

Testing the students of Translation Competency to Translate English To-infinitive Vs.Ing Clauses into Arabic

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Abstract

This research deals with an essential subject in English language teaching and translation. It aims at testing the faculty of Iraqi students of translation to translate such sentences into Arabic, and overcome the obstacles.

To-infinitive dependent clauses are considered as reduced clauses by many grammarians, because in these sentences, one of the elements of the major clause is omitted. The other type, i.e. ing clauses contains transitive or intransitive having the ending -ing.

It also aims at putting some solutions for those problematic spots that lead to real problems in translation. A test will be done on (20) fourth year students from “Department of Translation”, There is no gender distinction, the questionnaire contains (20) sentences, with different patterns, then their translations shall be analyzed.

Keywords: Perils, To-infinitive Clauses, Ing-clauses, Semantic Distinction.

اختبار كفاءة طلاب قسم الترجمة في ترجمة جمل المصدر المؤول الإنكليزية مقابل جمل المصدر الصريح إلى اللغة العربية

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المستخلص

يتناول هذا البحث موضوع مهم في تعليم اللغة الإنكليزية والترجمة، والذي يمكن عده جزء من "الجمل غير المحدودة". يهدف هذا البحث إلى تحديد قدرة طلبة قسم الترجمة في ترجمة هكذا جمل إلى اللغة العربية والمشاكل التي قد تواجههم.

يعد الكثير من النحويين جمل المصدر المؤول كجمل مصغرة، لأن في هذه الجمل يتم حذف واحد من عناصر الجملة الرئيسية. يحتوي النوع الآخر فعل متعد أو غير متعد مع إضافة الـ ing.

ويهدف ايضاً إلى اقتراح بعض الحلول لتلك المشاكل التي تسبب مشاكل خطيرة في الترجمة، وقد تم إجراء الاختبار على (٢٠) طالب في المرحلة الرابعة (قسم الترجمة) بغض النظر عن الجنس يتضمن الاختبار (٢٠) جملة ذات تراكيب متنوعة، بعد ذلك سنقوم بتحليل وشرح تلك التراجم.

الكلمات المفتاحية: صعوبات، جمل المصدر المؤول، جمل المصدر الصريح، التميز الدلالي.

Introduction

Some dependent clauses in English cause ambiguity, whether they are (ing) clauses or (to-infinitive) clauses. Human language is a very problematic phenomenon. Meanings that can be taken for granted are really only the tip of a huge iceberg[1]. Although the fact that ambiguity is an integral part of language, they are often obstacles, shall be ignored or a problem to be solved for people to grasp each one. But even when understood as an obstacle, ambiguity gives importance, since it can be understood as a clarification of the sophistication of language itself[2].

Different linguists and scholars have defined the term ambiguity according to the specialty which this term uses in. Since the present study is dealt with the syntactic/semantic aspects of this term, only syntactic and semantic explanations will be discussed[3]. Defines “ambiguity” as that term found in linguistics, which refers to a sentence, which expresses more than one meaning. It is also a property of words, terms, notations and concepts (in sentence as context) that are undefined, undefinable, or without a clear definition and thus having vague meaning[4].

It is supposed that “ambiguity” exists in any natural system and efforts have been made to find some language universals[5]. Naturally, ambiguity exists when there is no more context than the sentence itself. For example:

- ***She cannot bear children.***

may be understood to mean:

- a. She is unable to give birth to children.
- b. She cannot tolerate children.

Purposes of the research:

The goal of this research is to test the capacity of “Translation Department” students, to translate into Arabic,

sentences containing English to-infinitive and –ing dependent clauses.

Hypothesis of the research:

Students of translation are able to render to-infinitive clauses much easier and better, than the other type, since they have equivalent structures in Arabic namely as, المصدر المؤول.

To-infinitive Dependent Clauses:

To-infinitive dependent clauses are regarded as reduced clauses [6], because of the truth that in those sentences one of the parts of the major clause is omitted, though to-infinitive sentences may be with or without overt subject. See the example;

- ***They wish that she will leave next week.***
- ***They wish to leave next week.***

"[7]"state," that there are[8] essential syntactic structures, that ,are likely with verbs, that rule infinitive clauses, which are:

"Pattern 1": V + to-infinitive clauses"

- ***He succeeded to arrive at the suitable time.***

"Pattern 2": V + NP + to-infinitive clauses

- ***This makes that student to understand the whole questions.***

"Pattern 3": V + for NP + to-infinitive clauses

- ***Book for the engineer to arrive at the suitable time.***

"Pattern 4": V + bare infinitive clause

- ***This matter may help (to) understand the whole condition.***

"Pattern 5": V + NP + bare infinitive clause

- ***She will tell Suha (to) make this thing.***

"It is needful, to say that, the subject of to-infinitive dependent clause may be noun or, pronoun. If it is a noun; its shape is like to the noun used, as subject of the major sentence; if it is a pronoun; its shape is usually objective". See these examples:

- ***The boy told her to travel to Turkey.***
- ***The boy told the girls to travel to Turkey.***
- ***For her to travel to Turkey is fantastic[8].***

Nominal to-infinitive clauses can play the role of:

- Subject:** To smoke is harmful.
- Direct Object:** He likes to sleep.
- Subject Complement:** He wants to become the president of the meeting.
- Appositive:** Your dream, to become a teacher, requires the motivation and patience.
- Adjectival Complementation:** She is too excited to see him[9].

"The existence of a subject in a to-infinitive clause usually; needs the existence of a previous for. When the subject is a pronoun that recognizes subjective and objective conditions, it is in the objective condition ":

- ***For the sake of his safety in order to be peaceful in this battle is outside of the matter.***

"When the clause is a direct object; however, *for* does normally not exist before the subject":

- ***She wants everybody to be quiet[10].***

"Prepositional verbs with *for* and, adjectives complemented by a prepositional phrase, with *for* permit *for* to have the auxiliary role inserting, a to-infinitive clause with a subject":

- ***She is seeking for him to state the truth.*** (cf.: I am watching for him reply)

"As for that-clauses, extra place is more normal for subject clauses":

- ***This is necessary (for them to satisfy about our role after this conference.***

"Object clauses are necessary extra posed when they happen with the object complement":

- ***I sure it better (for me) to arrive immediately.***

"The nominal to-infinitive clause usually states that the suggestion it expressed is viewed as a potential or a suggestion instead of something just finished. The infinitive clause is then nearest in meaning to a that-clause with putative *should*".

- ***It's normal for us to arrive in groups.***
- ***It's normal that we must arrive in groups.***

On the other side, the infinitive clause can also point out to a real truth.

- ***It's normal that the boys are jointly.***

"The subject and the subject complement can both be to-infinitive clauses, in which case the second clause signifies a feature of the first":

- ***To become person is to fault.*** [if one is person, the other shall fault][11].

Infinitive clauses can have a domain of grammatical functions:

- A. Subject-**To smoke** in hospitals is not allowed and cause disturbance.
- B. Extra posed subject
 - ***It's hard to keep brotherhood.***
- C. Subject predicative
 - ***Our aim is to expect with pleasure to the project.***
- D. Direct object
 - ***Do you ask her to buy the goods now?***

E. Object predicative

- *John thought it to be the winner during the second summer.*

F. Adverbial-They should study hard to pass in the exam.

G. Part of adjective phrase

- *I think that the old woman hesitated to travel by plane[12].*

Ing Dependent Clauses:

A dependent clause includes a dependent shape of the verb, with transitive or intransitive with the -Ing.

- *Smoking some cigarettes, I can notice many children playing.*
- *The interaction using metal was at one time applied in manufacturing.*

"The instance is non-finite -ing clause. The -ing denotes the operation of smoking cigarettes and though, it is an -ing clause without subject, this implied subject, might be absolutely inferred from the subject of the major clause".

- *While (I am) smoking some cigarettes, I can notice numerous children (as they are) playing.*

[13] And [14]" state that the subject of the non-finite -ing clause is usually forewent by "with" or "by".

Dependent -ing clause can exchange mainly finite nominal, adverbial or relative finite clauses".

- *He dislikes studying English in the park.*
- *Being at the least a retired, I can't tolerate to get (on) buying an expensive drugs.*

Ing Clauses:

"Nominal -ing clauses (or more completely, nominal -ing participle clauses) can conduct as":

Subject: Smoking in hospitals is not allowed.

Direct object: He dislikes listening to music.

Subject complement: Layla's' hobby was been buying cosmetics.

Appositive: His present study making questionnaire to the students' needs most of his time.

Adjectival complementation: We are tired studying for the exam.

Prepositional complement: I was punished for breaking the window[15].

"While an -ing shape happens single forewent just by a genitive noun phrase, the structure is grammatically vague amidst- an -ing clause and a noun phrase, with a verbal noun in -ing as its head".

- *Her pastime is shopping.*
- *I dislike cheating.*
- *The boys disliked ours singing.*

"Our singing can point out either to the work of singing, or to the style of singing".

- *I dislike cheating.*

"In this sentence while the -ing form is single and is the direct object, two illustrations of the implied subject, are usually likely. Therefore, *I dislike cheating* can imply, *I dislike it while I cheat*, or it may popularize (*I dislike it when other people cheat*".

In extra examples, the implied subject of the -ing clause can be gathered from the status of the sentence:

- ***Editing this essay was her collapse.*** [She wrote down that essay].

"If there is no direct object or of-construction, the -ing construction is vague between the -ing clause and the -ing nominalization".

- ***There were no playing footballs in the rooms.*** This sentence may mean either
 1. Playing football was not allowed in the rooms.
 2. No one played football in the rooms[16].

Semantic Category between Infinitival and -ing Clauses:

"[17], [18], [19] and [20] explain that it is not often right that the employ of -ing and infinitive are reciprocal. The -ing dependent clauses, whereby to Eckersley and Eckersley can be applied in these examples":

- (1) After verbs like: avoid, deny, dislike, enjoy, mind, postpone, stope, forbid.

- ***She dislikes playing tennis.***

- (2) After phrasal verbs like: go on, give up, burst out, keep on:

- ***She needs to go on shopping.***

- (3) After specific expressions like: it's no good, it's no use, to be fond of, look forward to, capable of.

- ***He is looking forward to buying a big house.***

"[21] And [22] select some standards to recognize amidst the semantic employ of -ing clauses vs. to-infinitive clauses:

- (1) "The -ing dependent clauses can point out to any actions, on the other hand, the to-infinitive clauses point out to an act that happened in a sequences of news".

- ***She loves swimming.*** (i.e. a vigor or actions)

- ***Would you mind to swim?*** (a sequence of happenings)

(2) If the dependent -ing clauses refer to public happenings the to-infinitive donates to things which are more special.

- *She doesn't prefer diving in the sea.*

- *She doesn't prefer to dive in the sea.*

(3) The -ing dependent clauses donate to aback activities while to-infinitive is an indication of fore events[23].

- *I remembered to call my mum.*

- *I remembered calling my mum.*

- *They started {to play, playing} Football.*

The Test

The test was made on (20) students, Department of Translation on 4th of October 2021. The test includes of (20) sentences with various dependent to-infinitive and -ing clauses (see the supplement). The following table explains the point:

S	C%	InC%
"1"	"35"	"65"
"2"	"30"	"70"
"3"	"30"	"70"
"4"	"25"	"75"
"5"	"55"	"45"
"6"	"50"	"50"
"7"	"35"	"65"
"8"	"75"	"25"
"9"	"80"	"20"
"10"	"75"	"25"
"11"	"80"	"20"
"12"	"20"	"80"
"13"	"70"	"30"
"14"	"80"	"20"
"15"	"80"	"20"
"16"	"75"	"25"
"17"	"50"	"50"
"18"	"25"	"75"
"19"	"70"	"30"
"20"	"85"	"15"

Sentence (1):

The woman putting on, such black glasses clearly could not see obviously.

The table states that (35%) of the students succeeded to render this sentence correctly, because this dependent clause can be translated as modifying clause, or adverbial of time or reason, while (65%) of them failed.

Sentence (2):

The duck is too hot to eat.

This table states that (30%) of the students succeeded to translate this sentence correctly, as *the duck is too hot to eat [has a fever]* or *the duck is too hot for someone to eat it*, while (70%) of them not succeeded.

Sentence (3):

The duck is ready to eat.

The table clarifies that, (30%) of the students were capable to translate this sentence correctly. This sentence carries two interpretations, which are:

1. The duck is ready to eat something. or
2. The duck is ready to be eaten by someone, while (70%) of the students failed.

Sentence (4):

They liked our singing.

The table clarifies that (25%) of the students were capable to translate this sentence correctly, because this sentence carries two interpretations:

1. They linked our (singing) → action of singing.
2. (singing) → mode of singing, while (75%) of the students were unable.

Sentence (5):**I hate lying.**

The table explains that (55%) of the students were capable to translate this sentence correctly, because this sentence carries two interpretations:

- | | | |
|--------------------------|---|---|
| 1. I hate <u>lying</u> . | → | I am lying |
| 2. I hate <u>lying</u> . | → | Someone is lying, while (45%) of the students failed. |

Sentence (6):**There was no smoking in the corridors.**

The table states that (50%) of the students were capable to translate this sentence correctly, because this sentence carries two interpretations:

There was no smoking in the corridors.

1. The process of smoking by people
2. Smoking as (a noun), while (50%) of them failed.

Sentence (7):**Bob is hard to convince.**

The table states that (35%) of the students were able to translate this sentence correctly. This sentence carries two interpretations:

1. It is difficult for us to convince John.
2. It is difficult for John to convince someone, while (65%) of the students failed.

Sentence (8):**They began to watch TV.**

The table explains that (75%) of the students succeeded to render this sentence correctly, because such structures are easy for the students to be translated, while (25%) of them failed.

Sentence (9):**Driving fast these days is dangerous.**

The table clarifies that (80%) of the students succeeded to translate this sentence correctly. Such structures are easy for the students. Ing dependent clause plays as subject, while (20%) of them failed.

Sentence (10):**Their opportunity to travel England was lost.**

The table clarifies that (75%) of the students succeeded to translate this sentence correctly. Such structures are familiar for the students, while (25%) of them failed.

Sentence (11):**My cousin, repairing the tire there, is the youngest among my cousins.**

The table clarifies that (80%) of the students were able to translate this sentence correctly. Such structures are easy for the students. In this sentence -ing dependent clause plays the role as post modifying, while (20%) of them failed.

Sentence (12):**Climbing over the hill, the sea can be seen.**

The table shows that only (20%) of the students were able to translate such sentences correctly, because such sentence lacks the subject, most of the students think that it is the subject. This sentence is called “dangling subject”, while (80%) of them failed.

Sentence (13):**Sitting in the sun, I feel too dizzy.**

The table explains that (70%) of the students were able to render this sentence correctly, because such structures are easy

for the students. Ing dependent clause (standing in the sun, I feel too hot) plays the role as adverbial of reason or of time, while (30%) of them failed.

Sentence (14):

She asked her daughter to collect the expensive things so that nothing would be lost.

The table clarifies, that (80%) of the students were capable to translate this sentence correctly, because such structures are easy for the students, while (20%) of them failed.

Sentence (15):

My forgetting her name was embarrassing.

The table shows that (80%) of the students succeeded to translate this sentence correctly, because such structures are familiar for the students, while (20%) of them failed.

Sentence (16):

I am glad to meet you.

The table shows that (15) of the students succeeded to translate this sentence correctly, because such structures are easy for them to be translated which plays the role as (adjectival complement).

Sentence (17):

Crossing the bridge, I saw John.

The table shows that (50%) of the students succeeded to translate this sentence correctly, because most of them consider that the subject is (I) rather than (John), while (50%) of them failed.

Sentence (18):**Crossing the bridge, a crime happened.**

The table shows that only (25%) of the students were capable to render this sentence correctly, because the subject is (inanimate), while (75%) of them failed.

Sentence (19):**To smoke cigarettes is not allowed at all.**

The table clarifies that (70%) of the students succeeded to translate this sentence correctly, as such structures are easy for them which plays the role as “subject”, while (30%) of them failed.

Sentence (20):**Telling lies is wrong.**

The table clarifies that (85%) of the students succeeded to render this sentence correctly, as it is easy for them, this -ing dependent clause plays the role as (subject), while (15%) of them failed.

Findings:

1. The table clarifies that most of the students were able to some extent to render to-infinitive clauses much better than –ing dependent clauses, this is because that to-infinitive clauses have equivalent in Arabic which is called المصدر المؤول.
2. In some conditions, the students face some obstacles in rendering to-infinitive clauses which carry two interpretations as the sentences No.2 and (3).
3. Students face serious challenges in translating sentences which lack the real subject which is called (dangling subject) as the sentence No. (12) (Going over the hill, the ocean can be seen.).

Recommendations:

1. It is recommended that to some extent to-infinitive clauses can be translated into different ways as the sentences carry different interpretations (see sentences No. 2 and 3).
 2. Some dependent clauses especially both to-infinitive and -ing clauses lack the subject, special attention should be paid in understanding such sentences.
 3. It is recommended that understanding and teaching the syntactic structure of the sentence, as it creates problematic pitfalls for students of Translation in translation for the students.
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Appendix

1. The woman, putting on such black glasses, clearly could not see obviously.
 2. The duck is too hot to eat.
 3. The duck is ready to eat.
 4. They liked our singing.
 5. I hate lying.
 6. There was no smoking in the corridors.
 7. Bob is hard to convince.
 8. They began to watch TV.
 9. Driving fast these days is dangerous.
 10. Their opportunity to travel England was lost.
 11. My cousin, repairing the tire there, is the youngest among my cousins.
 12. Climbing over the hill, the sea can be seen.
 13. Sitting in the sun, I feel too dizzy.
 14. She asked her daughter to collect the expensive things so that nothing would be lost.
 15. My forgetting her name was embarrassing.
 16. I am glad to meet you.
 17. Crossing the bridge, I saw John.
 18. Crossing the bridge, a crime happened.
 19. To smoke cigarettes is not allowed at all.
 20. Telling lies is wrong.
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