



Translating English Graduation Speech into Arabic: A Motivation-Based Study

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Abstract

The current study scrutinizes the impact of motivation on the postgraduates, particularly, the speech is delivered by their inspiring masters. Thus, the study aims to bridge the gaps between two disparate languages and cultures, English and Arabic, by examining the challenges and strategies involved in presenting the motivations while maintaining cultural relevance and linguistic aesthetics during the translation process to enhance the quality of graduation speeches delivered in Arabic-speaking contexts through focusing on motivation. It is hypothesized that graduation speeches are unlike in English and Arabic, since the former highlights the positive language, whereas the latter highlights flashback. To establish this point, one English graduation speech is selected¹ and analyzed qualitatively based on George's (2006) Model of Success. The text is translated into Arabic by fourth-year qualified students at the Department of Translation, College of Arts, University of Wasit (2023/2024), and analyzed according to Al-Qinai's (2000) Model of Translation Quality Assessment. The conclusions are anticipated to contribute to the fields of translation studies, contrastive analysis, and cross-cultural communication by providing insightful information about the difficulties faced by translators when attempting to convey the attitudes of speakers from various linguistic and cultural backgrounds.

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ترجمة كلمة التخرج في اللغة الانكليزية الى اللغة العربية: دراسة قائمة على التحفيز

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المستخلص

تبحث الدراسة الحالية في أثر التحفيز على الخريجين، لا سيما وأنهم يتلقون كلمة التخرج من أساتذتهم الملهمين. ولذا، تهدف الدراسة إلى سد الفجوات بين لغتين وثقافتين متباينتين، الإنجليزية والعربية، من خلال دراسة التحديات والاستراتيجيات التي ينطوي عليها تقديم الدوافع مع الحفاظ على الأهمية الثقافية والجماليات اللغوية أثناء عملية الترجمة لتعزيز جودة خطابات التخرج الملقاة في السياقات الناطقة باللغة العربية من خلال التركيز على التحفيز. من المفترض أن خطابات التخرج تختلف بين اللغتين الإنجليزية والعربية، حيث أن الأولى تسلط الضوء على اللغة الإيجابية، في حين أن الثانية تسلط الضوء على الحنين إلى الماضي. ولإثبات هذه الفرضية، تم اختيار كلمة تخرج باللغة الإنجليزية وتحليلها نوعيًا استنادًا إلى نموذج جورج (٢٠٠٦) للنجاح. إذ تم تكليف ثلاثة طلاب مؤهلين في السنة الرابعة في قسم الترجمة، كلية الآداب، جامعة واسط (٢٠٢٣/٢٠٢٤) بترجمة النص إلى اللغة العربية، ثم تم تحليله وفق نموذج القناعي (٢٠٠٠) لتقييم جودة الترجمة. ومن المتوقع أن تساهم الاستنتاجات في مجالات دراسات الترجمة والتحليل التقابلي والتواصل بين الثقافات من خلال توفير معلومات ثاقبة حول الصعوبات التي يواجهها المترجمون عند محاولتهم نقل مواقف المتحدثين من مختلف الخلفيات اللغوية والثقافية.

1. Introduction: Using words, phrases, and expressions that promote optimism, encouragement, support, and positive attitudes is known as positive language. Positive language in spoken and written communication aims to inspire, encourage, and promote wellbeing. It frequently encourages optimism and draws attention to the good things that are happening. It prioritizes fixes over problems. It validates people's ideals, abilities, and accomplishments through words. It honors their accomplishments and hard work. It boosts confidence and motivation. It emphasizes the empowerment of individuals by highlighting their agency and capacity to effect positive change in their lives and communities.

Expressing appreciation and thanks is an essential part of positive language use. It honors the kindness and contributions of others.

Positive language stresses constructive criticism or feedback for improvement rather than dwelling on flaws, even in situations where it is required. Positive language often includes storylines, phrases, and sayings that are action- and tenacity-oriented, highlighting triumph over adversity and promoting proactive problem-solving.

In addition to interpersonal interactions, positive language is used in a range of professional contexts, such as leadership, customer service, marketing, and motivational speaking. It has the potential to create a more supportive and cooperative atmosphere.

2. Review of the Literature

Organizational goals must be met by using motivation to create a high level of excitement. Motivation can be defined as satisfying particular employee needs or demands in order to achieve organizational main goals (Timm & Peterson, 2000).

Motivation, defined as the energizing of conduct towards a goal, is a crucial aspect of our interactions with the outside environment and with each other, claim Simpson and Balsam (2016:1-2). Every living thing is motivated to satisfy its basic needs, which include food, water, sex, and company. Meeting these demands is essential for survival, but in every circumstance, the goals must be accomplished in the appropriate quantity and at the appropriate moment. Determining the motivations behind human behavior is a very fascinating endeavor. Why motivational processes become disrupted when the consequences on a clinical and psychological level can be so severe, is a critical question. This is equally as significant as our insatiable curiosity in what drives us personally and what fosters the unique variations in motivation levels among our friends and colleagues.

To get the most out of their staff and assist the company in achieving its goals, managers and officers must understand what drives specific behaviors in the workplace and how to rein in such behavior. Every level of management

hopes to have motivated employees who can finish projects on time and at the proper pace of development.

Psychologists have defined motivation in a variety of ways, including internal and external. As a result, education can be both fruitful and fun. enthusiasm is essential for learning, and when a teacher lacks enthusiasm, their efforts seem futile.

According to Cattell and Child (1975), personality is made up of both how we behave (temperament and ability) and why we behave (motivation). The description of temperament and ability in the construction and assessment of personality does not end with dynamics or motivation. It is thought that two aspects of motivation—its strength and the purposes it fulfills—need to be investigated and quantified independently.

Deci and Ryan (1985) defined motivation as an illusive force that compels someone to perform an action. Motivated people are ones who are moved to action. People who lack ambition are said to be unmotivated, while those who are inspired or activated towards a goal are said to be motivated. An alternative definition of motivation is as a unitary phenomenon that exists in different forms and at different intensities in each person. Stated differently, motivation can differ not only in degree (what kind of motivation it is), but also in orientation (how much of it there is). The motivational orientation is focused on the underlying beliefs and goals that motivate behavior, or the reasons behind actions. To get their teacher's approval for every error they make, for example, or simply out of curiosity and interest, a student may have significant motivations for finishing their assignment.

Ouchi (1987) underlined the importance of motivation and the relationship between it and output. He examined the reasons for the increase in national productivity in Japan. He went on to remark that the secret to Japanese managers' success is their deep concern for the development and welfare of their staff members. The fact that motivation is the most important factor in determining productivity and quality is not new information.

Intrinsic motivation was defined by Ryan and La Guardia (1999) as people's innate curiosity, playfulness, and eagerness to discover and investigate

their surroundings. This natural desire for motivation is essential for acting on interests and expanding knowledge and abilities. It also plays a critical role in cognitive, social, and physical growth. Intrinsic motivation is found in the interaction between individuals and their behavior. Not every work is intrinsically compelling for everyone, and some people find motivation in some pursuits while others do not.

As to Pinder (1998), work motivation can be conceptualized as an amalgam of both internal and external factors that initiate and dictate job-related conduct, as well as dictate its structure, course, level of intensity, and duration. The concept is particularly relevant to the workplace and considers the ways in which an individual's behavior at work can be influenced by both intrinsic and extrinsic human factors. Workplace motivation manifests itself as observable, and thus quantifiable, behaviors in the workplace, but it is also an ethereal, individual, and hypothetical idea. One of the main challenges facing employers, both public and private, is finding effective ways to inspire their workforces. This is known as productivity improvement. The crucial nature of this issue is evident from the management's assessment of the close functional relationship between organizational productivity and employee engagement. For years, labor companies have been testing out different strategies to successfully link workers' motivation to their output.

The two types of motivation identified by Ryan and Deci (2020) are extrinsic and intrinsic. The former fosters a deep knowledge and motivates us to pursue and accomplish certain goals. Students are not encouraged to compare themselves to others, and growth is the main goal of this kind of motivation. On the other hand, the latter are used as rewards and penalties. With this kind of motivation, the student is studying to get the best scores. The need to come across as intelligent and appealing to others is what motivates this impulse. They only engage in the learning process when there is a task that entails receiving rewards or points.

Since motivation is the primary factor in success, the current study uses George's (2006) Model of Success and Al-Qinai's (2000) Model of Translation Quality Assessment.

2.1 Model of Success: George (2006:6) proposes a model of success that states that everyday use of the following four phases ensures success in life. The actions are as follows:

- 1. Awareness:** Recognize the places and ways that a particular illusion appears in your life.
- 2. Acceptance:** Appreciate and calmly accept the situation as it is.
- 3. Consistent Action:** Select the action or actions you will take to live an exceptional life after recognizing the illusion and concluding that the time is right. After then, make these new habits a regular part of your life. One gradually breaks old behaviors.
- 4. Authenticity:** One cannot hide or wear a mask in order to achieve greatness. This often calls for practice, or continuous action, and it will surely lead to higher levels of awareness, re-establishing the cycle from the beginning!

2.2 Al-Qinai (2000) Translation Quality Assessment Model:

Al-Qinai's (2000:499) model is applied for both the post-translation assessment of TT quality and the pre-translation phase analysis of the linguistic and contextual features of ST and TT. It highlights the following points:

- 1. Text-Typology:** The language and story structure of ST and TT, along with the text's intended purpose (e.g., instructive, persuasive, didactic, informative, evocative, etc.).
- 2. Formal Correspondence:** Heading replication, paragraph organization, punctuation, overall text volume and order, etc.
- 3. Coherence:** How well the text is symmetrical and compatible with itself.
- 4. Cohesion:** It is achieved through the use of pronouns, conjunctions, ellipses, repetition, collocation, and reference.
- 5. Pragmatic Equivalence:** The degree to which the text and its intended effect are similar, as well as the texts' illocutionary purpose.

6. Lexical Properties: They include emotive characteristics of meaning, catchphrases, and connotations.

7. Grammatical Equivalence: It includes tense, person, gender, and number concord.

Data Analysis and Translation Quality Assessment(TQA)

Source Text (ST)

"Be for something. Be curious, not cool. Feed your soul, too. Every day. Remember, insecurity makes liars of us all. Don't confuse success with excellence. Educate all of your parts. You will be healthier. Seek out—and have—mentors. Listen to them. Bite off more than you can chew. Do not get stuck in one place. Visit our national parks. Their sheer majesty may remind you of your own 'atomic insignificance,' as one observer noted, but in the inscrutable ways of nature, you will feel larger, inspired, just as the egotist in our midst is diminished by his or her self-regard. Insist on heroes. And be one."

Motivational Analysis of (ST):

Awareness: The text exhorts graduates to be conscious of the ways in which illusions might skew their understanding of reality. Illusions can take different forms, such as cultural pressures, self-doubt, or excessive expectations. Graduates can avoid being duped and make wise decisions by identifying these illusions. A fresh graduate could think that success is solely determined by one's level of material wealth. This illusion may lead people to make decisions driven solely by money gain, ignoring their own values and passions. When people are aware of this trick, they can redefine success based on their own standards and pursue a career that fulfills their desires.

Acceptance: The most important topic here is to evaluate both of the advantages and disadvantages of the current status quo. This motivates graduates to explore fulfillment and determination in their immediate circumstances. Even post-graduation, they may not manage their typical position. Their acceptance is based on their evaluation of the skills and information they acquired throughout their period of study.

Consistent Action: It is represented by setting goals and thoroughly following them. It sheds light on the fact that motivation and desire for self-improvement are unavoidable. A graduate will grasp that achievement requires hardworking and faithfulness. Besides, consultancy is inescapable all the way through.

Authenticity: It pinpoints the significance of remaining faithful to oneself and repelling pressure to track social standards. It involves owning up to one's faintness and being up-front about one's right spirits and thoughts. A graduate makes the judgment to track their aims willingly, unveiling information about their difficulties and dissatisfactions. By sharing their factual story, they encourage others who might be undergoing same complications and also recover the community's accessibility and supportiveness.

The recommendations and strategies in the text cover numerous faces of individual development and progress, which are in proportion to the success model. It highlights the need for self-consciousness, serenity, insistent work, and truthful communication. The instances display how these thoughts can be put to use in real-world situations, directing graduates in the course of success and satisfaction.

Translation Analysis of the (ST):

Text-Typology: It appears that the text combines didactic and narrative components. It incorporates inspiring and motivational stories with advice and counsel for the graduating students. This literature serves mainly as a didactic and motivating guide. It seeks to inspire pupils to embrace particular ideals and attitudes while also offering counsel and direction.

Formal Correspondence: The language is composed of short, snappy words and is somewhat brief. Punctuation is clearly used to establish rhythm and highlight important ideas.

Coherence: The text demonstrates some coherence as it gives the students a number of connected pieces of advice that build on each other. The content maintains referential consistency since the advice flows logically from one point to the next.

Cohesion: To establish coherence and connect various sections of the text, the author employs a number of literary devices, including collocation ("curious, not cool"), substitution ("his or her" instead of using the pronoun), repetition ("Every day," "Remember"), ellipsis ("Educate all of your parts"), pronouns ("You," "them"), and conjunctions ("And").

Pragmatic Equivalence: The text aims to make a lasting impression on students who are about to graduate by offering guidance on life and inspiring a feeling of purpose and drive. The speaker's illocutionary function is directive because she is advising and recommending things to the students.

Lexical Properties: Connotations are used throughout the text to elicit particular feelings. For instance, the terms "larger, inspired" and "atomic insignificance" evoke awe and reflection. The tagline "Be for something" captures the idea of discovering meaning and purpose in life. Additionally, the text uses lexical meanings that create strong emotions, like "feed your soul" and "insist on heroes," to convey emotion.

Grammatical Equivalence: The second-person pronouns ("You") are used in the text to speak directly to the college students. A combination of declarative and imperative sentences are used to make important points while highlighting the guidance.

All things considered, the text is a didactic and inspirational speech given to university students at their graduation ceremony. Using a variety of language and rhetorical devices, it provides a succession of brief nuggets of wisdom to uplift and direct the graduates as they set off on their post-university adventure. The speech aims to inspire the young to be inquisitive, strive for greatness, look for role models, accept difficulties, learn about the natural world, and dream of being heroes.

Target Language Motivational Analysis (TLMA):

Trans.1

كل يوم، تذكروا بأن انعدام غنوا أرواحكم أيضًا. كونوا فضوليين، ولا تكونوا فاترين. كونوا لشيء ما" سوف هذبوا أنفسكم من كافة الجوانب. لا تخطوا بين النجاح والتميز. الثقة تجعل منّا جميعًا كذابين وادخروا طعاما أكثر مما. ابحثوا عن المرشدين وتمسكوا بهم، واستمعوا لهم. تستمتعوا بوافر الصحة

قوموا بزيارة الحدائق العامة، فعظمتها الخالصة قد تذكركم بـ . لا تلتزموا مكانا واحد . تستطيعون ابتلاعه الخاص بكم، كما لاحظ أحد المراقبين، ولكن بطرق غامضة للطبيعة، ستشعرون بالفخامة 'التفاوت الذري' اصرؤا على وجود الأبطال بينكم، وكونوا . والتحفيز، كالأناني الذي يقل شأنه بيننا بسبب تحامله على ذاته "يدا واحدة"

Awareness: "Nourish your souls as well" Alludes to the significance of self-awareness and soul-nurturing, signifying an awareness of one's inner state and feelings.

Acceptance: This principle is manifested in "لا تلتزموا مكانا واحدا" "Don't stick at one place". This nom, which compresses the idea of accepting a multiplicity of settings and experiences, is possibly to encourage graduates to be wide open to variation and avoid restricting themselves to one view.

Consistent Action: "هذبوا أنفسكم من كافة الجوانب", which is translated into "Behave yourselves from all aspects.", can be seized as intimidating to keep an eye on endless self-improvement, which fits in the insights of stable change and durable effort.

Authenticity: "كونوا يدا واحدة", which is translated into "Be one hand.", affirms the stipulation of cooperation and preservation of one's ambitions, which demands uprightness and collaboration. The concept of a new start is as per the order of perpetual accomplishment and individual progress.

Trans.2

وتذكروا كل يوم بأن . ارعوا أنفسكم أيضا . كونوا فضوليين، ولا تكونوا خاملين . كونوا ذوي هدف في الحياة" . أدبوا أنفسكم من كافة النواحي . لا تختلط عليكم الأمور بين النجاح والتميز . انعدام الثقة تجعلنا جميعاً كذابين وادخروا غذاءً أكثر مما . ابحثوا عن الموجهين ولازموهم، وأنصتوا لهم . سوف تستمتعوا بصحة أفضل قوموا بزيارة المتنزهات العامة، فبهجتها الصميمة قد تذكركم بـ . لا تتمسكوا بمكان واحد . تطيقون تناوله الخاص بكم، كما رأى أحد المراقبين، ولكن بطرق مبهمة للطبيعة، ستشعرون بالأبهة 'التفاوت الذري' ألحوا على وجود الأفاضل بينكم، وكونوا . والتحفيز، كالأناني الذي يتدنّى مقامه بيننا بسبب تحامله على ذاته "منهم"

Awareness: The idea of awareness is clear in sentences such as "Beware of the locations and modes in which a specific illusion manifests in your life." The Arabic text represented by "كونوا فضوليين، ولا تكونوا خاملين" It also raises mindfulness by demanding that students be vigilant and intrusive. This statement,

like the hint of being conscious of delusions in one's life, inspires inquisitiveness and consideration.

Acceptance: A similar emotion is mirrored in the Arabic text as "ارعوا أنفسكم" "أيضاً". This could be understood as a proposal to the students to watch over themselves, which might comprise uncomplaining and affectionate who they are straight away. This indication is represented by the words, "Equally agree and appreciate without delay."

Consistent Action: Action and safeguarding definite performs are highlighted in the Arabic sentence: "أدبوا أنفسكم من كافة النواحي". This expression encourages improvement and self-control. The principle expressed here which incorporates these new behaviors into daily life on a regular basis is consistent action. It takes time to break old behaviors.

Authenticity: Authenticity and avoiding faking are also underscored in the Arabic text. In keeping with the authenticity concept, this might be taken as recommending readers not to limit oneself to a single role or identity. Authenticity is also implied by the quote, "To live into greatness, one mustn't mask and disguise."

Although the principles, to a certain extent, might partake some indifferences, it is significant to make out that the Arabic text might comprise exceptional touches and senses building on the linguistic and social system. Since the Arabic material was directly translated, some nuances and meanings may not have been expressed in the original language.

Trans. 3

وكل .غذوا أرواحكم أيضاً .كونوا محبي للاستطلاع، لا تقتر عزيمتكم .كونوا مؤمنين بتحقيق أحلامكم" قوموا بتنمية كافة .لا تمايزوا بين النجاح والتميز .يوم، تذكروا بأن الشعور بفقدان الثقة يجعلنا جميعاً ملفقين خذوا أكثر .استمعوا إليهم .ابحثوا عن الإيجابيين ولا تنفكوا عنهم .سينعم الله عليكم بموفور الصحة .جوانبكم التفاوت 'قد تذكركم حلتها الخالصة بـ .زوروا الأماكن العامة .لا تتعلقوا بمكان واحد .مما يمكنكم ابتلاعه الخاص بكم، كما لاحظ أحد المراقبين، ولكن بطرق مجهولة للطبيعة، ستشعرون بالخيلاء، تماماً كما 'الذري "ووحدها صفوفكم. ,اصروا على وجود الباسلين بينكم .يقف المغرور بيننا مقلصا ذاته جراء اعتباره لذاته

Awareness: The text recommends students to think through their purposes, activities, and supposed level of achievement. It highlights building mindful choices and conscious emotional states. The statements " ذكروا بأن الشعور بفقدان الثقة " and " يجعلنا جميعاً ملفقين " and " Recall that we are all false when we lack confidence.

" are two instances of how vital it is to be self-vigilant and realize one's views and anxieties.

Acceptance: The text vouches for grasping and appreciating the present-day. It encourages embracing oneself and one's conditions. "Be lovers of exploration, don't lose your determination" (كونوا محبي للاستطلاع، لا تفتر عزيمتكم) inspires overcoming obstacles and enduring difficult times.

Consistent Action: The text places a strong emphasis on acting consistently in order to attain excellence. It highlights how crucial it is to adopt new behaviors and break old ones. "Nourish your souls as well" and " ابحثوا عن الإيجابيين ولا تنفكوا " and " (Find positive individuals and never be apart from them) emphasize the need of persistent work and developing positive habits.

Authenticity: The text teaches readers to be honest to themselves, work on themselves, and establish genuine connections with others in order to communicate the idea of authenticity. A quality of authenticity is humbleness. The phrases " زوروا الأماكن العامة " and " لا تمايزوا بين النجاح والتميز " (Visit public places) highlight the need of maintaining humility.

To put it succinctly, the Arabic text encourages living really, accepting oneself in the present, and taking constant effort towards self-improvement. It exhorts readers to have faith in their goals, rise to difficulties, keep moving forward in their personal development, and sustain sincere relationships with others.

Translation Quality Assessment:

Text-Typology: There is a strong inspirational tone to the English language. It invites the reader to concentrate on developing oneself, being curious, and being real. Persuasive and inspiring are the desired outcome. This purpose is mostly maintained by the translations, which make use of comparable inspiring and persuading language. This text type is likewise preserved in the Arabic

translations. With the use of imperative and declarative sentences, all three versions seek to offer comparable direction. The original text's motivational and educational qualities are retained in the translations. All three translations are appropriate for the persuasive and evocative text function since they preserve the motivational core.

Formal Correspondence: The English text's volume, organization, and paragraph structure are all maintained in all three versions. Headings and punctuation are faithfully replicated. The little sentences that make up the English text each express a different bit of advice. There isn't a clear paragraph structure or usage of headers. The general text volume and organization are consistent across all three translations. They replicate the heading regarding park visits while maintaining the paragraph structure. Additionally, punctuation is typically maintained. The translations into Arabic preserve the concise sentence form and do not include separate headers or paragraph layouts. The original text's short style is maintained in all three versions.

Coherence: The text remains coherent in all three translations. All translations maintain the original text's content and present the concepts in a logical order. The English text keeps its cohesion by offering a number of relevant guidelines and recommendations. Good symmetry and referential compatibility between the translations and the original text are evident. The main point—which is to visit parks and adopt heroic behavior—is always made clear. The way the Arabic translations give a logically connected series of guidelines and recommendations allows them to be coherent. Each of the three translations remains coherent.

Cohesion: By preserving citations, collocations, and conjunctions from the source text, all three translations demonstrate cohesiveness. Cohesive elements used in the English text include conjunctions ("and" to connect advise), ellipses (which eliminate repetitive subjects), and pronouns ("You" in the imperative phrases). To keep consistency, all translations make good use of conjunction, substitution, and reference techniques. Collocations and pronouns are employed correctly. There is additional repetition and ellipsis, albeit with significantly altered wording. Similar coherent techniques are used in the Arabic versions. Pronouns, ellipses, and conjunctions are used in every translation to link the recommendations.

Pragmatic Equivalence: The text's intended motivational influence is successfully conveyed in all three versions. They mimic the illocutionary function of the English text by promoting authenticity and personal development. The English text serves as an illocutionary tool by offering direction and inspiration. Every translation stays quite close to the meaning that the original English text intended. They support the goals of the English text by urging readers to embrace heroes, visit parks, and feel inspired. The illocutionary role of direction and inspiration is likewise preserved in the Arabic translations. Pragmatically speaking, all three translations are identical.

Lexical Properties: By employing appropriate Arabic vocabulary to communicate comparable motivational ideas, all of the translations successfully express the emotional overtones and connotations of the original English text. The English text uses phrases like "Educate all of your parts" and "Bite off more than you can chew," which have connotations and emotional components. The translations use "هواك" (Be) in a way that echoes the original's "Be for something." Similar meanings and emotional elements are intended to be conveyed by the Arabic translations. The concept of taking on more than you can take is exemplified by, for instance, "ادخروا طعاما أكثر مما تستطيعون ابتلاعه" in the first translation and "وادخروا غذاء أكثر مما تطيقون تناوله" in the second translation. The translations offer similar meanings and emotional elements by using different word choices. The first translation reads "فخامة وتحفيز" (majesty and inspiration), the second reads "أبهة وتحفيز" (grandeur and motivation), and the third reads "خيلاء" (emptiness). The differences are meant to elicit similar feelings.

Grammatical Equivalence: Person, gender, and number concord, as well as tense consistency, are all preserved in all three translations. The translations seem to be accurate in terms of grammar. It seems that the original translation does this the best. There is less reliance on particular grammatical elements such as person, gender, and tense congruence in the English text. The Arabic translations suitably modify person, gender, and tense according to the situation, preserving grammatical equivalence. For instance, the imperative forms "هذبوا" in the first translation and "أدبوا" in the second translation are both appropriate for the sentences in question. The original translation employs the proper verb tenses and

preserves gender and number harmony. Grammar standards are likewise adhered to in the second and third versions.

Concluding Remarks:

1. By exposing the forms of illusion, such as peer pressure, self-doubt, or irrational expectations, awareness is reflected in both SL and TL. With the exception of the third translation, which emphasizes the value of self-awareness and comprehending one's ideas and fears, graduates who are able to identify these illusions will be able to make wise judgments and prevent being duped.
2. Since they suggest an encouragement to unbind oneself to a single perspective, which represents the idea of acceptance of many situations and experiences, acceptance is reflected in both TL (the first rendering) and SL. On the other hand, the second rendering suggests that readers should take care of themselves, which may entail appreciating and accepting who they are right now. The third one, on the other hand, highlights accepting obstacles and persevering through problems while indicating valuing and embracing the current moment.
3. Since they indicate establishing objectives and making conscious progress towards them, Consistent Action is imitated in both SL and TL (the first rendering). They stress that sustained effort, dedication to one's own development, and progressive transformation are necessary for success. On the other hand, the second rendering stands for improvement and self-control. Conversely, the third one emphasizes the necessity of consistent work and developing virtuous habits.
4. Since authenticity is about equivalence in both SL and TL (the original translation), it emphasizes the need of remaining true to oneself and resisting pressure to fit in with others' expectations. However, the second translation plays multiple roles. However, the third translation suggests remaining modest and being receptive to new things.
5. Understanding that the text types in SL and TL are similar, conveying the same purpose with comparable language that is motivating and persuasive to offer comparable instructions in the form of imperative and declarative phrases.

6. In formal correspondence, brief texts with succinct sentences are used in both languages.
7. Both languages give a set of linked guidelines and recommendations in a logical order, maintaining coherence and referential compatibility.
8. In order to generate texture, cohesion is maintained in both languages by retaining references, collocations, conjunctions, ellipses, repetition, etc.
9. Since they promote authenticity and personal development, pragmatic equivalence is attained in both the SL and TL, reflecting the illocutionary function of offering direction and inspiration.
10. When it comes to lexical features, English employs connotations to elicit particular feelings. For instance, "larger, inspirited" and "atomic insignificance" induce awe and reflection, and they include emotive lexical meanings like "feed
11. your soul" and "insist on heroes," which elicit strong feelings. However, Arabic employs distinct word choices to express identical emotional features and meanings. The first translation reads "فخامة وتحفيز" (majesty and motivation), the second reads "أبهة وتحفيز" (grandeur and motivation), and the third reads "خلاء" (emptiness). The differences are meant to elicit similar feelings.
12. English addresses university students directly using second-person pronouns ("You"). Additionally, it uses a combination of declarative and imperative sentences to make significant remarks while highlighting the advice. In contrast, Arabic preserves tense consistency as well as harmony in person, gender, and number.
13. Since the first translation preserves the tone, intent, and structure, it is the most appropriate. It maintains the intended persuasive and evocative effect while capturing the substance of motivation. The idea is retained in both versions, albeit with slightly different word choices.

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