



SYNTACTIC PROBLEMS OF TRANSLATING ENGLISH WORDINESS INTO ARABIC

M.A. Sada Ali Hamid
Tikrit University Department of English
College of Arts

ABSTRACT

Translation is the transfer of meaning from one language to another. The translator may face many problems and difficulties in the process of translation. The main problems are :pragmatics,linguistics,cultural,and text specific.

Discussing the difficulties of translation from English into Arabic is very important in the field of translation because of the intensive need to this type of research. This study aims at detecting the problems of translating wordy sentences from English into Arabic. This work focuses the light on the syntactic problems.

This study hypothesizes that:

1. Almost all sentences contain redundancies or other unnecessary repetitions.
2. Translators know the syntactic processes of translation and use them correctly in their translations.
3. The translators can translate any text from English into Arabic easily without any problem.
4. The message which is conveyed by the translator will be understood without any effort or time.

This study is limited to: Six forms or wordiness: nominalization, redundant expressions, passive voice, negative expressions, empty expressions and expletive constructions. It investigates the performance of five translators. The translators are graduated from the department of translation /college of arts in Tikrit university

The procedures of this study are:

1. Providing a theoretical survey of literature related to wordiness.
2. Presenting types of wordiness and discussing the examples.
3. Offering a brief explanation about syntax and translation.
4. Analyzing the data by translating English wordy texts into Arabic.
5. Discovering the main findings of the data analysis in order to shed the light on the main syntactic problems of translating from English and Arabic.

1. Introduction

Translation from one language into another confronts several hurdles. In the case of translation from English to Arabic, there involve certain linguistic and non-linguistic problems. Syntactic problems are the major problems which affect the activity of translation. These problems appear clearly in wordy sentences.

Wordiness is one of the biggest barriers that affective communication. The writers tend to stuff their writing with all sorts of empty phrases to reach length requirements for writing. In addition, wordiness occur when the writers struggle to clarify their ideas or when they are tired and not thinking clearly.

Wordiness often makes a text harder to read and more sophisticated. Unnecessary words interfere with message, diffuse its impact and tax the readers' comprehension and patience. Example:



1. a: The reason she quit was because of the fact that she was sick.

This sentence is wordy because it contains empty words. Those words sound good but carry no clear meaning. Omitting them will make the sentence sharper. Thus, the clear sentence will be:

- b: She quit because of illness.

2. The Concept of Wordiness

Wordiness is the enemy of clear writing. When the reader reads wordy sentences, he wants to stop reading because of the impatience, boredom or confusion. Crystal (1997: 390) describes wordiness as "the use of length sentences containing obscure words and awkward constructions."

Buscemi et al. (2000: 373) mention that wordiness is a common problem for beginners. Some learners start out on their subject, add qualifying clauses, explanations then forget where they have come from. Their sentences drift grammatically and become difficult to understand.

Langan (2005: 110) says that wordiness is "a sign of lazy or careless writing." The writer thinks that the reason behind using wordy sentences is that some people need to sound important, intelligent, businesslike, authoritative, or else they need to hide the lack of substance in what they are communicating.

Proctor (2010: 1) states that the writer may edit his writing in order to improve it for conciseness. He may fall into the habit of using more words than necessary to use up space. Thus, the writer should let his original draft a while to recognize unnecessary words and edit them out.

Larson (2010: 1) says that each unnecessary word in a sentence disguises its content. If the writer compresses ten words into four, this will give the message a force it did not previously possess.

3. Types of Wordiness

Dahm(2010)says that wordiness can be classified into six forms:nominalization,redundant expressions,passive voice,negative expressions ,empty expressions and expletives

3.1 Nominalization

Crystal (1980: 260) mentions that nominalization refers to "the process of forming a noun from some other word-class (e.g. redness)".

Ebset et al (2003: 253) describe this term as a type of wordiness in which the writer uses both a noun and a verb when the verb alone would do the trick. Writers often develop this bad habit in order to make their writing seems more professional. Skillful writers learn to achieve a more concise, direct style by eliminating this nominalization fluff. Example:

2. a: They conducted an investigation of the funding.

This sentence contains bad nominalization .The ,the correct form will be:

- (b) They investigated the funding.



Dahm (2010: 1) mentions "In clear writing, actions are articulated in verbs and attributes are articulated in adjectives. Wordiness occurs when these actions and attributes are articulated in noun instead"

Bowman (2010: 2) states that nominalization may follow a phrase such as *there is* or *there are*, example:

(3) a. There are many ways in which we can classify houses.

We can correct the bad nominalization as follows:

b: We can classify houses in many ways.

3.2 Redundant Expressions

Waldhorn and Zeiger (1954: 172) suggest that "redundancy is deadly to good writing." Some redundancy is clear and some is more subtle especially when ideas are duplicated. Both forms occur in speech and writing. Redundancies fall into the following categories:

3.2.1 Redundant Pairs

Maimon et al (2007: 404) describe redundant pairs as phrases that contain two words both of which mean the same thing. Such as: *full*, and *complete*, *final*, and *result*. Example:

(4) a: I demand a full and complete explanation.

This sentence should be written in a concise way as follows:

b: I demand a complete explanation.

3.2.2 Redundant Modifiers

Wilbers (2010: 1) thinks that the same words require no modification, such as: *main*, *essentials*, *true*, *fact*. Example:

(5) a: Any particular type of dessert is fine with me.

We can write it in a concise form as follows:

b: Any dessert is fine with me.

3.2.3 Redundant Categories

Dahm (2010: 3) mentions that in the same phrases, one term is the general category to which the other term belongs, such as: *month of January*, *red in colour*, example:

(6) a: The microscope revealed a group of organisms that were round in shape and peculiar in nature.

This sentence is too wordy. We can correct it by saying:

b: The microscope revealed a group of peculiar and round organisms.

3.3 Passive Voice

Ebset et al. (2003: 253) point out that verbs in English have two voices: active and passive voice. In most instances, we should put the verb in active voice rather than in the passive voice. Passive voice produces a sentence in which the subject receives an action. In contrast, active voice produces a sentence in which the subject performs an action.



Passive voice often produces unclear, wordy sentences whereas active voice produces clearer, more concise sentences. To change a sentence from passive to active, we should determine who or what performs the action. Then we should use that person or thing as the subject of the sentence, example:

(7) a: Your figures were checked by the research department.

We can write this sentence in clear and concise way as follows:

b: The research department checked your figures.

Langan (2005: 110) thinks that "active verbs are more effective than passive verbs." Active verbs give our writing a simpler and more vigorous style. Thus, the writer should write actively to speed people's understanding.

3.4 Negative Expressions

Silverman et al. (2002: 156) say "be direct, tell what something is rather than what it isn't." Example:

(8) a: Over boiling could have a negative impact on taste and texture.

We can write in clear way as follows:

b: Boil for 7 minutes, then drain for best taste and texture.

Dahm(2010: 2) states that negative expression consists of the particle **not** plus the word. Those expressions are wordy and difficult to read. They carry less impact and convey less useful information than positively worded ones.

Negative words need more effort from the reader to understand causing information overload. A phrase with a negative word can be replaced by a less negative term by:

1. Using an antonym for the word negated. Example:

Did not remember → forget

Not the same → different

Not many → few

2. Adding a common negative prefix to a word. Examples:

Not likely → unlikely

Not logical → illogical

3. Avoiding combine **no**, **not**, or **never** with verbs that give off negative verbs such as **avoid**, **deny**, **doubt**, **exclude**, **lack**, **prevent**, or **prohibit**, example:

(9) a: Ali did not fail in the exam.

This sentence could be written in a good way as follows:

b. Ali passed the exam.

In addition, the writer can make positive stance instead of the negative ones to make more imagination. Example:

(10) a: Do not put tools on the floor.

This sentence seems wordy. We can make it more concise by saying:

b: Put tools on the table.



3.5 Empty expressions

Silverman et al (2002: 126) describe empty words as words and phrases that do not add any meaning. Example:

(11) a: It is possible that nothing will come of these preparations.

We can write this sentence in a more concise way as follows:

b: Nothing may come of these preparations.

Maimon et al (2007: 404) describe empty expressions as "wordy phrases". Those phrases can be replaced by one word. He makes alternatives for common wordy phrases as follows:

Wordy Phrases

At this point in time

At the present time

Due to the fact that

Concise Alternatives

now

now

because

Ebset et al. (2003: 251) refer to empty expressions as vague verbs and nouns such as **involve, aspect, element, factor, field, kind, nature, and to be verbs** such as **am, is ,are**. Those nouns and verbs can pad our writing and lead to wordy sentences. Example:

(12) a: A new fire curtain is necessary for the stage.

This sentence can be written in a clear way as follows:

b: The stage needs a new fire curtain.

3.6 Expletives

Buscemi et al. (2000: 380) suggest that an expletive construction is a common device that often robs a sentence energy before it gets a chance to do its work. Expletive constructions begin with **there** or **it** followed by a form of the verb **be**. Example:

(13) a: It is true that students and staff become impatient.

The suggested concise form should be:

b: Students and staff become impatient.

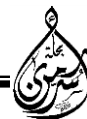
Ebset et al. (2003: 253) agree with Buscemi and mention that these expletive constructions are considered empty because they carry no real information. Thus, they prefer to delete them.

Dahm (2010: 4) states that expletive constructions can be rhetorically effective for emphasis in some situations, but overuse or unnecessary use of those constructions create wordy prose. The most common kind of unnecessary expletive construction involves an expletive followed by a noun and a relative clause beginning with **that, which, or who**. Example:

(14) a: There are many pedestrians who cross the street outside of marked crosswalks.

This sentence can be written in clear way as follows:

b: Many pedestrians cross the street outside of marked crosswalk.



4. Syntax and Translation

4.1 Definitions of Translation

Nida (1974) cited in Ilyas (1989: 27) thinks that "translation is concerned with the reproduction of the closest equivalent of the source language text (or textual material) in the target language.

On the other hand, House (2009: 3) believes that translation is concerned with the substitution of an original text which is called the source text with another text which is called the target text.

4.2 Types of Translation

House (2009: 4) mentions that translation can be classified into three types: interlingual translation, intralingual translation and intersemiotic translation.

4.2.1 Interlingual Translation

In this type of translation, the translator changes the message in source language text into a target text in different languages (ibid).

4.2.2 Intralingual Translation

Intralingual translation is the process of re-arrangement the text in one language into another. For example, an old English text is reworded into a text in modern English or a text in one dialect or style is re-arranged into another (ibid).

4.2.3 Intersemiotic Translation

House (2009: 4) refers to intersemiotic translation as the process whereby a text in one language is replaced by a non-linguistic means of expression. It means a different semiotic system. For example, a novel may be translated into an opera or a poem may be translated into a dance or picture.

4.3 Approaches of Translation

Newmark (1982) cited in Ilyas (1989: 32) suggests two approaches of translation: the communicative approach and the semantic approach.

4.3.1 The Communicative Approach

Ilyas (1989: 32) thinks that in this approach, the translator concentrates his attention on the message that is conveyed to the target language. He tries to make the target language receiver understand the message and behave like the source language reader. The translator here concentrates his interest on the effect of the message rather on its content. He suggests to use this method because it is simple, and clear.

4.3.2 The Semantic Approach

Ilyas (1989: 32) states that the main concern of the translator in this method is "the message itself rather than its effect or force" on the receiver and the reader. The translator conveys the same syntactic and semantic structures of the target language text. This method is complex. The translator is forced to interpret the text although he finds it meaningless.

4.4 The Syntactic Processes of Translation

Al-Najjar (1996: 42) mentions that there are four syntactic processes which are of great importance for the translators. They are: deletion, insertion, permutation and substitution. When the translator tries to translate a SL(source language) sentence



and reconstruct it into the TL(target language), he may use some of these processes or sometimes he may use all of them.

4.1.1 Deletion

Al-Najjar (ibid: 55) thinks that there are structural reasons that make the deletion of the SL functional syntactic constituents obligatory especially if we reconstruct a corresponding TL sentence.

4.4.2 Insertion

Al-Najjar (ibid 57) states that insertion is used in the TL . It happens when a syntactic or lexical category is not used in the SL . This can be done when we translate a sentence from English into Arabic. The translator also may insert words as definition for the SL constructions. He believes that they are "vague" for the TL readers.

4.4.3 Permutation

Al-Najjar (ibid: 59) thinks that permutation means re-arranging the word order of the re-structured TL sentence.

4.4.4 Substitution

Al-Najjar (ibid: 61) thinks that in this type, the translator can substitute the syntactic category of the SL by a TL semantically equivalent but syntactically different syntactic category .

5. Data Analysis

Text 1 Nominalization

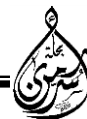
SL Text	T L Text
Our general <u>suggestion</u> is that <u>your definition</u> of the goal should probably have greater precision.	<p>١. إن اقتراحنا هو تعريفك للهدف يجب أن يكون من المحتمل ذو دقة أكبر.</p> <p>٢. إن مقترحنا الرئيسي هو أن تعريفك للهدف يجب أن يكون على قدر كبير من الدقة.</p> <p>٣. إن اقتراحنا العام ينص على مفهومك للهدف على الأغلب يجب أن يكون دقيق أكثر.</p> <p>٤. يتركز اقتراحنا العام بأنه ينبغي أن يكون تعريفك للهدف في الغالب أكثر دقة.</p> <p>٥. اقتراحنا العام بأن تعريفك من الهدف من المحتمل يجب أن يكون له دقة أكبر.</p>

Discussion

When we look at these five translations in Arabic we can find that:

1. The five translators do not use proper equivalence correctly.
 2. They follow word for word translation.
 3. They follow the semantic approach.
 4. The third and the fourth translator make a syntactic process which is insertion. The third translator inserts the word ينص على and the fourth translator inserts the words في الغالب and ينبغي.
 5. The third translator makes deletion. He deletes the word المحتمل.
- Thus, the suggested concise form should be:

نقترح أن تُعرّف الهدف بدقة أكثر.



Text 2

Nominalization

SL Text	T L Text
There is a development from our European office.	<p>١. هنالك تطور في مكتبنا الأوربي.</p> <p>٢. هناك تطور في دائرتنا الأوربية.</p> <p>٣. تشهد دائرتنا الأوربية حالة من التطور.</p> <p>٤. هناك تطور من قبل دائرتنا الأوربية.</p> <p>٥. هنالك تطور من دائرتنا الأوربية.</p>

Discussion

From the previous translations, we can see that:

1. The five subjects do not use proper equivalence correctly.
2. They follow word to word translation.
3. They follow the semantic approach in their translations.
4. The fourth translator makes substitution. He changes there is هنالك into a verb تشهد. This change will make the reader more confused. The suggested form should be: لقد تطور مكتبنا الأوربي.

Text 3

Redundancy

SL Text	T L Text
1. In <u>this modern world</u> of today, we must <u>necessarily project ahead</u> in planning for the future.	<p>١. في عالمنا اليوم المعاصر، علينا من الضروري أن نضع <u>الخطوط</u> قدما في <u>التخطيط</u> للمستقبل.</p> <p>٢. في عالمنا اليوم الحديث، انه من الضروري علينا البدء برسم <u>خطط</u> المستقبل.</p> <p>٣. هذا هو العالم الحديث <u>لليوم</u>، يجب أن نتقدم في <u>تخطيطنا</u> للمستقبل.</p> <p>٤. في عالمنا اليوم من الضروري رسم خطط للمستقبل.</p> <p>٥. يتعين علينا في عالمنا اليوم الحديث أن نتطلع قدما في <u>تخطيطنا</u> للمستقبل.</p>



Discussion

When we look at these five translations in Arabic, we find the following:

1. The five subjects repeat words with the same meaning such as: this modern world of today which means عالمنا الحديث اليوم and project ahead which means وضع الخطط في التخطيط.
2. They follow word to word translation.
3. All the translators follow the semantic approach.
4. Translator 2 makes substitution. He changes the verb نبدأ to a noun البدء.
5. Translator 3 makes deletion. He deletes the proposition in and the word necessarily.
6. Translator 4 makes deletion. He deletes the word modern and the word project ahead.
7. Translator 5 makes insertion. He inserts the يتعين علينا. He also makes deletion. He deletes the word necessarily.

The suggested concise form should be:

يجب أن نخطط للمستقبل في عالمنا الحديث.

Text 4

Redundancy

SL Text	T L Text
1. The festival occurs in the <u>month</u> of <u>June</u> .	١. يبدأ المهرجان في شهر حزيران. ٢. يبدأ المهرجان في شهر حزيران. ٣. سيحدث المهرجان في شهر حزيران. ٤. سيقام المهرجان في شهر حزيران. ٥. يحدث المهرجان في شهر يونيو/ حزيران.

Discussion

We can see from the previous translations the following points:

1. Translators 1, 3, 4, 5 mention words that have the same meaning such as in the month of June. They make redundancy.
2. Translator 2 does not complete the translation of the sentence. He deletes the word June. He makes deletion.
3. All the subjects follow word to word translation.
4. They follow the semantic approach in translation.
5. Translator 3 makes substitution. He changes the tense of the verb يحدث from the present to the future سيحدث.
6. Translator 4 also changes the tense of the verb occur from present which means يقام to a future which means سيقام. He also makes substitution.

The suggested concise form should be as follows:

يقع الاحتفال في حزيران.



Text 5:
Passive Voice

SL Text	T L Text
A <u>huge forfeit</u> was made by the company.	<p>١. تم كسب أرباح هائلة عن طريق الشركة.</p> <p>٢. أنت علينا الشركة بفائدة كبيرة.</p> <p>٣. حققت شركتنا أرباح هائلة.</p> <p>٤. قدمت لنا الشركة فائدة كبيرة.</p> <p>٥. وقع الربح الكبير من قبل الشركة.</p>

Discussion

From the previous translations, we can see the following:

1. The five translators change passive into active.
2. They follow the semantic approach.
3. The first translator makes substitution. He changes the meaning of the verb made from حققت to a noun كسب.
4. The second translator inserts the word علينا. He makes a syntactic process which is addition, while the fourth translator inserts the word لنا which is not found in the original text. He makes insertion.
5. The fifth translator makes insertion. He inserts the word وقع which gives a different meaning to the word made.

Thus, the suggested concise form should be:

حققت الشركة فائدة ضخمة.

Text 6:
Passive Voice

SL Text	T L Text
It is <u>felt</u> that an exercise program should be <u>attempted</u> by this patient before any surgery is <u>performed</u> .	<p>من الأفضل على المريض أن يقوم ببرنامج تمارين قبل أن يخضع لأية عملية جراحية.</p> <p>هنالك شعور بالبدة بالتمارين الرياضية بالنسبة للمريض قبل أداء عملية جراحية.</p> <p>من المفترض أن يحاول هذا المريض القيام بتمارين تدريجية قبل خضوعه لأي عملية جراحية.</p> <p>شعر بأن يجب أن تُجرَّب برامج تمرينية لهذا المريض قبل أن تجري أي عملية جراحية.</p> <p>شعر انه يجب أن يخضع إلى برنامج تدريبي في محاولة للمريض قبل أن يجري عملية جراحية.</p>



Discussion

When we look at these five translations, we can find that:

1. The five translators follow the semantic approach.
2. Translator 1 makes substitution. He changes the verb felt from the passive to a noun الأفضل. He also changes the other verbs like attempted and performed. He follows word to word translation.
3. The second translator also makes substitution. He changes the verbs felt, attempted and performed from passive into nouns أداء, البدء, شعور. He makes insertion.
4. The third translator makes substitution. He changes the verb felt from passive to a phrase من المفترض. He also changes the meaning of the verbs attempted and performed into nouns خضوعه, القيام respectively.
5. The fourth translator follows word for word translation.
6. The fifth translator changes the passive to the active. He changes the verb felt and performed into the active يشعر, يخضع. He also changes the verb attempted from the passive to the noun محاولة. He makes substitution. The meaning of the text will be affected by this substitution.

Thus, the suggested concise form should be:

يجب إجراء برنامج تدريبي للمريض قبل أن يجري أيّ عملية جراحية.

Text 7: Negative Expressions

SL Text	T L Text
The switch is <u>not</u> off.	المفتاح غير مغلق. المفتاح غير مغلق. ان المفتاح الكهربائي مشغل. ان المفتاح الكهربائي غير معطل. المفتاح ليس مفتوح.

Discussion

We can see from the previous translation the following points:

1. translators 1, 2 and 4 follow word to word translation.
2. The translator 3 does not use negative expression. He uses the concise form. Thus, he does not suffer from the wordiness.
3. The five subjects follow the semantic approach.
4. The fifth translator uses the negative expression ليس. He also, changes the meaning of the proposition off مغلق into مفتوح. He makes substitution. Thus, the correct concise form should be:

المفتاح الكهربائي مفتوح.



Text 8

Negative Expressions

SL Text	T L Text
Do <u>not</u> deny his effort.	<p>لا تنكر جهده.</p> <p>لا تنكر جهده.</p> <p>يجب أن لا تنكر جهوده.</p> <p>لا تقم بنكران جهوده.</p> <p>لا تنكر جهوده.</p>

Discussion

When we look at these five translations in Arabic we can find that:

1. The five subjects follow word to word translation.
2. They follow the semantic approach.
3. The five translators use the negative expression not which means لا.
4. Translator 3 and 4 inserts the verbs يجب and تقم which are not necessary to the text. They make syntactic process which is insertion. These words will confuse the reader or the listener and cause misunderstanding.
5. The translator 4 changes the verb deny which تنكر to a noun نكران. He makes substitution.
6. The translator 3, 4 and 5 changes the word his effort which means جهده from the singular to the plural جهوده. They make substitution.

The suggested concise form is:

تقبل جهوده.

Text 9 : Empty Expressions

SL Text	T L Text
At this <u>point in time</u> , this policy has a tendency to isolate some communities.	<p>في هذه الفترة، تهدف هذه السياسة إلى عزل بعض المجتمعات.</p> <p>عند هذه النقطة وفي هذا الوقت، فإن هذه السياسة تميل إلى عزل بعض المجتمعات.</p> <p>في هذا الوقت، هذه السياسة تمتلك نزعة عزل بعض المجتمعات.</p> <p>في هذا الوقت، فإن هذه السياسة تميل إلى عزل بعض المجتمعات.</p> <p>تتصرف هذه السياسة عند هذه النقطة بعزل بعض المجتمعات.</p>

Discussion

When we look at these at these five translations, we can find that:

1. The five translators follow word to word translation.
2. They follow the semantic approach.
3. They use the empty expression at this point in time.
4. The first translator changes the noun tendency to the verb تهدف. He makes substitution.



5. The fourth translator changes the noun changes tendency to a verb تميل . He also makes substitution.

6. The fifth translator inserts the word تتصرف at the beginning of the text. He makes insertion. He also, re-arranges the words in the text. He puts هذه السياسة at the beginning of the text and delays the word عند هذه النقطة at the end. This re-arrangement will confuse the reader. He makes permutation. Thus, the correct concise form will be:

تميلُ السياسةُ إلى عزلِ المجتمعاتِ.

Text 10

Empty Expressions

SL Text	T L Text
The frost <u>was</u> worrisome to the citrus growers.	كان الصقيع مزعجا على أشجار الليمون. هذا الصقيع يهدد مزارع أشجار الحمضيات. يؤثر الصقيع على النباتات الحمضية. ان حدوث الصقيع هو أمر مقلق لزراعة الحمضيات. يكون الجليد مقلق لزراعة الحمضيات.

Discussion

From the previous translation, we can find:

1. The five subject follow word to word translation.
 2. They follow the semantic approach.
 3. The translator 1 and 5 translate the empty expression was into كان. This word doesn't add any meaning to the sentence. Thus. The sentence looks wordy.
 4. The translator 3 makes substitution. He changes the verb to be was into a main verb يؤثر. This word creates confusion. It doesn't add any meaning to the sentence.
 5. The translator 2 translates the word was into هذا . He makes substitution.
 6. The translator 4 changes the meaning of the word was which means كان into حدوث. He makes substitution. He also inserts the word أمر. He makes insertion
- Thus, the suggested concise form is:

أقلق الصقيع مزارعي الحمضيات.

Text 11:

Expletives

SL Text	T L Text
<u>There were</u> a number of issues to be resolved.	كان هناك العديد من القضايا لحلها. هناك عدد من المسائل التي يجب حلها. هناك العديد من المسائل التي يجب إعادة حلها. كانت توجد العديد من المسائل استوجب علينا حلها. كان هناك العديد من القضايا لكي تحل.



Discussion

From the previous translation we can find:

1. The five subjects use the semantic approach.
2. They follow word to word translation.
3. They use the expletive expressions كان هناك which is unnecessary in a sentence. Thus, deleting it will make the sentence sharper and easier to understand.
4. The translator 4 makes insertion. He inserts the word علينا which is unnecessary.
تطلبت الكثير من القضايا أن تكون محسومة.

Text 11:

Expletive Expressions

SL Text	T L Text
It is the governor who signs or votes bills.	أنه المدير الذي يوقع ويرفض الوثائق. المحافظ هو الذي يوقع أو يستخدم حق النقض. انه هو المدير الذي قام بتوقيع الفواتير. انه الحاكم المسئول عن إمضاء أو رفض الفاتورات. الحاكم هو الذي وقع وصوت للفواتير.

Discussion

When we look at the previous translation we can find the following:

1. The five translations use the semantic approach.
2. They follow word to word translation.
3. They use the expletive expression it is which means انه هو. It carries no clear meaning. Thus omitting them will make the sentence sharper.
4. The fourth subject inserts the word المسئول which is not found in the original text. He makes insertion. He also changes the words signs and vetoes from verbs which means يوقع and يصوت respectively to nouns إمضاء and رفض. He makes substitution. Thus, the suggested concise form will be:

يوقع المحافظ على المستندات.

5.1 Findings

From the previous analysis we can find:

1. The five subjects in text 1 and 2 do not use proper equivalence correctly.
2. All the subjects in texts 1, 2, 3, 4, 5, 9, 10, 11, and 12 follow word to word translation.
3. The subject 4 in text 6 and the subjects 1, 2, and 4 in text 7 also follow word to word translation.
4. All the subjects in texts 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 follow the semantic approach.
5. The subjects 3 and 4 in text 1, the subjects 5 in text 3; the subjects 2, 4, 5 in text 5, the subject 2 in text 6; the subjects 3 and 4 in text 8; the subject 5 in text 9; the subject 4 in text 10; the subject 4 in text 11 and the subject 4 in text 1w2 make insertion.



6. The subject 4 in text 2; the subject 2 in text 3; the subject 3 and 4 in text 4, the subject 1 in text 5 ; the subjects 1, 2, 3, 5 in text 6, the subject 5 in text 7; the subjects 3, 4, and 5 in text 8; the subject 1 in text 9; the subject 2, 3 and 4 in text 10; the subject 4 in text 12 make substitution.
7. The subject 3 in test 1; the subjects 3, 4 and 5 in text 3; the subject 2 in text 4 make deletion.
8. The fifth subject in text 9 makes permutation.

6. Conclusions

This study concludes that:

1. Wordy sentences will diffuse the translators and hide the meaning of thought in an unnecessary verbiage, redundancies and inflated language.
2. The translators do not know the syntactic processes of translation, thus, they could not use it correctly.
3. The translators use the semantic approach and they ignore the communicative approach in their translations.
4. Unnecessary words waste space and the translator's time and they make strong writing weak.

References

- Al-Najjar, Majed F. (1996) "Four Linguistic Transformational Dogmas" Translation and Syntax. Al-Mustansiriya Literary Journal Vol. 18. PP.41-69.
- Crystal, David (1980) A Dictionary of Linguistics and Phonetics. Oxford. Blackwell Publishers. Inc.
- Ebset, Sally, Barr Gerald J. Alred, Charles T. Brusaw and Walter E. Oliu (2003) Writing from A to Z. New York: Mc Graw Hill.
- Ilyas, Asim Ismail (1989) Theories of Translation. Mosul University Press. .
- House, Juliane (2009) Translation. New York: Oxford University Press.
- Koeper, Joyce (1996) Write Right. Bloomington PHI Delta Kappa.
- Langan John (2005) College Writing Skills. New York. McGraw-Hill Companies.
- Maimon Elain P., Janice H. Pertiz and Kathleen Blake Yancey (2007) A Writer's Resource. New York. McGraw-Hill Companies.
- Newmark, Peter (1982) Approaches to Translation. Pergamon Press Ltd. Oxford.
- Nida, E. (1974) The Theory and Practice of Translation, Leiden.
- Silverman, Jay Hughes Elain and Roberts Diana Wienroer (2002) Rules of Thumb. New York. MC Graw-Hill Companies.
- Waldhorn, Arthur and Seiger Arthur (1954) English Made Simple. London. Allen and Company Ltd.
- Internet Sources**
- Bowman, David (2010) "Nominalization: When Verbs Go Bad" [www.http / English Grammar blog -Nominalization When Verbs Go Bad/](http://www.http://EnglishGrammarblog-NominalizationWhenVerbsGoBad/).
- Dahm, Rea (2010) "The Write Stuff" [www. http/File: E: The Writer Stuff 5. mht:/](http://www.http/File:E:TheWriterStuff5.mht/)
- Larson, Gary (2010) "Is Your Writing Concise?" [www. http :/file//E: Is Your Writing Concise-Case Educational Services for Students. Mht./](http://www.http:/:file//E:IsYourWritingConcise-CaseEducationalServicesforStudents.Mht/)
- Procter, Margaret (2010) "Wordiness: Danger Signals and Ways to React." [www. http/file://E: Danger Signals and Ways to React mht./](http://www.http/file://E: Danger Signals and Ways to React mht./)
- Willbers Stephen (2010) "Effective Writing: Prune those Patters of Redundancy, Wordiness." [www.http /E: Effective Writing Prune those Patterns of Redundancy, Wordiness. mht ./](http://www.http/E:EffectiveWritingPruneThosePatternsOfRedundancy,Wordiness.mht./)