulties that 200 Arab students have when translating Arabic into English. According to the findings, 55 percent of the issues were linguistic in nature, with 69 percent grammatical issues, 50 percent lexical issues, and 46 percent morphological issues.

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Al-Nakhalah (2007) analyzed the challenges that Palestinian English students at Al-Quds Open University in Gaza encounter while translating tenses from English to Arabic. In the first term of the academic year 2006/2007, he used a random sample of 185 students (male and female) from Al-Quds Open University in the Gaza Strip. The researcher discovers that the most difficult aspects of translation are tenses.

AL Shehab (2013) investigated the ability of translation students to translate English cultural expressions "proverbs" into Arabic in his study. The researcher chose a random sample of 20 translation students who enrolled in the Department of English Language and Translation at Jadara University in Jordan during the academic year 2015-2016 for this purpose. A reliable and rigorous test of 25 proverbs was established. These English proverbs are from John Simpson and Jennifer Speake's Oxford Dictionary of Proverbs. They were given to translation students to convert into Arabic. The data was statistically and qualitatively evaluated and studied. The findings demonstrated that students had an unacceptable degree of proficiency in interpreting these proverbs, as well as a limited understanding of their practical significance, which was exacerbated by a number of issues. Students' unfamiliarity with English proverbs, as well as their failure to achieve the exact Arabic equivalency of English proverbs included in the translation test, were the most serious issues.

3. Data Analysis and Discussion

In this section, the researcher compares the ST of the lexical expressions been translated from English into Arabic with their translation by using two methods MT and paper dictionary. After selecting all the nominalization expressions from the text want to translate, twenty nominalization expressions have been chosen to be analyzed according to Peter Newmark's five-part model. The reason behind selecting these expressions lies behind their importance and adequacy to the hypothesis of this study. The analysis process has three basic phases. The first phase is the researcher's analysis which is compensated through the analysis process by (A) in which the first three parts of Newmark's model have been dealt with, the text analysis, i.e., the ST, the translator's purpose in which the researcher tries to justify the lexical problems and a comparison between both texts, i.e., ST and TT. The second phase is the jury evaluation in which its member contributes, stating their opinions according to their convictions and what they have been taught in the translation field. The last phase is the questionnaire that has been held in Department of Translation, the University of Basra. The questionnaire participants are twenty students from the fourth year. In this questionnaire, every student has to choose only one choice for

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each extract. Their choices have been stated as a written as they are. This study intends to show the ability of student and MT in translating the nominalization expressions. In this regard, it has been answered according to the choices been given. The answers have been based on what has been mentioned above.

Here we are going to investigate the date been collected upon the test been conducted qualitatively and quantitatively.

1. Parking

Fr	Renditions	V	Fr	Renditions	V
1	يطبك	S	1	Omissions	D
3	انتظار السيارات	S	5	مراب السيارات	S
5	ساحة وقوف السيارات	S	4	يسطف	S

Analysis

The analysis reveals (the first step of Newmark model) that most of the translations are carrying the same meaning in both methods used (MT and paper dictionary). The result (the third stage the investigation) shows there is no big difference in between, as we can see the words been choose are similar to a large extent which would give us an indication that such common lexical items are easy to conveyed adopting word for word strategy (see the problem the fourth stage), keeping in our mind that idea and function are convey too according to Newmark model second stage. More the tarnation is satisfied this is the last stage of the model (the future of the translation).

2. grieving

Fr	Renditions	V	Fr	Renditions	V
1	Omissions	D	1	Omissions	D
4	الحزينة	S	4	المكلومة	S
3	المكلومة	S	1	المفجوعة	S
2	المفجوعة	S	1	المغدورة	S
			3	الحزينة	S

Analysis

The analysis reveals that translation for both methods are almost the same adopting the literally strategy, the meaning has carried the same idea in the ST, only two of twenty who missed it for unknown reasons. More over the lexical items been choose as translation by both methods are the same, this means the results are so close when lexical item is obvious and does not carry any fuzzy or implied meaning that some time hard to find the popper counterpart to be suitable

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for the context as a whole. The final translation is accepted and no influence at

Fr	Renditions	V	Fr	Rendition	V
1	Omissions	D	1	Omissions	D
4	تتمايل على قبعتها الزرقاء النسوجة	S	3	تتمايل على قبعتها الزرقاء	S
1	يتمايل على قبعتها	S	2	قبعتها الزرقاء المتمايلة	D
1	قبعتها تتأرجح	D	2	قبعتها الزرقاء النسوجة	S
1	قبعتها الزرقاء المحيكة اخذت تدللي	D	2	يتمايل على قبعتها الزرقاء النسوجة	S
2	قبعتها الزرقاء المتمايلة	D			

all.

3.cane tapping

Analysis

Here we can see different translations for the same lexical item, this reveals the ability of such method in handling such lexical item when equivalence is not clear to be picked, different strategies must be adopted to find the proper equivalence because such word carries multiple meaning and word for word does not work because the word order not all the times refers to the same meaning manipulation might happen so the translator have to read the whole text to avoid such mistake that would effects the meaning as we can see the translator have to pick the correct ones in order to convey the meaning that fit the text as whole.so the result shows that there is a slight preference and superiority for MT over paper dictionary.

4.blue Knit hat pooping

Fr	Renditions	V	Fr	Renditions	V
1	Omissions	D	1	Omission	D
2	تنقر على قصبته	S	2	تنقر عصاها	D
3	تنقر بعكازها	S	3	تنقر على قصبته	S
1	تنقر على ساقها	D	1	تطرق بعصاها الارض	S
1	منحنية على قصبته	D	1	عكازها يضرب الارض	S
1	عكازها يضرب الارض	S	2	تنكا على عصاها	D

Analysis

The analysis reveals that results are different among the two methods been used, and it's obvious that MT has a slight preference over the paper dictionary, here the role of the translator that used Paper is clear that they did not use the literal strategy which would give odd meaning (the second stage of Newmark model) that doesn't match the real once or the idea and the function of the writer.

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5.Pompom

Fr	Renditions	V	Fr	Rendition	V
2	Omissions	D	3	Omissions	D
1	القصف	D	6	اليوم بوم	D
4	بوم بوم	D	1	كرة الصوف	S
1	الزينة	S	1	ربطة الراس	D
1	الزغب	S			
1	كرة الصوف	S			

Analysis

The analysis reveals that translation is far away from the real meaning in both methods because it's very hard to deal with lexical that seems to be proper name or name for something that does not exist in any source, if the literally strategy are adopted the meaning would be odd so the translator needs to be highly efficient find another strategy to find the proper meaning. The results reveal the problems and the strategy also is clear can be seen through their translation, only few how would find the proper meaning. This would effect on the final product and make the text unreadable for the reader. The result shows slight preference for MT over Paper.

6.hollowed by grief

Fr	Renditions	V	Fr	Rendition	V
1	Omissions				
1	يعتليه الحزن	S	8	اجوف من الحزن	D
1	اشحب من الحزن	S	1	مفجوعا بالحزن	S
2	الحزن يغطي وجهها	S	1	كئيب من الحزن	S
3	يجف من الحزن	S			
1	مليء بالحزن	S			
1	تجه من الحزن	S			

Analysis

The analysis reveals that translation is far away from the real meaning in both methods because it's very hard to deal with lexical that seems to be proper name or name for something that does not exist in any source, if the literally strategy are adopted the meaning would be odd so the translator needs to be highly efficient find another strategy to find the proper meaning. The results reveal the problems and the strategy also is clear can be seen through their translation, only

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few how would find the proper meaning. This would affect on the final product and make the text unreadable for the reader. The result shows slight preference for MT over Paper.

7.funeral home

Fr	Renditions	V	Fr	Rendition	V
1	مكان دفن	D	7	منزل الجنازة	D
6	منزل الجنازة	D	2	دار الجنازة	D
1	منزل سبيرا المتوفية	D	1	بيت الجنازة	D
1	مكتب تجهيز الموتى	S			
1	كنيسة الجنازات	D			

Analysis

The analysis reveals that most of the students missed up the translation accept one, this reason attributed to the lack of knowledge in dealing with lexical items that need cultural equivalence by ignoring the literally strategy. The translator must adopt a strategy that provide him exact meaning of the ST otherwise translation would influence the meaning as a future translation. There is no obvious preference for any method unless they adopt the appropriate strategy.

8.tabletop

Fr	Renditions	V	Fr	Rendition	V
1	سطح الطاولة	S	7	سطح زجاجي	D
1	مقعد	D	1	طاولة زجاجية	S
3	سطح زجاجي	D	1	لوح زجاجي	D
3	طاولة	S	1	سطح الطاولة الزجاجية	S
2	سطح منضده	S			

Analysis:

The analysis also reveals the same mistakes committed by the students who used MT, because they use literary strategy which is killing the competence of self-translation and the creativity that translators must have, this would come by the intensive reading of the text and finding the exact meaning that carries the idea and the function of the ST. MT students totally depends on the lexical items given by machine. The reference of paper dictionary is quite obvious shown in the final results.

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9. Windex

Fr	Renditions	V	Fr	Rendition	V
1	منديل	D	1	Omissions	D
1	ماسح بصمات الاصابع	D	6	Windex	D
4	ويندكس	D	2	منظف وندكس	S
3	منظف زجاجي وندكس	S	1	منظف زجاج	S
1	سطح زجاجي لمام	D			

Analysis

The investigation of this proper name needs highly efficient translators in order to find the exact meaning, only few students in both methods find the meaning suits the context while other missed depending on the literal strategy (word for word). slight preference of paper dictionary shows over MT. the former couldn't pick up the proper meaning unlike the latter that few of them find the correct equivalence that defiantly led to convey the whole idea of the text that make it coherent, readable, understandable.

10. Answer

Fr	Renditions	V	Fr	Rendition	V
2	ردها	S	2	Omissions	D
5	جواب	S	7	ردودها	S
1	قولها	S	1	فعلها	S
1	نشرت	S			

Analysis

Through the analysis been conducted shows that no big preference shown, this is would normally accrue with unambiguous lexical items that do not need and efforts or competence, literal strategy is enough to find and provide the proper counterpart. Most of the students have succeeded in finding the correct TT.

11. Faded

Fr	Renditions	V	Fr	Rendition	V
9	لم تتلاشى	S	8	لم تتلاشى	S
1	لا زالت تجول	S	2	لم تبهت	S

Analysis

The analysis shows that most of the student have succeeded in their translation, the same reason mentioned above. Such lexical items are easy to

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translate with less efforts. Both methods proved their ability to find such equivalence.

12. numb to gun violence

Fr	Renditions	V	Fr	Rendition	V
1	مايشوبها العنف المسلح	S	2	معرضة للعنف المسلح	S
2	مخدرة بالكامل	D	4	خدرا للعنف المسلح	D
1	Omissions	D	1	ملينة بالعنف المسلح	D
2	صامته للعنف المسلح	D	2	معتادة على العنف المسلح	S
1	يوجد فيها العنف المسلح	S	1	غافلة عن عنف السلاح	D
1	فاقدة الاحساس بسبب العنف المسلح	S			
3	معتادة على العنف المسلح	S			

Analysis

The analysis shows that most paper dictionary students have succeeded in finding the proper equivalence unlike MT who mostly missed the translation. The reason attributed to the strategy been used as we mentioned before that such lexical item needs not to adopt literal once as MT often used to present odd meaning but rather like equivalence, adaptation or others that enable to reach the exact meaning. This what Newmark mentioned during his five methods analysis.

13. appalling to ignore

Fr	Renditions	V	Fr	Rendition	V
1	ليجاهل	S	6	لايمكن تجاهله	S
5	لايمكن تجاهله	S	1	من الصعب تجاهله	S
1	Omissions	D	3	لم يتجاهل	S
1	من الصعب تجاهله	S			
1	لايمكن نسيانه	S			
1	لم يتجاهل	S			

Analysis

The analysis reveals that most of the students for both methods succeeded in finding the exact meaning and using the suit strategy, such lexical does not need any complicated or loopy method that would enable the translator to convey the lexical smoothly and flexibly. The final results show the equity between the two as forementioned with such easy lexical items.

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14. aspiring

Fr	Renditions	V	Fr	Rendition	V
8	طموحة		10	طموحة	S
2	مجدة				S

Analysis

Also, the analysis reveals that most of the students for both methods succeeded in finding the exact meaning and using the proper strategy that would influence positively on the meaning of the TT.

15. Shotting

Fr	Renditions	V	Fr	Rendition	V
4	اطلاق	S	6	القتل	S
3	الرمي	S	2	الضرب	S
3	Omissions	D	2	Omissions	D

Analysis

Most of the students have succeeded in their translation of both methods, only five of them who omitted their translation for unknown reason. The same reason of the above lexical item explanation. The result seems to be equal with no preference one over one another.

16. complaint

Fr	Renditions	V	Fr	Rendition	V
3	الشكوى	S	3	الشكوى	S
3	الدعوى	S	7	الدعوى	S
2	Omissions	D			
1	الاتهامات	S			

Analysis

The results here appeared to be the same results of the last explanation; big differences weren't notice only two who omitted their translation with paper dictionary method. Slight preference shown between the two. This is would show also in translation that for same extent the same translation.

17. Buckled in

Fr	Renditions	V	Fr	Rendition	V
4	Omissions	D	6	ملتوية	D
1	تنجو بنفسها	D	3	Omissions	D
3	ملتويتان	D	1	تجلسان	D
1	يجلسان	D			
2	مقيدتان	S			

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Analysis

The analysis appears to be different in which that most of the student couldn't find the acquired equivalence that hold the same ST idea or the meaning, it's obvious that most of the students are not acquainted in dealing with such lexical that refers or identified such word aren't followed directly or does not follow the word order, such needs a qualified analysts to find where this lexical referred to and identified.

This would come by reading the whole text as not separately in order the find out the suitable meaning and where does belong too. The main reason for missing the transition is that most of the students didn't know where this lexical refer to. That have a great influence on the meaning that steer the understanding of the reader. no big preference shown one over another.

18.logistics

Fr	Renditions	V	Fr	Rendition	V
7	لوجستيات	D	10	لوجستيات	D
2	Omissions	D			
1	عمل	S			

Analysis

The analysis reveals that most of the student's field in their translation for such lexical items (names), this is would require for high competence and skillfully translator in addition to the method they use and strategy as well. According to Newmark during his model the says that critics not only determined what is good what is bad but also to find the solutions. so equivalence strategy is the best method to tackle such lexical. No preference for any method could be measured here accept one who can find the proper counterpart.

19. Colliding with

Fr	Renditions	V	Fr	Rendition	V
8	Omissions	D	7	Omissions	D
1	حزن التخطيط	D	1	يتضارب	S
1	تعارضه	S	1	اصطدام	D
			1	تعارض	S

Analysis:

The analysis again missed the translation because of the word order that most of the students haven't qualified with, the student get used to follow the word for word the counterpart that he faced in the ST, such problems could be solved by

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reading the whole text to see which word is fit to give the exact ST meaning. Only three of twenty who find the translation in both methods, slight preference for MT in dealing with such lexical.

20. Compassion and Serenity home

Fr	Renditions	V	Fr	Rendition	V
5	Omissions	D	2	Omissions	D
1	منزل الجنّازة الكئيب المثير للشفقة	D	2		D
2	دار الشفقة والصراحة	D	2	مكتب الرحمة والصفاء للجنّاز	S
2	مكتب تجهيز الموتى ودفنها المسمى مكتب الراحة والرحمة	S	3	جنّازة الرحمة والصفاء	D
1	كومباشن سيرينتي فانيرل هوم	D	1	التعاطف والهدوء في منزل الجنّازة	D

Analysis

One of the noticed dilemmas appear when students face a proper name in their translation that would lead them to miss their translation by putting odd and unmatched equivalence even when they use both methods, this is would not work unless there is real intervention which required a special strategy to convey such lexical item. So, such word needs equivalence strategy in order to deal with cultural expansion that might carry the same meaning in our culture. Only four of twenty who can find the proper equivalence that might give the ST idea which is very important according to Newmark model analysis.

To sum up, the previous results show that as regards the qualitative side of this study, the majority of the analysis phases have considered the paper dictionary is appropriate method in dealing with lexical items media text while other isn't, The reason behind this success is that the students who use paper dictionary they often adopted equivalence strategy which can enable them to give a better translation and acceptable that convey the idea and the function of such lexical item within the text been translated, the results also showing the weakness of students in dealing with proper nouns, word orders they always miss their translation. The reason behind that is most of the students adopt literally method in which it doesn't achieve the purpose concerned. Also, they become distracted whenever there is a change in the position of the words such as Passive voice or gerund, such issues would confuse them that leads to omit most of these words translation from the TT maintaining the linguistic one. From another corner, the culture aspect hasn't been successfully retained since the translator has focused on lexical only without finding the proper equivalence to TT as they are in the original version. For example, the word (funeral home) For this reason, most of the omissions and alteration have been justified and accepted by the researcher's analysis and the readers' opinions in particular. However, such problems mostly have not been accepted since they have an influence of the TT

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and harm the ST and it is still considered to be odd without taking any translation strategy to carry the real meaning.

On the quantitative side, it has been found that the translators have made a huge number of mistakes especially on the level of MT according the results conducted, the total number of extracts in which they have occurred is twenty lexical items. each one of them have to be decided whether it's different or the same translation depending on the model and the jury evaluation. The following table includes 20 evaluations according to the translation conducted by using the both methods.

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**Table -2-
The Data Percentages of the text analysis**

Lexical	Answers	MEAN RANK	Test value	SIG
grieving	D	10.5	50	1
	S	10.5		
to say goodbye	D	10.5	50	1
	S	10.5		
pom-pom	D	11	45	0.615
	S	10		
cane tapping	D	11	45	0.648
	S	10		
Knit hat bobbing	D	11.5	40	0.374
	S	9.5		
funeral home	D	10.5	50	1
	S	10.5		
hollowed by grief	D	14	15	0.002
	S	7		
Tabletop	D	13	25	0.028
	S	8		
Windex	D	10.5	50	1
	S	10.5		
unwrapped	D	11.5	40	0.481
	S	9.5		
Faded	D	10.5	50	1
	S	10.5		
numb to gun violence	D	11.5	40	0.383
	S	9.5		
appalling to ignore	D	10	45	0.317
	S	11		
aspiring	D	10.5	50	1
	S	10.5		
allegedly	D	10	45	0.615
	S	11		
complaint	D	9.5	40	0.481
	S	11.5		
Buckled in	D	11.5	40	0.146
	S	9.5		
logistics	D	11	45	0.317
	S	10		
Compassion and Serenity	F	10	45	0.615
	T	11		
Colliding with	F	10	45	0.542

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The non-parametric test (Mann-Whitney) was conducted because the data are normally distributed, and on this basis this test was conducted to compare the two sets of methods used in the test in order to find out whether there are statistically significant differences between the two methods, and the results were as follows.

We note the students' answers. There are no significant differences in most of the statements between the use of the disgraceful method or dictionaries except in (hollowed by grief) and tabletop. There were statistically significant differences in the answers. For example, we note hollowed by grief that most of the answers were wrong in comparison with answers in the dictionary were correct, as well as in the second word

As for the rest of the words, although there are right and wrong answers to the translation in the same word, there were no moral differences.

4.conclusion

In this section, the present study attempts to investigate the validation of the research questions regarding productivity and quality. In order to do so, each research question is answered accordingly, and ultimately, the validation of each hypothesis is made based on the findings of the results:

RQ1: Which source reference is better of translating nominalization expressions: (TMs) Google Translate or student Translation?

The study revealed that the paper dictionary outputs are the most preferable in translating the lexical items. However, the paper dictionary outputs made the fewest errors, mainly due to the strategy been used in their translation. also, fewer errors in the paper dictionary when compared to the MT outputs according to the results extract from the percentage of the lexical items in table (2) showing that most of the time a preference with answers of students even some times are not obvious but to some extents are better. This suggests that having more resources could increase translators' productivity and translation quality. Even though initially the quality of their translations was not as good as that of ST, the translators could improve the quality of their translations throughout the study. in addition to the results of the average of questionnaire in table (3) for question 5 and 6 shows the preference of students in using paper dictionary rather than MT which gives as an indication of the preference of the method they use.

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RQ2: What are the types of errors commonly found in translating lexical items for media text from English into Arabic?

The results of the present study revealed that the MT and paper dictionary outputs tend to contain more lexical errors than grammatical errors after the use of the two methods. The data also revealed that some of the semantics errors may have been influenced by language transfer, such as word order, proper name, phrases. The result also revealed that students who used MT were more likely to commit semantic mistakes this would show up in their answers for such lexical items been discussed previously such as (grieving, tabletop) that showed the weakness for such method. In addition to questionnaire would give an extra support for that, especially question 2 and 4 this that showed that the majority of the students difficulties were meaning and grammar ones. The result of our analysis would match the results of their answers. Moreover, we can deduce that answer of the third question of the strategy been used because of the errors revealed.

RQ 3: what strategies are employed by student's translators VS machine transition of nominalization expressions?

The study revealed according to the results that most of the students who couldn't succeed in their translation used latterly strategy and others who succeed were most of paper dictionary how used equivalence strategy. The study also, revealed that translator of MT committed the majority of mistakes as a result of such strategy, this could be shown in their translation for certain nominalization expressions such as (names, phrases), on the contrary, paper dictionary which showed students superiority in translating the nominalization expressions such as (tabletop, grieving), the questionnaire could add an extra clarification and justification, we can see that the high rate was equivalence strategy followed by literal once. That can be shown also in the comparison conducted between the two.

RQ4: To what extents do translation students and MT can translate English nominalization expressions into Arabic?

The study revealed that each method had its own characteristic, according to the results extracted from data analysis showed question 6 questionnaire is the best for some extent in terms of simplicity and speed, that couldn't go far with all kind of translation because literally strategy are always adopted so that gives us an indication that MT hasn't do much for translation in terms of quality and

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appropriate translation, on the other hand paper dictionary could go far and do a lot for translation because the method been adopted for the most on which is equiveillance strategy that gives better and acceptable results than MT which failed in giving the TT counterpart of the ST. in addition to question 6 showed that an equity rate between these two method. The results showed also that both translations can serve a great role in translation but each one id fit for certain purpose.

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Appendix A The First List of English lexical

No.	English lexical	Arabic translation
1	Grieving	المفجوعة
2	Parking	مكان الوقوف
3	Tapping	تضرب
4	Knit	المنسوجة
5	Grief	بالحزن
6	Tabletop	المنضدة
7	Pompom	ذيل
8	Answer	اجابة
9	Worker	عامل
10	Violence	غير مبالية للعنف المسلح
11	Appalling	مروعا
12	Aspiring	طموح
13	Soaring	يرفع
14	complaint	الشكوى
15	Shooting	أطلاق
16	unharmmed	سالمة
17	colliding	تضارب
18	Funeral home	دار الجنائز
19	Compassion and Serenity	مكتب الراحة والرحمة
20	Windex	ملمع الزجاج