

Republic of Yemen  
Ministry of Higher Education  
& Scientific Research  
Al-Andalus University for  
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Postgraduate Deanship



الجمهورية اليمنية  
وزارة التعليم العالي والبحث  
العلمي  
جامعة الأندلس للعلوم والتكنولوجيا  
عمادة الدراسات العليا

**Difficulties of Translating Arabic MA and PhD Theses  
Abstracts into English: A Case Study of Ibb University  
Central Library Theses**

**A Thesis Submitted to the Department of English and Translation,  
Faculty of Arts and Humanities, in Partial Fulfillment of the  
Requirements for Master Degree of Arts in Translation**

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صعوبات ترجمة ملخصات رسائل الماجستير والدكتوراه من اللغة العربية إلى اللغة  
الإنجليزية: دراسة حالة لرسائل المكتبة المركزية في جامعة إب

رسالة مقدمة إلى قسم اللغة الإنجليزية والترجمة، كلية الآداب والعلوم الإنسانية، كجزء من  
متطلبات الحصول على درجة الماجستير في الآداب، تخصص ترجمة

إعداد الباحث:

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المشرف على الرسالة:

أ.د. محمد الشرماني



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿ وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ

وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴾

الآية (٢٢) سورة الروم

﴿ And of His Signs is the creation of the heavens and

the earth and the difference in your languages and  
colours. Herein indeed are portents for men of

knowledge. ﴾

(Ar-Rum: 22)

## DEDICATION

This thesis is dedicated to my beloved brother  
for his endless support and encouragement.

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**LIST OF ABBREVIATIONS**

MT	Machine Translation
MTn	Mother Tongue
SL	Source Language
SLT	Source Language Text
ST	Source Text
TL	Target Language
TLT	Target Language Text
TT	Target Text

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## ABSTRACT

The present study aims at investigating the prominent problems that encounter Yemeni translators when they translate Arabic MA and PhD theses abstracts from their native language, Arabic, into English. It also attempts to find out the reasons that may stand behind these problems. Furthermore, the study suggests possible solutions and recommendations to help translators overcome these difficulties.

To achieve the objectives of the research, a sample consisting of fifteen MA and PhD theses abstracts was chosen randomly from the Central Library of Ibb University. These abstracts were collected, discussed and analyzed qualitatively. The problematic areas that were found in the translated abstracts were categorized into five groups. Then, a three-page questionnaire was designed and distributed to (30) certified translators in Ibb Governorate. Their answers were collected, tabulated and analyzed quantitatively. Thus, the qualitative and quantitative methods were adopted for the purpose of the study.

The present research reached to a number of key findings. Those findings are related to the research objectives. Accordingly, the results of the study revealed that Arabic theses abstracts include translation errors of many types. The findings also showed that translators encounter syntactic problems, lexical problems, stylistic problems, writing problems and discourse problems. Through the translators' answers in the questionnaire, it is clear that lack of awareness in the structural differences between languages, absence of equivalence in the target language, lack of linguistic competence of both source language and target language, lack of specialized translator, reliance on machine translation without human interference and cultural differences between languages are the main reasons that stand behind these difficulties.

Based on the findings above, the study concluded with some recommendations and suggestions that may help translators overcome the problems of translating Arabic abstracts: first, theses abstracts should be given special attention by universities and supervisors. Second, the study recommended that all the necessary references and specialized dictionaries in translation should be provided by universities. Third, abstracts should be translated or subjected to accurate revision by a team of specialized and professional translators. Fourth, translator should be well equipped linguistically and culturally. Finally, some suggestions were presented for further researches.

## ملخص الدراسة

تهدف الدراسة الحالية إلى التعرف على مشاكل الترجمة التي يواجهها المترجمون اليمنيون عند ترجمتهم لمخصصات رسائل الماجستير والدكتوراه العربية إلى اللغة الإنجليزية. كما تحاول هذه الدراسة معرفة الأسباب التي تقف وراء هذه المشاكل. بالإضافة إلى ذلك فإنها تضع بعض المقترحات والحلول المناسبة لمساعدة المترجمين للتغلب على هذه الصعوبات.

ومن أجل تحقيق أهداف الدراسة، فقد تم اختيار عينة عشوائية مكونة من خمسة عشر ملخصاً من بحوث عربية ماجستير ودكتوراه من المكتبة المركزية في جامعة إب اليمنية. إضافة إلى ذلك، قام الباحث بتصميم استبيان مكون من ثلاث صفحات وتوزيعه على (30) من المترجمين المعتمدين في محافظة إب. بعد الإجابة على أسئلة الاستبيان قام الباحث بجمع نتائج الاستبيان وجدولتها وتحليلها إحصائياً. وبالتالي فقد استخدم الباحث الطريقتين الكمية والنوعية (الكيفية) في البحث لغرض جمع البيانات.

وبناءً على ذلك فقد توصلت الدراسة إلى العديد من النتائج أهمها: أن ملخصات البحوث العربية المترجمة تحتوي على العديد من المشاكل والأخطاء في الترجمة، ولهذا فقد تم تصنيف المشاكل التي وُجدت في الملخصات العربية المترجمة إلى مشاكل تركيبية، مشاكل معجمية، مشاكل أسلوبية، مشاكل كتابية ومشاكل نصية. ومن ناحية أخرى أظهرت نتائج الاستبيان أن هناك العديد من الأسباب التي تعيق عملية ترجمة ملخصات الدراسات العربية إلى الإنجليزية ومن أهمها: أن المترجمين لا يدركون الاختلافات التركيبية بين اللغتين (العربية والإنجليزية)، عدم وجود المكافئ لبعض الكلمات أو المصطلحات العربية في اللغة الإنجليزية، نقص كفاءة المترجمين اللغوية في كلا اللغتين العربية والإنجليزية، قلة المترجمين المتخصصين، الاعتماد على ترجمة الكمبيوتر تماماً ووجود الاختلافات الثقافية بين اللغات.

اعتماداً على النتائج والاستنتاجات السابقة، فقد تم وضع بعض التوصيات والمقترحات الآتية:  
 أولاً: على الجامعات والمعنيين بالبحوث العلمية الاهتمام بترجمة الملخصات.  
 ثانياً: تقوم الجامعات بتوفير المراجع والمعاجم المتخصصة بالترجمة.  
 ثالثاً: يجب أن تُترجم ملخصات البحوث العربية و تخضع لمراجعة دقيقة من قبل فريق متخصص من المترجمين المحترفين.

رابعاً: تتطلب عملية ترجمة الملخصات العربية مترجماً معداً ومؤهلاً لغوياً وثقافياً.  
 وفي الأخير تم طرح بعض المقترحات للمترجمين والباحثين في مجال الترجمة للقيام ببحوث أخرى.

## Chapter One

### Rationale of the Research

#### 1.1 Introduction

Translation is a part and parcel of any language; it is a very important activity in the process of cultural interrelationship. Linguists hold that the crucial role of any language is that of communication, and expressing oneself. However, people sometimes need to communicate not just within their language, but they need to communicate with foreigners using different languages. In this communication which is going to be interlingual and also intercultural, people need more than one language; that is to say, they need a further linguistic as well as cultural knowledge about the identity of the second speech community. In addition, there are more demands on translation services to disseminate or exchange experiences and knowledge. When communicating within our communities, we use our mother tongue (henceforth MTn) or let's say our usual spoken variety, we would come across no difficulty; especially those of understanding and/or interpretation. However, these difficulties are going to show up while communicating with members of different speech communities, who use different languages and have different cultures.

Basing on what has been said above, translation with no doubt is going to be the key for such a communicational problem. Both the speaker and the listener need translation, "need a given process and methods to convey the meaning of the source language into the target language" (Ghazala, 2006: 01). When we talk about translation we mean a message in two different codes, while communicating either through writing, reading or talking. Translators (parts of the action) are required to be competent 'linguistic competence' (Chomsky, 1957) not just at the level of their MTn,

but also at the level of the target language (henceforth TL). While defining it "as a set of strategies and methods" (Ghazala, 2006: 02) means what comes after the linguistic recognition is understanding. In other words, one cannot translate what he/she is not able to understand. As Basalamah (2007: 118) stated it clearly, "translation results from an understanding of a source text from its reading, and thus from its interpretation".

Translation has always been understood to refer to a written transfer of a message or meaning from one language to another. But it has already been suggested by many translation scholars such as Newmark (1988) that the notion of equivalence is problematic in the study of translation, and to overcome this problem, various translation strategies have been suggested by various authors within the field of translation.

## **1.2 Statement of the Problem**

In Arabic context, it is a convention that a thesis either scientific or literary includes abstracts in two languages, namely, Arabic and English. Abstract is of great importance as it gives readers of different majors a chance to quickly see the main contents and sometimes methods in conducting these theses. It enables readers to decide whether the work is of interest for them or not. Moreover, abstract is sometimes translated by another researcher who is not specialized in translation. Thus, it has been found that there are many translation errors in the translated abstracts in the Central Library of Ibb University. Consequently, this study attempts to investigate the reasons of the difficulties encountered by translators while translating abstracts of theses from Arabic into English then providing the possible ways of helping them to overcome these problems.

### **1.3 Objectives of the Study**

This study aims at achieving the following objectives:

1. Investigating the difficulties Yemeni translators encounter in translating abstracts of MA and PhD theses from Arabic into English.
2. Finding the different types of such difficulties such as syntactic difficulties, lexical difficulties, semantic difficulties, and stylistic difficulties.
3. Investigating the reasons and causes that stand behind such difficulties.
4. Suggesting suitable solutions and techniques that might help Yemeni translators overcome these problems.

### **1.4 Questions of the Study**

This study seeks to answer the following questions:

1. What are the difficulties that Yemeni translators encounter while translating abstracts of MA and PhD theses from Arabic into English?
2. What are the reasons and causes that stand behind such difficulties?
3. What are the possible solutions that might help Yemeni translators overcome these problems?
4. Who is to translate MA and PhD theses from Arabic into English?

### **1.5 Significance of the Study**

The importance of this research emanates from the fact that it is the first study of its type in Yemen. Due to the fact that abstract is an important part of one research, and is often read by another researcher as a reference, abstract text should be translated correctly. Otherwise, it could mislead the target readers. However, to obtain the good quality of translation product concerning accuracy, acceptability, and readability is not such an easy work. As a matter of fact, translation is needed to

transfer scientific and research works from Arabic into English in order to participate in the scientific research and show others such researches. Some MA and PhD researchers specifically try hard to translate abstracts by themselves. Many others who feel that their English is not good enough tend to ask somebody else or translators to translate abstracts for them. The problem is that most of these translators are unexperienced. Thus, it is impossible for them to translate all kinds of texts to obtain a good quality of translation, so only a certain number of people are able to accomplish this hard work. Here comes the role of this study in investigating the situation in the translation of abstracts of MA and PhD theses. Reading some translated abstracts in the Central Library of Ibb University revealed that these abstracts are full of unexpected errors, i.e. linguistic problems, stylistic problems and discourse problems. This may indicate how these abstracts are disregarded in scientific and academic studies. Thus, translated abstracts need to be investigated. This study will be a chance to uncover a problem in Arabic-English translated theses abstracts in the Yemeni society.

### **1.6 Hypothesis of the Study**

It is hypothesized that Yemeni translators who translate abstracts of MA and PhD theses face a lot of difficulties in translating MA and PhD theses and these difficulties are attributed to the following reasons:

1. Differences are existed between English and Arabic. Clearly, both languages have a lot of differences and this may create a lot of obstacles for the Yemeni translators.
2. Lack of sufficient qualification in the programs of *English Language and Translation* at Yemeni Universities.
3. Lack of sufficient practice and training for the Yemeni translators.

4. No a little attention is paid to the area of translating abstracts of theses.

### **1.7 Limitations of the Study**

This study has four limitations which are: topic, time, setting and people.

1. The topic is limited to translating abstracts of MA and PhD theses which will be taken from the Central Library in Ibb University;
2. This study will be carried out during the academic year 2016/2017;
3. The study will be surveyed in Ibb Governorate where the translator-researcher is working and the sample of certified translators will be taken from the same governorate.

### **1.8 Purposes of Writing Abstract**

Abstract is one of the important parts in a research due to the fact that it is a kind of short condensed text to represent the whole text. It is of extreme importance as it gives a general overview of the work and an outline that guides the reader through the text or serves as a way of selecting the reader's choices. It highlights key content areas, research purpose, the relevance or importance of your work, and the main outcomes. Many abstracts are published without the complete paper itself in abstract journals or in online databases. Thus, an abstract might serve as the only means by which a researcher determines what information a paper contains. Moreover, a researcher might make a decision whether to read the paper or not based on the abstract alone. In other words, readers use abstracts to see if a piece of writing interests them or relates to a topic they are working on. Rather than tracking down hundreds of articles, readers rely on abstracts to decide quickly if an article is pertinent. That is why an abstract must convey the essential results of a paper. An abstract, accordingly, must be fully self-contained and make sense by itself, without

further reference to outside sources or to the actual paper. Cremmins (1982) discusses some qualities of a good abstract. In other words, good abstracts are highly structured, concise, and coherent, and are the result of a thorough analysis of the content of the abstracted materials.

### **1.9 Types of Abstract**

The two most common types of abstracts are:

1. Descriptive (or Indicative) abstract: it indicates the type of information found in the work. It makes no judgments about the work, nor does it provide results or conclusions of the research. It incorporates key words found in the text and may include the purpose, methods, and scope of the research. Essentially, the descriptive abstract describes the work being abstracted. Some people consider it an outline of the work, rather than a summary. Descriptive abstracts are usually very short, 100 words or less. In short, a descriptive abstract provides the reader with a brief description only.
2. Informative abstract: it provides more summarization and general description. While they still do not critique or evaluate a work, they do more than describe it. The writer presents and explains all the main arguments and the important results and evidence in the complete article, thesis or book. An informative abstract includes the information that can be found in a descriptive abstract (purpose, methods, and scope) but also includes the results and conclusions of the research and the recommendations of the author (ibid).

### **1.10 Organization of the Study**

The current study is divided into five chapters. The first chapter will be an introduction to the whole study. It will present and discuss the problem, objectives of

the study, questions of the study, hypotheses of the study, the significance, limitations of the study, purposes of writing abstract and types of abstract. The second chapter will be related to the theoretical foundations and previous studies. The third chapter will be devoted to present the research methodology. In the fourth chapter, the findings will be showed, analyzed and discussed. In the fifth chapter, results are summarized, conclusions will be offered and recommendations as well as suggestions for further research will be provided.

### **1.11 Definitions of Terms**

- Abstract is a precise, accurate representation of the contents of a document, preferably prepared by its author(s) for publication with it (Lores', 2004). According to Tippett (2005), an abstract is a complete but concise and informative account of a work, i.e. a condensation that makes sense without reference to the full document.
- Case Study is a detailed account of the development of a particular person, group, or situation that has been studied over a period of time.
- Central Library is the biggest library in Ibb University.
- MA Thesis is a postgraduate degree of Arts in a particular subject immediately after BA degree.
- PhD Thesis is a doctoral thesis of philosophy above MA/MSC degree, involving advanced academic work.
- Translation Difficulties are difficulties that individual translators could have when dealing with the translation process (Nakhallah, 2010). According to this study, difficulties of translation are obstacles that translators encounter during the translating process.

- Translation Problems are linguistic phenomena known to be problematic in translation independent from the individual translator for example ambiguous words (Nakhallah, 2010). According to this study, problems of translation are problems that already existed and errors made by translators.

### **1.12 Conclusion**

This chapter is an introductory for the whole research. It began by throwing light on importance of translation. Then, it moved to explain the problem, objectives of the study, questions, significance, hypothesis of the study, limitations and organization of the study. After that, this chapter shed light on purposes of writing abstracts and their types. Finally, the key terms which are used in the study were presented.

## Chapter Two

### Theoretical Foundations and Previous Studies

#### 2.1 Introduction

This chapter will shed light on theoretical foundations and previous studies. First, it will discuss some important theoretical issues on translation such as definition of translation, translation theories, translation procedures, translation problems, machine translation, translation as an intercultural communication, translation and globalization, translation in the Arab World, equivalence, loss and gain in translation. Then, it turns to present the previous studies related to this study.

#### 2.2 Definition of Translation

To begin with, many theorists of translation gave many definitions for translation. Generally speaking, translation is a linguistic activity which takes place between two languages; the first one is called the source language (henceforth SL), and the TL. For (Ghazala, 2006: 1):

Translation is generally used to refer to all the processes and methods used to transfer the meaning of the SL text into the target language, by means of using: (1) words which already have an equivalent in Arabic language; (2) new words for which no ready-made equivalents are available in Arabic beforehand; (3) foreign words written in Arabic letters; and (4) foreign words changed to suit Arabic pronunciation, spelling and grammar.

For Newmark (1981: 43), translation is "a craft consisting of the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language". According to Catford (1965, cited in Snell-Hornby, 1988: 15), "translation is the replacement of textual material in one language, SL, by

equivalent textual material in another language, TL".

### **2.3 Translation Theories**

A translation theory "refers to a particular way, a system, or a set of procedures which are followed and used by translators during the process of translating from a source language into a target language" (Alabbasi, 2009: 18). Translation theory was not construed as a separate discipline but within the field of language studies. Later, linguists and translation theorists draw attention to the role of linguistics in building different translation definitions. In showing the importance of linguistics to translation theories, Newmark (1981: 5) states that "Translation theory derives from comparative linguistics, and within linguistics, it is mainly an aspect of semantics, all questions of semantics relate to translation theory". Moreover, it has been difficult to distinguish between language theories on one hand and translation theories on the other. According to Newmark (ibid: 19),"translation theory is neither a theory nor a science, but the body of knowledge that we have and have still to have about the process of translating". Likewise, Kelly (1979: 34) states that "Each stream of language theory corresponds to a theory of translation".

The main concern of translation theory is to determine appropriate methods for the range of texts or text categories. Translation theory also attempts to give some insight into the relation between thought, meaning and language; the universal, cultural and individual aspects of language and behavior, the understanding of cultures; the interpretation of texts that may be clarified and even supplemented by way of translation (ibid). Newmark (ibid) stresses that translation theory cannot propose a single method, but must be concerned with the full range of text types and their corresponding translation criteria, as well as the major variables involved. Therefore, the main reason for formulating a translation theory is to propose methods

of translation related to or derived from translation practice and translation teaching. Hence, the translator's first task is to understand the text, often to analyze, or at least make some generalizations about his/her text before he/she selects an appropriate translation method, so it is the business of translation theory to suggest some criteria and priorities for this analysis. Some theorists propose four things that a translator should know through reading and understanding the text which are: the intention of the text, the intention of the translator, the reader and the setting of the text and the quality of the writing and the authority of the text (Zagood, 2012).

It should be noted, too, that different types of texts necessitate various types of translation methods, i.e. the process of translation deals with different types of texts such as scientific texts and literary texts. Literary language, on one hand, is noticeably different from ordinary language in the way that it employs particular linguistic patterns in a multiplicity of distinctive variations to generate the literary character of the literary piece, as well as to enhance its essence. That is to say, literary language is exceptional in terms of lexical, musical and sense arrangements. Literary translation is agreed to be the most challenging form of translation. Further, it is described by Wechsler (1998: 9) as an 'odd art' because it consists of a person sitting at a desk writing a fiction or poetry. In short, literary translation concerns itself with the translation of material originally written in literary language, and it is agreed among a number of experts to be the most demanding type of translation. Hence, literary translation entails the transfer of a diversity of features from the source language text (henceforth SLT) to the target language text (henceforth TLT) such as meaning, form, mood, tone, style, experience and effect. It also implies a good grasp of both SL and TL so that the resultant literary piece would retain the same force and sense of the original.

Technical text, on the other hand, is a text characterized by a certain volume of specialized terminology. Hann (1992, qtd. in Eibayat, 2014) says that technical translation differs from any other type of translation, for example, there is a big difference between literary translation, which is more concerned with style while technical translation is more concerned with transmitting the correct, accurate, and brief information to the reader in a way that it can be useful to him. Hann (ibid) also believes that effective and successful technical translators have to either study the specialized field or personally attempt in another way to get the right knowledge in the relevant scientific field of their translation. It should be noted, too, that modern technology affects all aspects of life and society and all branches of science including translation. New scientific discoveries and innovations need to be spread through the world. Accordingly, translation played a crucial role in transferring this technology and scientific knowledge between nations throughout history. In this regard, Ghazala (1995:163) defines technical translation as: "The translation of scientific and technical terms of all kinds: medical, physical, chemical, mathematical, mechanical, technological, biological, agricultural, computer and other terms of the various branches of science". The more technical terms appear in the SL, the more problems arise in translating these terms into the TL. Additionally, the more knowledge a translator possesses about the subject matter in the ST, the more accurate a translation he/she will produce in the TT.

Accordingly, scientific texts need to be translated accurately and formally focusing on the text (its form) rather than the reader, so some theorists have devoted a great deal in their books in discussing translation methods that fit scientific texts such as literal translation and formal translation. Conversely, literary texts require some certain methods and might allow more innovation and creativity on the part of the

translator when translating texts using, for example, communicative translation, free translation and pragmatic translation. Below are the main equivalence theories that have been proposed by scholars in the field of translation such as Nida (1972), Newmark (1981) and Vermeer (1970).

### **2.3.1 Formal Translation**

Theoretically, Nida (ibid) argued that there are two different types of equivalence, namely formal equivalence and dynamic equivalence. Formal equivalence tries to remain as closely to the original text as possible, without adding the translator's ideas and thoughts into the translation. In other words, it focuses on the message itself (form and content). The problem with this form is that it assumes a moderate degree of familiarity with the subject matter of the part of the reader. According to Nida, a 'gloss translation' mostly typifies formal equivalence where form and content are reproduced as faithfully as possible and the TL reader is able to understand as much as he/she can of the means of expressions of the SL context.

According to Shaheen (1991), the method, formal equivalence, has evolved as opposed to the Prescientific Traditional Grammar Method, i.e. much attention was devoted to the highlighting of structural differences between languages in terms of gender, number, cohesive devices, etc. In the same respect, Catford (1965: 19) focuses on formal linguistic method, viz. he gives priority to formal correspondence over textual translation equivalence. This is clear in his definition of translation as the "replacement of SL grammar and lexis by equivalent TL grammar and lexis with consequential replacement of source language phonology/graphology".

### 2.3.2 Semantic Translation

Apparently, each language has its own semantic structure just as it has its own phonological and syntactic structures. Semantically speaking, it is accepted that one of the basic principles of translation is that the translated text should accurately reflect the meaning of the SLT. In other words, nothing should be arbitrarily added or removed. In a large number of cases, resorting to bilingual dictionary seeking equivalents is quite unsatisfactory. Thus, the lexicon of a natural language is seen as a network of semantic relations. As Newmark (1981) remarks in his approach to translation, semantic translation attempts to render, as closely as the semantic and syntactic structures of the second language allow, the exact textual meaning of the original. It is basically focused on the writer of the SLT and follows his/her thought-process. It tends to be more complex, more detailed and tends to over translate. Furthermore, it remains within the original culture and language.

Semanticists view languages as having very little in common. That is, semantic translation concentrates on cultural contrasts and on comparative ethnography so it operates on langue level as it regards the word and the sentence as the units of examination. Equivalence, accordingly, is often sought at the level of sentences and lexical items. The role of the translator is to substitute one linguistic code for another (Shaheen, 1991). And in analyzing the meaning of a sentence, the translator would look for the relationship between the different items, and how these items interact and combine to form a proposition. Semantic translation involves an operation on the linguistic elements of the text, i.e. a linguistic analysis, before involving the meaning. Newmark (*ibid*) suggests that this type of translation is required in texts belonging to literary writing (novels, poems, etc.) where the style of the writer is as important as the content. Moreover, semantic analysis of some sort

applied to the SLT is necessary to its comprehension which is one of the most important factors in the transfer of a message from an SLT to a TLT. In the literary translation, for instance, the more the translator understands and comprehends the SLT, the less his/her difficulties in translating it (Aissi, 1987).

### **2.3.3 Communicative Translation**

In fact, translation is one of the most difficult areas within the realm of language studies. One of its difficulties lies in that understanding the linguistic units is not enough to translate successfully. That is to say, the syntactic rules would be of no help and may be useless if the rules of use are not taken into consideration. Newmark's distinction between communicative and semantic translation is a new approach to the form-content dichotomy. Newmark (1981) writes about communicative translation as opposed to semantic translation. In other words, communicative translation is a free translation; it emphasizes the force and the effect of the message. It has a style that is smoother, clearer, more direct and conventional conforming to a particular register of language. Communicative translation, briefly, focuses on the effect. It attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original. Moreover, it addresses itself solely to readers in the TL, who do not anticipate difficulties or obscurities and would expect a generous transfer of foreign elements into their own culture as well as their language where necessary. Nevertheless, the translator still has to respect and work on the form of the SLT as the only material basis for his work. Newmark suggests that communicative translation is mainly required in texts belonging to the domain of non-literary writing such as journalism, reports, etc.

In comparison with semantic translation, communicative translation maybe considered more successful since it may gain in clarity what it loses in semantic

content. In communicative translation, the translator may attempt through his/her lexical choice to provide a translated text that is more effective than the original. Whereas semantic translation is individual, follows one single person, the author, communicative translation is social, concentrates on the message and serves a large readership.

#### **2.3.4 Dynamic Translation**

As mentioned in the introduction above, each method has its own function or goal. Beyond a shadow of a doubt translation involves more than a mechanistic replacement of lexical and syntactic units from SL into TL. Usually, as is often demonstrated by the translation of idioms and other types of culture-bound expressions, the process may involve discarding the linguistic elements of the text in order to convey the meaning. Since it does not take the text as a whole or the context into account, the linguistic and grammatical model can hardly be considered as a representation of translation process which seeks an efficient and appropriate rendering of SLT into TLT. Thus, Nida defines the goal of dynamic equivalence as to seek "the closest equivalence to the SL message" (Nida & Taber, 1982: 12). Dynamic translation has been given different notions, for instance, it has been known as the 'Principle of Equivalence Effect' (Koller, 1979). It has also been called as 'Communicative Translation' (Newmark, 1981), and as 'Cultural Translation' (Catford, 1965). For Shaheen, this method can be considered a modern and refined version of the old notion of 'free' or 'idiomatic' translation.

Practically speaking, dynamic translation is an approach to translation in which the original language is translated 'thought for thought' rather than word for word as in formal equivalence. In other words, dynamic equivalence is defined as a translation principle according to which a translator seeks to translate the meaning of

the original in such a way that the TL wording will trigger the same impact on the TT audience as the original wording did upon the ST audience. This receptor oriented approach considers adaptations of grammar, lexicon and culture references to achieve naturalness to minimize the foreignness of the SL setting. For Nida (1972), in order to be communicatively efficient, linguistic utterances must be receptor oriented. Nida's dynamic equivalence represents situational approach which aims at substituting the meaning of SL situation by a TL equivalent where equivalent means 'analogous' rather than 'identical'. The situational model does not take into consideration the linguistic meaning of the elements of the sentence but concentrates on the situation they describe. The interpretation of a situation is, generally, subjective and depends on extralinguistic factors such as the translator's competence, environment, culture, etc. Any approach to translation should not confine itself solely to observable phenomena but should consider other factors of mental and extralinguistic nature (Aissi, 1987). What matters is that the translator should recognize that he/she does not deal with two different languages but with two different cultures too.

Unlike semantic method, dynamic method focuses on reader's response, i.e. the TLT should evoke an equivalent response on the TL reader as did the SLT on its reader. In other words, dynamic translation, as opposed to semantic method, operates on the level of parole. This makes it much more welcomed by linguists and theorists. Thus, the role of the translator is to substitute one cultural system for another.

### **2.3.5 Skopos Theory of Translation**

Due to the limitations of some translation theories such as the linguistic equivalence approaches, the proponents of functional theories assert that the shift of focus away from ST reproduction to the more independent challenges of TT production for transcultural interaction has brought an important element of

innovation to translation theory. Thus, attention has turned towards the functional aspects of translation and the explanation of translation decisions.

Historically speaking, 'skopos' is the Greek word for 'aim' or 'purpose' and was introduced into translation theory in the 1970s by Hans J. Vermeer as a technical term for the purpose and action of translation (Munday, 2008). The important point is that no ST has only one correct or preferred translation (Vermeer, 2004) and, consequently, every translation commission should explicitly or implicitly contain a statement of *skopos*. This theory focuses above all on the purpose of translation, which determines the translation method and strategies that are to be employed in order to produce a functionally adequate result; the result is TT, which Vermeer calls *translatum*. In other words, *skopos* theory allows the possibility of the same text being translated in different ways according to the purpose of the TT and the commission which is given to the translator. The *skopos* for the TT need not be identical with that attributed to the ST; but unless the *skopos* for the TT is specified, translation cannot be carried out at all. Byrne (2007) states that *Skopos* theory is a general theory when it comes to application. The reason is that it does not favor certain strategies over others; rather it authorizes the translator to act as the *skopos* requires him/her to do without specifying any deliberate principle. Therefore, knowing why SL is to be translated and what function of TT will be are crucial for the translator. Moreover, this theory focuses on the elevation of the role of the translator to higher status; the translator is the key player in the process of intercultural communication and the production of the *translatum* because of the purpose of the translation. Baker (2009) confirms the legitimate role of the translator in *skopos* theory that the expertise and ethical responsibility of the translator have come to the fore. Translators have come to be viewed as TT authors and as competent experts in translational action, a

development which releases them from the limitations and restrictions imposed by a narrowly defined concept of fidelity to the ST alone.

Even though skopos theory includes various strategies at the disposal of the translator, it certainly underscores the importance of maintaining both the coherence and fidelity rules. Baker & Saldanha (2009: 117) illustrate the general rules of skopos theory in their *Routledge Encyclopedia of Translation Studies*:

Vermeer (1978: 100) postulates that, as a general rule, it must be the intended purpose of the target text that determines translation methods and strategies. From this postulate, he derives the skopos rule: Human action (and its subcategory: translation) is determined by its purpose (skopos), and is therefore a function of its purpose. Two further general rules are postulated: the coherence rule and the fidelity rule. The coherence rule stipulates that the target text must be sufficiently coherent to allow the intended users to comprehend it, given their assumed background knowledge and situational circumstances. The starting point for a translation is a text, written in the SL, which is part of a world continuum. This text has to be translated into a target language in such a way that it becomes part of a world continuum that can be interpreted by the recipients as coherent with their situation. The fidelity rule concerns intertextual coherence between the text that is the outcome of the translational action and the source text, and stipulates that some relationship must remain between the two once the overriding principle of skopos and the rule of (intratextual) coherence have been satisfied.

Despite the effectiveness of skopos theory, it was met with some objections or reservations. These objections maintain that not all actions have an aim, this is claimed to be the case with literary texts, or at least some of them. In other words, skopos theory has been judged less applicable to literary translation than to other text types because of the special status of literary texts where the style is a highly important factor (Hornby, 1990, qtd. in Baker & Saldanha, *ibid*). Furthermore, skopos

theory doesn't respect the original text, that is to say, the ST is viewed as a mere tool for realizing communicative functions; it is totally subordinate to its purpose and may undergo radical modification in the interest of the target reader. In this respect, Newmark (1981) criticizes the emphasis on the message at the expense of richness of meaning. The ST, consequently, may be dethroned. It is also claimed that skopos theory does not pay sufficient attention to the linguistic nature of the ST nor to the reproduction of microlevel features in the TT. Even if the Skopos is adequately fulfilled, it may be inadequate at the stylistic or semantic levels of individual segments.

#### **2.4 Translation Procedures**

So far, some of the translation theories and methods have been discussed briefly. When analyzing translations of any sort, be they literary or non-literary texts, there are certain categories that allow us to examine how the TT functions in relation to the ST. These categories are widely known as 'translation procedures' or 'translation techniques'. Indeed, translation procedures depend on the choice of translation method, which is a global choice of a translator on a large scale. However, one may agree with Newmark (1988: 81) that "while translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language". For this reason, translation procedures should not pass unnoticed.

Jaaskelainen (1999: 71) considers strategy as, "a series of competencies, a set of steps or processes that favor the acquisition, storage, and/or utilization of information". Loescher (1991: 8) defines translation strategy as "a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it". Accordingly, the notion of consciousness is significant in distinguishing strategies which are used by the translators. Furthermore, Venuti (2004: 240)

indicates that translation strategies "involve the basic tasks of choosing the foreign text to be translated and developing a method to translate it". He employs the concepts of domesticating and foreignizing to refer to translation strategies.

Translation procedures, according to Vinay & Darbelnet (1995), can be classified into direct procedures and oblique procedures. To begin with direct translations, they occur when there is an exact structural, lexical or even morphological equivalence between the languages so this type of procedures harks back to a well-known 'literal translation' dichotomy. In a narrow sense, it has been noted that due to structural and metalinguistic parallelisms that occur between languages, it is often possible to overcome gaps (or lacunae) between the SL and the TL by transposing the SL message piece by piece into the TL. In such cases, when the translator notices a gap in the TL, he/she can employ either a parallel category or a parallel concept to convey the meaning of the ST.

Conversely, Vinay (1995) notes that due to structural and metalinguistic differences between languages, certain stylistic effects are unattainable without upsetting the lexis or the syntactic order in the TL. If translations were always only the instances of the application of direct translation procedures, it would not require any special stylistic skills on the part of the translator. It follows that translators many times need to have recourse to more complex, i.e. oblique translation procedures. In such cases more complex methods must be employed to convey the meaning of the ST. Although at a cursory glance they might look fairly sophisticated, or even unusual, the oblique translation procedures allow translators to exert a strict control over the reliability of their efforts. Thus oblique translation procedures are employed when a literal translation is unacceptable. The following are the main direct and oblique translation procedures.

### 2.4.1 Borrowing

No doubt that lexis is a part of language which is liable to swift changes in multifarious areas under the influence of the dynamic development of society. Lexis of each language must be sensitively responsive to new ideas, concepts, objects and inventions of the extra-linguistic reality. Borrowing involves using foreign phrasing in the TT. To be precise, borrowing, which is relatively the simplest of all procedures used for translation, is to take a word or expression straight from another language, for example, the word '*computer*' is transliterated as 'كمبيوتر'. Translators resort to this procedure because the concept discussed in the ST is relatively unknown to the target audience. Nowadays, borrowing is frequently caused by new technologies entering rapidly the surrounding reality and it is used to overcome a lacuna, usually a metalinguistic one, for example, a new technical process or an unknown concept (Venuti, 2004).

### 2.4.2 Literal Translation

Obviously, literal translation has similar methods as formal translation or gloss translation. Vinay & Darbelnet (1995) describe it as being most common between languages of the same family and culture. It should be noted that literalness should only be sacrificed because of structural and metalinguistic requirements and only after checking that the meaning is fully preserved. Moreover, it is usually adopted in biblical and sacred texts translation which favors the form rather than the function of the message. Literal translating is a procedure of replacing the syntactic structures of an SL, normally at the clause or sentence level, by corresponding syntactic structures in the TL in terms of the number of words and type of parts of speech. Though the attention devoted to non-literal translating procedures is more than that devoted to literal translating, literal translating is "rather powerful, at least in

certain sorts of texts, for example, LSP [(=Language for Specific Purposes)] texts" (Wilss, 1982: 100). Moreover, by using such method, all the words are rendered without adding the translator's ideas to the TLT. This means it is author-oriented translation and is loyal to the SL author so it seems to be semantic method. For Ghazala (2006), in literal translation, each English word is translated into an equivalent word in Arabic. Moreover, the word order in Arabic is the same as in English regardless differences in grammar, word order, context and special uses. In other words, in word-for-word translation the TL should follow, imitate and mirror the SL blindly, perfectly and precisely, i.e. changes which may affect the ST structures are not allowed. Thus, it seems an easy and direct way of translation and became common among translators who are unexperienced in translation.

Literal translation is sometimes possible and meaningful from English into Arabic when the stylistic and syntactic features of Arabic are respected and the meaning rendered, for example; *'The end justifies the means'* 'الغاية تبرر الوسيلة'. Some prefer this type of translation as it is closer to the original text and it is very valid for translating technical or scientific texts because scientific texts must be accurately translated. Conversely, once this method ignores the TL completely, making it subject to the SL wholly and entirely, it disregards the differences between the two languages (English and Arabic). In addition to what has been mentioned, the main danger of literal translation is that, in general, it does not render the original meaning of the utterance. Furthermore, some theorists hold the view that, words do not stand on their own, their meaning is mainly derived from the context in which they occur (Aissi, 1987).

### 2.4.3 Transposition

Any translation involves some modifications and changes on the linguistic level, because of structural and syntactic differences between the two languages involved. Transposition (also known as Catford's term 'shift') is defined by (Vinay & Darbelnet, 1995) as a translation procedure that involves in a change of grammar or word class from SL to TL without changing the meaning of the text. In a narrow sense, transposition will be apprehended as replacement of one word-class or syntactic category with another without altering the semantics of the message, thus keeping the non-literary text's information invariant. Transposition can be applied intralinguistically, i.e. within a particular language. For instance, '*She announced she would resign*' can be transposed to '*She announced her resignation*'. Knowing its function, transposition is frequently used by translators to overcome numerous syntactic problems that occur in translation process. It should serve as a great tool to avoid any untranslatability or syntactic changes that may hinder the translator's progress.

Vinay & Darbelnet (ibid) summarize a distinction between two types of transposition; namely, obligatory and optional transpositions as follows:

1. Transposition is obligatory when there is no other alternative to preserve and render the SL meaning in the TL, i.e. when there is only one way of rendering the SL structure in TL. English word order on the phrase level usually demands obligatory transposition in Arabic. For instance, an English 'adjective + noun' is, in most cases, rendered in Arabic by a 'noun + adjective'. For example, the phrase 'a narrow and deserted street' which is composed of 'adjective + adjective noun' is rendered in Arabic as 'شارع ضيق مهجور' which is structured as 'noun + adjective + adjective'.

2. An optional transposition occurs when the translator is faced with two choices. His/her choice of one or the other option is usually stylistically motivated, e.g. the phrase '*when he arrived*' which can be translated in Arabic as either 'عند وصوله' or 'عندما وصل'

#### 2.4.4 Modulation

While transposition, or recasting, operates on the syntactic and structural level of discourse, modulation operates on the semantic level and on the variation of point of view. Translators tend to resort to modulation as a translation procedure that focuses on a change of viewpoint. Modulations are used by translators when the TL rejects literal translation. In other words, this oblique translation procedure entails a variation of the form of the message, obtained by a change in the point of view (Venuti, 2004). This suggests that this semantic-pragmatic procedure rests on a shift of cognitive categories between two languages. This shift deems to be justified in cases when a literal or even transposed translation results in a grammatically correct utterance but is still, however, considered somewhat unsuitable, unidiomatic or awkward in the TL (Vinay & Darbelnet, 1958/1995). For instance, the phrase '*to free a slave*' is translated to 'تحرير رقبة'. Thus, modulation consists of choosing other symbols for the same signification, i.e. the same idea expressed differently in SL and TL. Whereas transposition puts the translator's, first and foremost, syntactic abilities to the test, modulation is said to be a real touchstone for a competent translator. Transposition affects syntactic function of TL units only, modulation, on the other hand, involves alteration of semantic categories or the processes by which thoughts are conveyed.

Generally speaking, when one reads a text, he/she constructs a mental representation as a result of the interpretative process. Accordingly, a translator's goal

is to produce a text in the TL which, in the right context, will enable the reader to construct a mental representation that resembles the one constructed by the reader of the ST. Given the assumptions above, modulation may be construed as a relation between two texts that yield the same mental representation but via a different process of interpretation.

#### 2.4.5 Reduction (Omission)

Reduction is, according to Zakhir (2008), the process whereby the translator reduces the number of elements in the TT, though he/she ought to respect the important requirements; to be precise, no central information is to be dropped. This entails that reduction is to select among a set of ST elements those which do not significantly affect the original meaning in order to get rid of in the TT. This procedure, briefly, allows the translator to reduce the number of words, but not to drop crucial information. As an example, the following Arabic sentence is translated into English by resorting to the procedure of reduction:

*كان الجو جميلا جدا خلال رحلتي الماضية إلى حيث التقينا في تلك السهول الواسعة.*

*The weather was so nice during my last trip where we met.*

In the example above, the Arabic sentence is longer than the English one. Thus, reduction covers the last part of the Arabic sentence 'في تلك السهول الواسعة' but without changing the source sentence's intended meaning. The emphasis was on the sentence 'كان الجو جميلا جدا خلال رحلتي الماضية حيث التقينا', whereas the phrase 'في تلك السهول الواسعة' can be dispensable. This strategy should be used only if the meaning conveyed by a particular item or expression is not vital to the development of the text.

#### 2.4.6 Expansion (Addition)

Unlike reduction, expansion involves providing the target reader with further explanation regarding a given element in the ST. Through expansion, the translator moves from the implicit into the explicit (Zakhir, 2008). To be precise, expansion in translation means to clarify an item in the ST by offering more details, so that the target readers can fully grasp the intended meaning. Yet, these details are not of major significance; rather they are secondary in importance. The following example illustrates this point; the phrase '*innumerable windows*' is rendered as 'عدد لا يحصى من النوافذ'. The word '*innumerable*' is translated into the phrase 'عدد لا يحصى' instead of 'لا تعد' to maintain the expressive value of the Arabic text. Thus, the translation process must take more account of the aesthetic value of the SLT.

#### 2.4.7 Paraphrase

According to Newmark (1988: 90), "paraphrase is an amplification or explanation of the meaning of a segment of the text". It is used in an 'anonymous' text when it is poorly written, or has important implications and omissions. Paraphrase, more precisely, is the restatement of a word or sentence by amplification or free rendering. That is, a concept expressed in a word or a sentence is diluted in the TL and expressed by more than one word or sentence. The translator may resort to paraphrase where SL words have no TL equivalent especially in the case of neologisms. It should be pointed out that some metaphors or idioms which do not have any TL equivalent or cannot be rendered literally, are usually paraphrased (Aissi, 1987).

#### **2.4.8 General Sense**

The problem of non-equivalence has been drawing the attention of many researchers. Jakobson (qtd. in Munday, 2001), for example, claims that there is ordinarily no full equivalence between code units, he also explains that the differences between structures, terminology, grammar and lexical forms of languages are the main reasons of non-equivalence. Thus translators tried to overcome the problem of non-equivalence by using some strategies or techniques. Baker (2006) proposed translation by using general word (superordinate) strategy to cope with non-equivalence at word level. The strategy is used to express the TL which has no particular specific term, thus the translator may use general words to deal with the cultural distinctions between both languages. In other words, translation by generalisation is one of the most commonly applied strategies in dealing with various kinds of problems in translation. The translator usually uses a more general word to replace the more specific one. Yet the possibility of rendering a problematic specific concept with a more general one may result in excessive generalization and eventually in oversimplification (loss in meaning) in the translated text. In the same vein, Dickins (2002) claims that generalizing translation is not acceptable if the TL does offer suitable alternatives , or if the omitted details are important in the ST but not implied or compensated for in the TT context.

#### **2.5 Translation Problems**

Of course translation as a field of knowledge or as a science is not an easy task. Actually, many scholars are concerned with non-equivalences which result in the translation problems. Baker (ibid) discusses the problems of non-equivalence at word level and syntactic equivalence. This problem sometimes results from the translator's inability to select an appropriate word for the TL. She also asserts that the

fundamental translation problems arise because of misinterpretation of collocation in the original language. When trying to translate, translators may face some obstacles and problems. These problems are difficulties which affect the process of translation and rethinking or using the dictionary in order to check meanings of words. These problems are at different levels. Ghazala (1995) argued that a translation problem is when the translator cannot render the ST into the TL easily; without checking his dictionaries, monolingual or bilingual, or making efforts to retrieve, exploit his linguistic and cultural knowledge. He categorizes translation problems into four groups as follows:

a) Syntactic Problems: this group includes the following sub-problems:

1. Translation of verb 'Be',
2. Translation of verb 'Do',
3. Translation of verb 'Have',
4. Translation of modals,
5. Translation of questions,
6. Translation of negation,
7. Nominal sentences vs. verbal sentences,
8. Word order,
9. Translation of personal pronouns,
10. Translation of present participle vs. gerund,
11. Translation of past participle,
12. Translation of adjectives,
13. Translation of tenses,
14. Translation of conditional sentences,
15. Translation of word class,

16. Translation of articles, and

17. Translation of sentence connectors.

b) Lexical Problems: which contains nine problems as follows:

1. Literal translation,

2. Translation of synonymy,

3. Translation of Polysemy and monosemy,

4. Translation of collocations,

5. Translation of special fixed phrases,

6. Figurative language: translation of metaphors,

7. Technical translation: Arabization,

8. Translation of proper names, titles, geographical terms, political institutional terms and UN acronyms, and

9. Translation and culture.

c) Stylistic Problems: and this group includes the following problems:

1. Style of formality vs. informality,

2. Style of fronting,

3. Style of parallelism,

4. Style of ambiguity,

5. Complex vs. simple style,

6. Style of short sentences,

7. Style of long sentences,

8. Passive vs. active style,

9. Style of repetition and variation,

10. Style of redundancy,

11. Expressivity, context and readership,

12. Style of nominalization vs. verbalization,

13. Style of irony, and

14. Translation of punctuation marks.

d) Phonological Problems

In the same context, Hassan (2014) discusses briefly the translation problems. According to him, Translation problems can be divided into linguistic problems and cultural problems: the linguistic problems include lexicon, morphology, syntax, textual differences, rhetorical differences and pragmatic factors. Much work has been done on the problems of translation between individual languages. At lower levels (words, phrases and syntactic structures), translation problems can be classified into phonological, morphological, syntactic and semantic (lexical) problems.

## **2.6 Machine Translation (MT)**

During the present age, the evolution of information technology has dramatically affected human life. Electronic machines are involved in producing products and services which exist to provide greater business efficiency and profitability. These machines have become so widely used and efficient that they are now enjoying significant recognition in the translation market (Al-Bustan, 1993).

Trujillo (1999) says that MT is the area of information technology and applied linguistics dealing with the translation of human languages. He adds that MT has been grown up as a result of globalization and expanding of trade. Therefore, MT is the process that utilizes computer software to translate text from one natural language to another. This definition involves accounting for the syntactic structure of each language and using their rules to be translated from the SL into the TL. In 1933, Moscow, Smirnov Troyanski was the first to mention the possibility of translation by

machine. In 1947, two British, Donald Booth and Richard Richens, produced the first word-for-word translation program based on a simple bilingual dictionary.

It is worth mentioning that comparison between machine and human translation efficiency is influenced by the fact that while MT, on the one hand, is based more on the traditional model of translation, i.e. where an ST is replaced by a TT through the recognition of abstract meaning, human translation, on the other hand, is based on the modern model of translation, i.e. where the object is message transfer through recognition and representation of actual determined meaning or authorial intention (Trujillo, 1999). In light of this comparison it is evident that computerized translation offers the following advantages:

1. Increased productivity through accelerated dictionary referencing, rapid and convenient revision of successive translation drafts, high-speed layout and printing;
2. Terminological consistency is promoted by easily accessed text-related glossaries with statistical information and concordances;
3. Reduced handling and consumption of paper through emphasis on visual display through all but the final phase of translation.

In other words, MT has been applied to increase and improve the speed of translation by reducing the need for human input. The current MT system facilitates to understand the English textual sentences clearly by generating the precise corresponding Arabic language.

Although MT can meet the latter requirements to a high standard, it is less effective in understanding context. This means that there is always a necessity for human post-editing to compensate for this failing in machine. In the same course, small businesses may find technical difficulties in using MT which would outweigh

the advantages inherent in the technology, e.g. insufficient training to use the translation software. There are also insufficiencies in the software itself which may lead to spelling errors, non-standard forms, missing punctuation, etc. Such errors would have to be corrected by human editing thus increasing costs and reducing productivity. To comprehend and analyze the deep structure in a given language is to grasp the actual determined meaning of a text and this is only a human capability. Certain translations require initiative, creativity and detailed general knowledge which no machine can possess. In literary translation, the analysis of a poem, for example, requires the translator to have sensitive creativity and to appreciate the deep layers of meaning beneath the surface meaning. This intelligent creativity is beyond the capacity of a machine. In such cases machines may at best assist the human translator in discerning the deeper structures of a text. Therefore, it would be more appropriate to use the term, 'Machine Aided Translation'. The human translator can rely on the power of his/her mind which enables him/her to produce logically compatible utterances. Since the computer does not possess self-supporting creative intelligence, it cannot develop the cognitive strategies required for the type of translation process which has been labeled 'indirect transfer', i.e. going from the SL surface structure to the SL deep structure, then to the TL surface and deep structures.

Practically speaking, the human procedure, on one hand, in translation begins by reading the ST. To understand this text the translator must:

1. identify and understand each individual word in the text. Obviously without building this first mental image of the text, the translation cannot begin or proceed;

2. know the importance of every word within the context of a specific sentence of the text. The meaning of words grouped into phrases and other sub-sentence groups must be grasped;
3. decide whether the denotation of any word(s) is (are) affected by context;
4. recognize the syntactic features and the way that the sentences are connected.

This, without any doubt, is what distinguishes language from a mere bundle of words. Words put together would make no sense or understanding unless the structure of every sentence in the text is recognized and determined. After these essential steps the translator transfers the information content into the TL; a translated text is produced.

MT, on the other hand, involves recording the original text on a machine-readable medium (e.g. magnetic tape) with the aid of a keyboard. The text is normally read onto high-speed magnetic disks. In this form the original text, in the SL, can be accessed by all the subsequent stages of MT:

1. Morphological analysis of the ST is used to split the root and its affixes (prefix, suffix) in each word. Thus, for example, 'writing' is split into 'writing'.
2. Parsing or the analysis which recognizes the syntactic function of each word in a sentence: subject, object, etc.
3. Transfer is the stage of MT in which the corresponding terms in the TL are substituted for the original terms in the ST. This construction of a TT involves the replacement of syntactic structures in the ST with the appropriate syntactic structures of the TL.

## **2.7 Translation as an Intercultural Communication**

Culturally speaking, "language is the heart within the body of culture, and it is the interaction between the two that results in the continuation of life-energy"

(Bassnett, & Lefevere, 1990: 23). The cultural turn in translation studies refers actually to a specific principle that no language can exist unless it is steeped in the context of culture. The view of translation as a communicative event entails that the translator is seen as a bilingual communicator in an intercultural situation, who needs to be competent not only in two languages, in the Chomskyan sense, but also in two cultures.

From communicative point of view, intercultural communication is generally "conceptualized as communication between people from different national cultures and many scholars limit it to face-to-face communication. However, intercultural communication cannot be limited to face-to-face communication, since in that way the translation of written texts is excluded from the discussion. In fact, intercultural communication displays a further and equally important dimension that concerns the creation and interpretation of texts. In this respect, it also relates to the question of intertextuality. The dimension of intercultural communication that concerns textual and intertextual phenomena is of crucial importance for the question of translation.

Shaheen (1991: 24) agrees with the view of the Sapir-Whorf hypothesis of 'language relativity', which asserts that there is little in common between languages and thus the cultural gaps among languages are inevitable and are not always bridgeable. However, these cultural gaps can be narrowed to a certain extent. According to the theory that defines meaning in terms of its cultural fields and context, language is culture; translating is describing the world view of one people to another. In other words, every language not only provides a means of communication for its speakers but also imposes on them a different vision of the world. In this way, language determines the way its speakers look at the world.

Indeed, linguistic problems are often compounded by sharp cultural differences between the people associated with languages. The difficulties often emerge because things to be translated from one language do not exist in corresponding culture of the other language. Hence, cultural differences pose greater difficulties for translation than linguistic differences do. Again culture and language are closely interrelated. It is through language that culture is mainly expressed, whereas we may metaphorically say, culture enriches and nourishes the language that carries it. Consequently, the absence of cultural background knowledge of a text may restrict the possibility of an adequate translation (Aissi, 1987).

## **2.8 Translation and Globalization**

From a modern perspective, and to my knowledge, globalization can mean elimination of boundaries. There are no restrictions on all kinds of exchanges among nations or countries. In other words, the world nowadays became a small village due to new technology such as computer, Internet, fax machines, vehicles, etc. The term 'globalization' has been used to broadly describe the profound nature of changes affecting economies, cultures and societies worldwide from the late twentieth century onwards. Giddens (1990: 64) has defined globalization as "the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa".

Furthermore, Hornby (1995) situates translation into the wider context of multilingual and multicultural communication. She illustrates how recent trends, notably globalization and advances in technology, have influenced international communication and translation, and she discusses the consequences for the job profile of the translator. Furthermore, she argues that advances in technology have affected

people's production and perception of language. The use of English as a global language is an important trend in world communication.

In sum, globalization has always been a significant aspect of translation, simply because translation brings cultures closer. With the age of globalization and technology, and the emergence so many new technical and non-technical words, the translator has no choice but to adopt a set of foreign words that enrich the TL.

## **2.9 Translation in the Arab World**

Historically speaking, the development of translation studies as a discipline is a success story of the 1980s (Bassnett & Lefevere, 1990). In the Arab world, the subject has developed in terms of theory and practicing and is clearly to continue developing well into the twenty-first century. As a result of the process of development that happens at a high speed, the Arabs have struggled to integrate this development into their societies. Thus, they realized that the only way for propagating what has been achieved is only by translation (Shaheen, 1991). Furthermore, the Arab World is constantly living in a time of rapid and radical political, social and economic changes that surely and inevitably affect the nature and development of academic disciplines and fields of knowledge. Translating as a creative intellectual activity, consequently, flourished due to the emergence of private publishing companies and governments' efforts in supplying good translations and it has been revived at the hands of a group of Arab intellectuals who are motivated by a curiosity for translating interesting books. The development in Arabic translation studies nowadays owes part of its success to the prestigious past of Arabic translation as well as to the developments in the field of translation studies as a whole. Translation in the Arab World is deeply steeped in the history of Arabs and Islam (Shaheen, *ibid*).

It has been argued that an Arabic translation movement took place in the era of Abbasid Rule. Most researchers agree that a medieval Arabic translation movement started in the period of Abbasid Rule and reached its peak during the rule of the Caliph Al-Ma'mun (813-833) who established 'بيت الحكمة' Bayt Al-Hikma' (House of Wisdom) to deal with translation matters. Al-Ma'mun encouraged translators to translate Greek works especially in astronomy and medicine into Arabic. During the 9<sup>th</sup>-13<sup>th</sup> centuries, Arabic translators played a very important role in transferring knowledge of science and medicine into Europe through Arabic translation. During the mid-20<sup>th</sup> and 21<sup>st</sup> centuries, translation played the same role, but it was mainly from English, French and Italian into Arabic in order to transfer knowledge of modern science and technology into the Arab World. As a result of this, modern Arabic translation started to transfer the scientific and technological works available in English into Arabic (Argeg, 2015).

There is no doubt that the relative prestige and power of Arabic translation have fluctuated over time following many historical changes. One big reason for the low ranking of contemporary Arabic translation is the restricted comparisons of Arabic translation to its glorious medieval counterpart. Apparently, there are many more individual and collective efforts still needed to develop an awareness of translation as a discipline and respected profession. Also, nowadays, Arabic translators work hard, but their biggest challenge and fear would be when they work in isolation with no one documenting their achievements. Systematic documentation is required and can help change the course of contemporary Arabic translation and literature.

## **2.10 Equivalence**

From theoretical point of view, equivalence is a central concept in translation

theory, but it is also a controversial one. It is variously regarded as a necessary condition for translation, an obstacle to progress in translation studies or a useful category for describing translation. Yowelly & Lataiwish (1999) claim that translation is based on equivalence between the ST and TT. So the common principle of translation is that the translated text should be equivalent to the SLT. Equivalence is used to describe the nature and the extent of the relationships which exist between the SLT and TLT and it is the key word of translation because translation is a matter of substituting each SL word by the most appropriate TL equivalent. Hence, the theory of equivalence is the essential issue in translation that caused heated controversies. In this regard, Newmark (1988) points out that it has been said that the overriding purpose of any translation should be to achieve equivalent effect, i.e. to produce the same effect or one as close as possible on the readership of the translation as has obtained on the readership of the original. This is also called the 'equivalent response' principle.

For Koller (1979), equivalence is established on the basis of the SL and TL words supposedly referring to the same thing in the real world, i.e. on the basis of their referential or denotative equivalence; the SL and TL words triggering the same or similar associations in the minds of native speakers of the two languages, i.e. their connotative equivalence; the SL and TL words having the same effect on their respective readers, i.e. pragmatic or dynamic equivalence; the SL and TL words having similar orthographic or phonological features, or formal equivalence.

Approaches to the question of equivalence can differ radically: some theorists define translation in terms of equivalence relations (Catford, 1965) while others reject the theoretical notion of equivalence. There are also those who focus on the linguistic approach to translation without paying attention to the SL and TL cultures. The

second group of scholars focuses on the pragmatic and semantic level, and they consider translation as a tool of conveying the message of the ST culture to the TT culture (Leonardi, 2000). To explain further, Fawcett (1997, qtd. in Zagood, 2012) proposes that translators must not seek equivalence at all levels in translation, but it is important for the translator to decide which aspect of the SL is to be given priority in translation (phonological, semantic, etc.). Thus, it is unlikely that the translator will be able to preserve all aspects of the ST in the TT.

In brief, "equivalence in translation should not be approached as a search for sameness, since sameness cannot exist between two TL versions of the same text, let alone between the SL and the TL versions" (Bassnett, 1990: 29). This technique requires the translator to be creative, especially in the case of translating idioms, proverbs, or slogans of advertising. This process allows the translator to reduce or expand the number of words, but not to drop crucial information. It is also used to make implicit expressions in the SL explicit in the TL.

### **2.11 Loss and Gain in Translation**

In fact, the more divergent the languages are, the more loss in translating from one language into another will be. English and Arabic are not an exception. The asymmetrical character of these two languages underlies the linguistic/stylistic discrepancies on phonological, morphological, syntactic, semantic, textual, stylistic and cultural levels. Hence the process of translation between Arabic and English are sometimes clogged up by linguistic, rhetorical and cultural barriers which engender inevitable losses with very serious consequences especially in dealing with a highly sacred text like the Holy Qur'an (As-Safi, 2011). In the same context, Catford (1965) distinguishes between two types of untranslatability; linguistic and cultural. The linguistic type arises when linguistic features, mainly stylistic and phonological,

cannot be composed in the TL, i.e. when there are linguistic differences. A cultural feature occurs, on the other hand, when a situational features completely absent from the culture of which the TL is apart. Different communities conceptualize the world they live in differently. These differences become manifest through the language.

Obviously, English and Arabic languages are of different nature, the former is Endo-European and the latter is Semitic. According to the principle that sameness cannot exist between the SL and the TL versions, loss in translation is, very common, varied and sometimes is even inevitable vis-à-vis avertable loss. Whenever someone compares a text to its translation, there is always a feeling that the original text has lost many of its qualities in translation. Loss in translation, as (Jakobson, 1959, qtd. in Munday, 2008) describes it, is the lack of total linguistic equivalence between any two languages. The loss results from the untranslatability of some elements at linguistic or cultural levels since all languages are different, and this makes it hard to find appropriate equivalents for some words or concepts in the target languages. Baker (2010: 23) states that "non-equivalence at word level means that the target language has no direct equivalents for a word which occurs in the source text". Many English words and concepts have no equivalents in Arabic and vice versa. Texts are defined and bounded by the cultural and linguistic contexts within which they are produced. Nida is a rich source of information about the problems of loss in translation, in particular about the difficulties encountered by the translator when faced with terms or concepts in the SL that do not exist in the TL (Bassnett, 1990).

Gain in translation, conversely, refers to the enrichment or clarification of the ST which enables language and the translated text to be flexible and usable in any social circle. Gains can be deliberate when they are a result of the translator's creativity and are aimed at meeting the need of the target audience linguistically and

culturally. It involves a manipulation of the ST through rewriting, and domestication in order to suit the needs of the target audience.

### **2.12 Previous Studies**

Many researches in many different places have been carried out tackling difficulties and problems of translation. Everyone has manipulated the problem according to his/her own point of view, his/her society and environment. For example, Boushaba (1988) discussed the problems of literary translation, namely, subjectivity in the interpretation of the original message. She found that the difficulties of literary translation stem from a problem raised by the translation process itself. It is the problem of equivalence because of the linguistic and cultural disparities between languages. She also suggested that the determination of units of translation should be made on the basis of a relationship between the meaning of the text and the author's thought. Thus, subjectivity can be avoided in the interpretation of the SL message. Deeb (2005) investigated translation problems in translating from English into Arabic. She arrived to some problems which include grammar, vocabulary, spelling, rhetorical and stylistic devices, cohesion, register, background knowledge and culture. She also found that translators make problems in word order, fixed expressions, irony, addition and omission.

One of the contrastive analysis studies of English and Arabic is Al-Onqobi (2007). This study aimed at finding out the difficulties that the Arabic translator encounters while translating a tense into English if English has no exact equivalent tense form. In addition, it tried to bring out the similarities and differences between the tense systems of these two languages by comparing and contrasting them. He concluded that the problem in translating tenses is not only in areas when Arabic has a tense form which English does not have and vice versa but also in areas where both

languages have almost the same subcategory of a tense but there is a subtle difference in their use. Jabak (2007) aimed at identifying and analyzing the most common problems from the native language into English. The corpus of the study has been selected from over two hundred translation tests. The study came to the conclusion that some Arab translators who are specialized in English find translation from Arabic into English more difficult than translation from English into Arabic because they are more familiar with the various linguistic and cultural aspects of their MTn than those of a foreign language. The most common problems that are encountered during translation from Arabic into English fall into two main categories: linguistic and cultural problems. Khoshafah, M. (2008) identified the difficulties which encounter Yemeni translators in translating business texts from Arabic into English and vice versa. He concluded with some difficulties such as translators face difficulties in translating commercial terms and abbreviations. Not only that, but he also claimed that translators face syntactic, morphological and semantic problems, too. He attributed such difficulties to the lack of training and qualification of translators. In the same year, Khoshafah, H. (2008) aimed to identify the problems which Yemeni professional translators encounter when translating Yemeni-Arabic legal documents into English. In this study ten different Yemeni-Arabic legal documents were selected and sent to ten Yemeni licensed translators from Ibb, Taiz and Sana'a provinces to translate them into English. The analysis process revealed that the translators encounter many problems relating to lexis, semantics, syntax, culture, style and layout. She suggested some remedial procedures to help translators overcome their weaknesses. Sadiq (2009) sheds light on some semantic, stylistic and cultural problems in translation with special reference to translating the Glorious Qur'an. His study implied that the discussed semantic problems need much reading so

as the translator can overcome them. He concluded also that the easy and simple style has a very important role in making the translation receptors accept or reject the translation altogether. Finally, he claimed that cultural mistranslations would distort the whole effort of the translator in case he/she is not concerned with the cultural background. In his study, Bazlik (2009) aimed at pointing out the possibilities of reducing the number of mistakes in legal translations by identifying the problems areas in which they occur. He came to a conclusion that it is vital to eliminate errors if they do not impair the comprehension especially in areas such as law and medicine, where a wrong translation can change a fate of a person, possible for the worse. Ikhlef (2009) aimed at showing the difficulties that may face students when they use the bilingual dictionary in translating the polysemous words from English into Arabic and providing them with solutions besides the analysis of the translators' strategies in translating polysemous words. His results showed that the students do not use the dictionary adequately and they fail in their translation. However, they can benefit from the use of bilingual dictionary and select the appropriate equivalent if they are aware about polysemy and know that each meaning depends on the context without an account of the non-linguistic phenomena involved in translation. Moreover, Soualmia (2009), sought to investigate the difficulties in translating scientific terms and to draw attention to the role of adopting the appropriate method that may produce high quality translation using purely Arabic vocabulary. The data was gathered by a written translation test. She confirmed that beginner translators' mistakes are due to their ignorance of appropriate methods which should be used to translate scientific terms and to their unfamiliarity with the computer sciences. It was suggested that teaching scientific translation theory and the methods that may facilitate the process

of translation, may help in confronting the difficulties student face in translating scientific terms.

Ayadi (2010) aimed to find out the reason why learners of English are unable to find the right and appropriate equivalents of the English phrasal verbs into Arabic. The research data were collected using a test of two exercises. Ayadi found that the learners' inability to translate phrasal verbs into their exact Arabic equivalents is due to their total ignorance and insufficient exposure to them. It has been also shown that the learners tend to rely on the context which is not always helpful as they translate them literally, and this makes their translation unacceptable. Kehal (2010) focused on uncovering the overlaps between translation and pragmatics and the influence of pragmatic aspects on the translation end-product. He discussed the effects of ignoring the implicit meaning of pragmatic reference on the translation performance of first year Master English learners at the Mentouri University, Constantine. The study concluded with a last remark that recognizing the pragmatic meaning of English reference helps the learners to translate appropriately. From his side, Rabeh (2010) attempted to identify the different problems that are encountered when translating different types of collocations. The results of this research revealed two main causes of errors in translating collocations. First, literal translation was adopted as the main translation method. Second, translators did not give enough importance to collocations which belong to another culture and language. Thus, it can be concluded that collocations are both a linguistic and cultural issue. Al-Sowaidi's (2011) study aims at examining the problems the Qur'an translators encounter while translating near synonyms from Arabic into English. The study concludes that the Qur'an translator, compared to other literary genres, faces many difficulties in translating the Qur'anic ST message. From their points of views, Al-Sohbani & Muthanna (2013)

investigated the challenges of Arabic-English translation and vice versa. These challenges that arrived to be categorized into four main patterns: lexical knowledge insufficiency; inadequate knowledge and practice of grammar; little cultural backgrounds; and inappropriate teaching atmosphere and methodology. Within each pattern, there were a number of critical issues that need a remedy. They recommended that their findings necessitate a re-systematic reform of the curriculum and the teaching method.

Hijjo (2013) investigated the syntactic shifts issues within media translation settings. His study attempted to determine the types of the syntactic shifts between English as an SL and Arabic as a TL. Furthermore, it examined the quality of the ST message after applying the syntactic shifts. The data consist of forty English written news texts and their Arabic correspondences which were collected from (BBC) channel website. The findings showed that optional and obligatory shifts have been applied. It also found that BBC translators applied all types of shifts in translation from English to Arabic to preserve the meaning of the ST and to sustain its quality of the message. Yet, the findings suggest that BBC translators failed to sustain the meaning and the quality of the message when they applied structural shifts of sentence structure from passive voice to active voice and in some cases of unit-shifts.

Panou (2013) conducted a study through which he aimed to provide a critical evaluation of the most influential equivalence in translation theories that have been proposed by scholars. It was assumed that the usefulness or not of the concept of equivalence to the translation process varies according to the stance of the translators. And he concluded that the equivalence plays a vital role in identifying the difficulties a translator encounters during translation process.

Sukirmiyadi (2014) focused on the quality of abstract translation of dissertation from Indonesian into English. The research data were fifteen texts of dissertation abstracts written in Indonesian and their translations in English. The data collected were the number of paragraphs, abstract structure used, lexical cohesion, grammatical cohesion and coherence of text. Based on the data analysis of the study, it was concluded that there are variations of writing format of dissertation abstract. Similarly, Khalifa (2015) attempted to investigate the problems of structure that Saudi students face when translating from English, as an SL, into Arabic, as a TL and vice versa. Thus, this may also cause other problems in translation. These problems have great effects on translation quality. Students' test, teachers' questionnaire and experts' interview were used for data collection. This study concluded that the poor knowledge about English structure beside the difference between the two language families cause problems in translation. In the same line of research, Argeg (2015) tackled the problems of translating medical terms from English into Arabic. He tried to investigate and discuss the problems and intricacies of translating medical terms from English into Arabic. The researcher utilized a questionnaire test that included a set of English medical terms to be translated into Arabic by students who were doing a PhD in translation. This research showed that the translation of the medical terms posed real difficulties and challenges for the students and unexperienced professional translators. In addition, the study concluded that literal translation, the heavy use of transliteration, inconsistency, lack of sufficient experience and practice in medical translation, and lack of up-to-date English-Arabic medical dictionaries are factors that have given rise to problems in medical translation.

Besides, Al-Khotaba & Al Tarawneh (2016) investigated lexical discourse analysis in translation from Arabic to English. This study comprises fifteen texts

translated by M.A students at the Department of English language at Mu'tah University in Jordan. The findings of this research indicated that lexical knowledge and meaning insufficiency have a significant effect on translating texts from the SL (Arabic) to the TL (English) or vice versa in the field of applied linguistics. This study, eventually, recommended that further future research be conducted to investigate the effect of the translator's lexical knowledge on translating texts from SL to TL.

To the best of the researcher's knowledge, no study has tackled the difficulties or problems of translating MA and PhD theses abstracts. Though there are many previous studies that have been carried out on the translation problems, methods or strategies, they have not shed light on the problems of translating abstracts from Arabic into English. This study differs from the previous studies in many aspects; it is a modest attempt to assess the nature and situation of the Arabic-English translated abstracts of MA and PhD theses. Thus, the researcher will try to bridge some gaps which were not covered by others; by identifying the difficulties of translating abstracts, exploring their reasons and suggesting some recommendations and solutions for the translators of his society.

### **2.13 Conclusion**

This chapter provided important translation theories, procedures and it dealt with theoretical issues on which the research is built. The chapter also reviewed some of the previous studies that are related to translation difficulties. Based on these theories and previous studies, this study tries to come out with something new and original.

## **Chapter Three**

### **Research Methodology**

#### **3.1 Introduction**

This chapter presents a full description of the methodology and procedures that were used in the study. It describes the practical part in the research. In this chapter, the researcher highlights the type of the study and the methods used to collect the data which are deemed necessary to conduct a reliable study, the sample of the study, the sources of data, the respondents, the questionnaire and its validity and reliability. In addition, this chapter explains how the questionnaire and the data of the selected abstracts were analyzed to find out answers to the research questions: 1) What are the difficulties that encounter Yemeni translators while translating abstracts of MA and PhD theses from Arabic into English? 2) What are the reasons that stand behind difficulties which face Yemeni translators during translating abstracts of theses from Arabic into English? 3) What are the possible solutions that might help Yemeni translators overcome these problems? and 4) Who is to translate MA and PhD theses abstracts from Arabic into English?

#### **3.2 Methodology Type**

This study was conducted to investigate the difficulties of translation that Yemeni translators encounter while translating Arabic theses abstracts into English. The descriptive analytical method was applied to examine and analyze the selected sample (i.e. the English translations of the Arabic theses abstracts). This method is based on the content analysis (text-based analysis) of the selected Arabic theses abstracts as well as the participants' answers to the questionnaire. In this study, the analytical method was used to find out the main translation problems to identify the

current situation of the English translations of the Arabic theses abstracts. The results of the collected data were categorized into five main groups according to the kind of translation problems investigated in the sample translations. Thus, qualitative and quantitative methods were used to analyze the data. This means that the qualitative analysis targets the content of the English abstracts and reveals the problems. A qualitative approach was chosen because the primary focus of this study is to explore the various problems that accompany the process of translating such abstracts. However, the quantitative analysis targets quantifying the participants' answers to the questionnaire, and examining the statistical significance for every point in the questionnaire. In other words, the qualitative analysis helps in classifying those translation problems into appropriate patterns in which several translation sub-issues exist, while quantitative analysis assists in finding out which issue is more problematic.

### **3.3 Samples of the Study**

Based on the objectives and questions of the study, the researcher used two types of samples; (15) Arabic-English translated theses abstracts and a questionnaire. Actually, there are many Arabic theses in the Central Library of Ibb University, but it is difficult to take all of them as a sample. For this reason and the purpose of the study, (15) Arabic-English translated theses abstracts were randomly selected from the Central Library of Ibb University to collect the data. These theses are of various types (i.e. scientific, literary, commercial, religious, etc). Nine of them are MA and six are PhD theses. They were analyzed to extract the most common problems in translation from Arabic into English. They will be also appended at the end of this research (appendix 1). The sample size is deemed adequate and convenient to suit the allocated time and to present the problem of the study. Moreover, selecting and

analyzing these abstracts as a sample may help the translators of these abstracts to be more aware of their existing problems and work harder to avoid them in future translations. The Central Library of Ibb University was chosen as a source of data that facilitated the access to the TTs and information in a short time and in fewer efforts.

Some certified translators from official Yemeni authorities (ministry of culture in Yemen) were selected as a sample for all Yemeni translators. They were chosen in order to answer the questions of the questionnaire. Due to the limitation of time, (30) certified translators majoring in English language were taken as a sample from Ibb Governorate. Some of these translators have translation bureaus. They hold various qualifications and they have translation experience ranged from one to twenty-one years.

In addition, translation problems were collected by the researcher from different translation references such as *Translation as Problems and Solutions* by Ghazala (1995). This study has focused on the main, recurrent, and noticeable problems, i.e. only five types of translation problems were identified through the process of analysis of the Arabic theses abstracts (appendix 3) because it is impossible to discuss all the translation problems. These problems which were identified and discussed in this study were classified as the following:

**1. Syntactic problems,**

- a. Translation of verb 'Be',
- b. Translation of tenses,
- c. The change of word class,
- d. Word order,
- e. Translation of prepositions, and
- f. Translation of passive form.

## **2. Lexical problems**

- a. Polysemy,
- b. Collocations,
- c. Translation of metaphors,
- d. Religious terms,
- e. Literal translation and
- f. Generalized translation.

## **3. Stylistic problems**

- a. Omission style,
- b. Style of long sentences,
- c. Style of ambiguity,
- d. Style of redundancy,
- e. Complex style, and
- f. Style of repetition.

## **4. Writing Problems**

- a. Punctuation marks, and
- b. Spelling problems.

## **5. Discourse problems**

- a. Cohesion, and
- b. Coherence.

### **3.4 Description of the Questionnaire**

For the sake of checking the knowledge of the translation problems in the Arabic-English translated theses abstracts by some certified translators, a comprehensive and well-designed questionnaire was created to support the results of the abstracts analysis. That is to say, the translators' ideas and experiences are

important to reach into a general idea about the topic of the study and help to diagnose the reasons of these errors and to suggest some solutions for these problems. A three-page questionnaire is designed to suit the aims of the current study. It was divided into four parts (appendix 3). The first part includes the demographic data and the general background of the respondents such as qualification and years of experience which are considered to be relevant to the scope of this study. The second part involves two questions; the respondents are asked to tell whether they have translated Arabic MA or PhD theses abstracts or not, if yes, have they faced problems while translating from Arabic to English or not? The third part deals with the topic of the study. It involves closed items concerning the different types of translation problems that the translators may make during the process of translating theses abstracts. Accordingly, this part is divided into five groups along with four choices (Usually, Sometimes, Seldom, Never). These groups are classified according to the problems analyzed in the next chapter (i.e. syntactic problems, lexical problems, stylistic problems, writing problems and discourse problems). Finally, the fourth part includes nine reasons of translation problems.

### **3.5 Validity and Reliability of the Questionnaire**

After the points of the questionnaire were prepared, they were introduced to a panel of experts who have the experience in this field (specialists in linguistics and translation) (Appendix 4). They were requested to comment on the items of the questionnaire to suggest modifications needed for achieving the objectives of the study. The experts and professors will provide the researcher with valuable suggestions and recommendations. Accordingly, the researcher amended and modified some items of the questionnaire. Some items were omitted, some added, so the suitability and accuracy of the questionnaire were checked. The final draft was

distributed to the selected translators to answer its questions. Furthermore, they were given enough time (two weeks) to answer its questions accurately and carefully.

### **3.6 Research Procedures**

In the practical part, the researcher followed the following procedures in order to carry out this study: firstly, the first sample which is the fifteen Arabic-English translated theses abstracts (appendix 1), that have been taken from the Central Library of Ibb University, were analyzed and the results were categorized into five main problems and subgroups of problems and discussed to identify the various translation problems that the translators made while translating these abstracts into English. This procedure took four months; from July, 2017 to October, 2017.

Secondly, a questionnaire (appendix 3) was prepared as an instrument of collecting data; it focused on the translation problems which were analyzed in the first sample and their reasons. Before applying it, the questionnaire was shown to some specialized translators and professors in English to be arbitrated. When it became ready, the final draft was distributed to (30) certified translators in Ibb Governorate to answer. They were required to tick the appropriate answers concerning translation problems and reasons of errors. After two weeks, (28) copies of the answers were collected from the participants and only (2) who were not interested in this kind of research were excluded. Then, the obtained data were tabulated and analyzed statistically. Additionally, some explanations, recommendations and comments were added by the researcher. This also took four months; from November, 2017 to February, 2018.

### **3.7 Data Analysis Procedures**

Analyzing data obtained in this study was in two axes: the data taken from the fifteen translated abstracts and the second from the questionnaire answers. Since the current study is a qualitative and a quantitative study, the first research question 'What are the difficulties that encounter Yemeni translators while translating abstracts of MA and PhD theses from Arabic into English?' was answered by analyzing the translated abstracts carefully with concrete examples and the results were classified into divisions and subdivisions of translation problems in order to know and to find out the most common problems the translators encountered while translating abstracts. The (28) copies of the developed questionnaire, on the other hand, were collected and quantitatively classified in tables with frequencies and percentages for each question. The aim was to find out where translators face more difficulties in translating.

### **3.8 Conclusion**

This chapter has dealt with the methods used in the study. It has given an idea of the two types of research methodology, namely, qualitative and quantitative researches. It has also indicated to the samples selected in the study. This chapter has also discussed the questionnaire accurately; it has stated the aim of the questionnaire and its parts. The data analysis procedures followed by the researcher were described in detail in this chapter and finally, it dealt with the data analysis methods.

## **Chapter Four**

### **Data Analysis and Discussion**

#### **4.1 Introduction**

This chapter will present the main part of the study. It consists of two major sections. The first section will discuss the analysis of translated abstracts which were collected by the researcher from the Central Library of Ibb University, and the second section will discuss and analyze the results of the questionnaire which was answered by Yemeni certified translators in Ibb Governorate.

#### **4.2 Analysis of the Translated Abstracts**

While translating a piece of writing, translators may face some difficulties that lead them to stop translating. These problems face Arab translators when they translate from their native language into English. In this section, some problematic issues which may prevent translators from doing their job accurately and effectively will be discussed. This part of the study, precisely, is going to present the most important problems which are identified and found out from the translated abstracts. These problems include: syntactic problems, lexical problems, stylistic problems, writing problems and discourse problems.

##### **4.2.1 Syntactic Problems**

Syntax is the set of rules which determine the way in which units such as words and phrases can be combined in a language and the kind of information which has to be made regularly explicit in utterances. Grammatically, syntactic problems are related to the structure of sentences and rules of a language. Since each language has its specific syntactic rules, elements, categories, and features, this variation causes

many problems to translators when they translate. The examples below show some of the syntactic problems which were found by the researcher in the selected translated abstracts. These errors will be discussed in relation to translation of verb to (be), Subject-verb agreement, the change of word class, word order, incorrect use of preposition and translation into passive voice.

#### 4.2.1.1 Translating the Verb 'Be'

MTn, certainly, interferes and affects the quality of the translation process. In other words, each language has its own syntactic structures and this made many translators fall in errors through translating. The examples below have showed the problems of translating verb to 'Be'.

(1) *مستوى الذكاء لدى طلاب جامعة إيب أعلى من المتوسط.* (Al-Duais, 2016: iii)

*The level of social intelligence of Ibb University students above average (ibid: iii).*

(2) *هدف البحث الحالي إلى التعرف على واقع خدمات الصحة المدرسية...* (Hazza, 2015: x)

*The goal of current research to identify the reality of school health services...*

*(ibid: a).*

Usually, when the verbs (am, is, are, was, were) are the main and only verbs in sentence, they are omitted in Arabic language. It is mostly unacceptable and poor in Arabic grammar and word order to translate it into 'يكون'. However, the problem here is that the translator over-generalized the Arabic model in terms of verb to 'Be', i.e. he/she omitted the verb to 'Be' in the TL (English version) in which verbs to 'Be' are essential parts in the sentence either as main verbs or as auxiliaries. This problem is clear in example (1) when the English version (TL) lacks its main verb (is/was) after the noun phrase '*the level of social intelligence of Ibb University students*'. Similarly, example (2) illustrates the same syntactic problem that may face some translators.

The translated sentence lacks one of the essential elements of English sentence; it is the verb 'is' after the subject '*the goal of current research*'. Briefly, the reason behind this omission could be the fact that Arabic sentences, unlike English ones, can occur without verbs. Besides, there is no equivalent verbs in Arabic to the verbs 'am, is, are' when they are used as main verbs in the present tense in the sentence. Some beginner translators drop 'Be' from the TT without realizing that by choosing to do so they have omitted the most important constituent of the English sentence. The sentence could be translated as '*The goal of the current research is to identify the reality of school health services...*' or '*the current research aimed at identifying the reality of school health services*'

#### 4.2.1.2 Subject-Verb Agreement

The flexibility of Arabic tense usage may sometimes raise difficulties particularly in translating from Arabic to English. For a novice translator who translates from Arabic into English, subject-verb agreement may pose some problems as in the following examples:

(3) هدفت هذه الرسالة إلى دراسة رثاء الأم في الشعر العربي دراسة موضوعية فنية وصفية تحليلية تعتمد على

تتبع رثاء الأم تاريخياً ودراسة خصائصه الموضوعية والفنية بدءاً من الجزئيات وانتهاءً بالعموميات.<sup>1</sup>

(Sultan, 2014: iv)

*This thesis aims to study the poetry of mother's lament as a part of Arabic poetry using the descriptive analysis. The analyses depends on follow the historical growing of mother's lament and study its objective characteristics starting from partial access to generalities (ibid: 209).*

<sup>1</sup> All the Arabic and English examples were written as they are. The researcher has used the translations produced by translators with all the mistakes they contain for honesty and truth's sake.

...ولأجل ذلك تم صياغة مشكلة الدراسة وفرضياتها وأهدافها بشكل مترابط يحقق الفائدة من هذه الدراسة... (4)

(Al-Hubaishi, 2013: h)

...For achieving that the problem, hypothesis and the objectives of the study has been formulated coherently to achieve the goal of this study... (ibid)

It is noticed from example (3) above that the translator had difficulty in determining the relationship between the subject and the verb in some tenses. That is, there is agreement between the subject and the verb in terms of number. The phrase '*the analyses depends*' seems to have the problem of disagreement between the subject '*the analyses*' and the verb '*depends*'. In English translation, the translator should note that English singular subjects take singular verbs and plural subjects take plural verbs. In the simple present tense, for example, if the noun is singular, the verb takes the Suffix (s) or (es), and if the noun is plural, the verb takes 0 suffix. The typical English translation, however, should be done in the present simple tense form as '*the analyses depend*'. In this case, the subject and the verb phrase in the English sentence should agree in number and person. In Arabic, the subject must agree with the verb that follows, that is to say, if the subject is masculine, the verb should be masculine and the same applies to the feminine. A possible explanation why some translators tend to add -s after plural, and omit-s after singular may due to overgeneralization of the rule. They overgeneralize the plural by adding the plural -s to the verb that follows and omit the -s in the verb if the subject is singular. The same problem recurs in example (4) when the subject of the sentence '*the problem, hypothesis and the objectives of the study*', as a plural form, took the verb '*has*' as a singular form, hence it lacks the feature of agreement between the subject and the verb. (See appendix 2 for suggested English translation). These findings match Khalifa's (2015) finding that

the poor knowledge about English structure beside the difference between the two language families cause problems in translation.

#### 4.2.1.3 The Change of Word Class

Sentences in any language consist of units which are considered parts of speech (word classes), for example, articles, nouns, verbs, adjectives, adverbs, and prepositions. Some word classes such as nouns, verbs, adjectives, and adverbs have different functions in the sentence, for instance, subject, object, verb, and complement. Some errors in translating word class are in the following examples:

(Sultan, 2014: iv) . (5) انتهت الدراسة بخاتمة ذكرت فيها أهم النتائج والتوصيات.

*Finally, this study has been ended with summarized the main conclusions and recommendations (ibid: 210).*

(Alqatabiri,2006: iv)... (6) تناولت المقدمة مشكلة الدراسة...

*The introduction dealt with the problematic of the study... (ibid: v)*

(7) تناول هذا البحث تشابه الأطراف في القصص القرآني دراسة بلاغية في السور المئين.

(Mahdi, 2014 :xii)

*This research takes the party similarity in the quranic stories are rhetorical study in Al mueen suras (ibid).*

It is shown in example (5) that the translator mistranslated the grammatical class 'summarized'. It seems to be an adjective but it took a position of a noun. And this, in turn, distorts the TLT. When, for example, a noun is translated into a verb, the word class is changed. Even the preposition 'with' should be followed by an object (i.e. a noun or pronoun). The typical translation could be 'a summary of'. Similarly, in example (6) the noun 'مشكلة' was translated into the adjective 'problematic' which needs to be followed by a noun. This means that the translator used the strategy of

transposition or class shift. However, this process of transposition was misused and influenced the message meaning. According to Catford (1965), class shifts are those shifts that take place in the TT when there is no exact correspondence at the same class yet they are under the assumption that there is a textual equivalence between the ST and the TT. In other words, class shifts are the syntactic change in translation occurs during translating an ST class into different class in the TT. These changes of class include shifting from a noun to a verb, from an adjective to a noun, etc. In addition, in all languages, adverbs and adverbials are the most mobile components of a sentence, and their placing often indicates the degree of emphasis. They are the most delicate indicators of naturalness (Newmark, 1981). In example (7), the adverb or adverbial phrase 'دراسة بلاغية' describes the verb 'تناول'. The error, thus, is that the adverb 'دراسة بلاغية' was translated incorrectly into the complement '*are rhetorical study*'. Regardless the degree of emphasis intended by the writer, adverbs of manner could be written in different places and the correct translation could be as follows:

1. *'The research rhetorically discussed the parties similarity in the Qur'an stories'*. Or,
2. *'The research discussed the parties similarity rhetorically in the Qur'an stories'*.

#### **4.2.1.4 Translation of Word Order**

Syntactic problems also seem to occur as a result of not knowing the correct order of the words in the sentence. Word order functions as a marker of various functional relationships. However, some languages are restricted and some others are not restricted in word ordering (Brown & Miller, 1991, qtd. in Hijjo, 2013). That is, both languages, Arabic and English, differ in word order; this difference causes a problem in translating from English into Arabic and vice versa. Both languages differ

in word-order (basic order); Arabic sentence basic word-order is VSO. On the other hand, it is SVO in English. The problem of word order is illustrated in the following examples:

(8) ... ولتحقيق أهداف البحث تم استخدام المنهج الوصفي المسحي. (Iskandr, 2014: x)

...To achieve the objectives of the research, approach was used descriptive survey.

(*ibid*: 134).

(9) ...وتحليل التباين الأحادي. (Hazza, 2015: x)

...and analysis of variance unilateral (*ibid*: A).

(10) هل توجد فروق ذات دلالة إحصائية تعزى لمتغيرات البحث (*ibid*)

Is there a statistically significant due to the differences in the research variables

(*ibid*).

Example (8) above shows another difference between Arabic and English in terms of word order, i.e. the passive form order of the simple past tense in English is: object–was/were – past participle – complement. The translator followed the literal translation of the Arabic version and translated the sentence to the passive form. However, the problem is that the object 'المنهج الوصفي المسحي' has been split into two parts. It should be translated as '*descriptive survey approach was used*' as one unit. Likewise, example (9) conveys the problem of word order. Unlike Arabic, adjective comes before noun in English, however, the translated English phrase '*variance unilateral*' violated this rule; the word '*variance*' as a noun preceded the adjective '*unilateral*'. According to the ST in example (10) above, the adjective '*significant*' modifies the noun '*difference*'. And, thus, the noun that is modified should be close to the modifier. The error in this example is that the noun '*differences*' was misplaced in the sentence. It could be placed after its modifier '*significant*'.

#### 4.2.1.5 Incorrect Use of Prepositions

Prepositions are another syntactic category that presents huge challenge to translators. It is known that prepositions, as a part of speech, express a relation between two entities; their two prominent and easy relations are place and time as they can express other relations. A preposition connects a noun or pronoun to some other word in a sentence. Thus, the incorrect use of the prepositions in these examples can be seen clearly;

(11) التصوير اليمني المعاصر من الفترة 1962 حتى عام 2007م (Alansi, 2009)

*Yemeni contemporary painting - 1962m up in 2007 (ibid)*

(12) هناك انخفاض نسبي لدرجات الحرارة في فصلي الربيع والخريف وكانت درجة الحرارة أعلى ما يمكن

خلال فصل الصيف من شهر مايو إلى شهر أغسطس... (Hasan, 2010)

*Temperature is normally low during spring and high during summer especially on July and August... (ibid: 322)*

The prepositional phrase in example (11) describes a period of time. This error involves two categories; omission error of a preposition before the year '1962' and substitution error between the two dates '1962 and 2007'. Hence, the right translation for it could be 'from 1962 to 2007'. Likewise, example (12) shows the same problem; the translator misused the preposition 'on'. The main problems for these translators lie firstly on the fact that not every Arabic preposition has a definite equivalent in English and vice versa .Secondly, not every English and Arabic preposition has a definite usage and meaning. Although the preposition (*on*) shows relations of time, it indicates a positioned point in time, and is used with words or phrases that refer to exact period of days. Therefore, the equivalent preposition '*in*' can be used before names of months '*in July*'. In addition, the Arabic prepositional phrase 'من شهر مايو إلى'

'شهر أغسطس' implies a period of time which is four months from May to August. However, the translated phrase limited the period on two months 'July and August'. It could be, accordingly, translated as 'from May to August'.

#### 4.2.1.6 Translation into Passive Voice

The use of passive voice is extremely common in many varieties of written English and can pose various problems in translation, depending on availability of similar structures, or structures with similar functions, in the TL (Baker, 2006). This problem is illustrated in the following examples:

(Sultan, 2014: iv) ... (13) شعر رثاء الام وليد العصر العباسي وازدهر في العصر الحديث...

*The poetry of mother's lament is born in the Abbasian era and grown in the modern era... (ibid: 210)*

(Mahdi, 2014: xii) ... (14) أما الفصل الثالث: فقد تضمن مظاهر تشابه الاطراف...

*The third chapter, it is included the phenomenas of the party similarity... (ibid)*

(15) أما المقدمة فقد حوت أهمية الموضوع... (ibid)

*The introduction is included the importance of the subject... (ibid)*

Undoubtedly, both languages have the simple past tense. Thus, no problem in translating example (13) above into English since the function of this tense is well understood. That is, it denotes to a certain time in the past 'العصر العباسي'. The translated text, accordingly, should echo the simple past tense of the Arabic text. It is clear that the clause 'شعر رثاء الأم وليد العصر العباسي' takes the passive form. However, the writer used a metaphorical expression by using the word 'وليد' which literally means 'born'. Semantically, the word 'وليد' can be modified to fit with the target culture. In other words, it conveys many equivalents that fit the context, for example, 'appeared, started, emerged, etc.' From a syntactic point of view, the translator

shifted the past passive voice 'وليد' to the present passive voice, which distorts the meaning. We also notice in this example a shift within the system of voice from active to passive; the active form 'أزدهر' was shifted into the passive form 'grown'. In such case the shift creates problems in meaning and message. The problem is also that the shift included a change in the syntactic function of certain elements, i.e. the subject 'شعر رثاء الأم' became an object in the translated text. The Arabic and English texts above in example (14) represent two contrastive voices, namely, active and passive. While the Arabic sentence is active, stating clearly the doer 'الفصل الثالث' of the verb 'تضمن', the English one seems to be passive. However, the function of the phrase 'the third chapter' as a subject has been shifted to an object (or result of the action), which affects the meaning. So the passive form of the English sentence is quite inaccurate. Similarly, example (15) represents a structural shifting of active-passive voice. The active text 'أما المقدمة فقد حوت' was shifted to the passive text 'the introduction is included' which in turn changed the meaning. This finding corresponds with Hijjo's (2013) findings that translators of BBC news from English into Arabic applied all types of shifting to preserve the meaning of the ST and to sustain its quality of the message. Yet, the findings suggest that BBC translators failed to sustain the meaning and the quality of the message when they applied structural shifts of sentence structure from passive voice to active voice and in some cases of unit-shifts.

#### 4.2.2 Lexical Problems

Lexical problems are those which occur as a result of the diversity of languages, "languages are differently equipped to express different real world relations, and they certainly do not express all aspects of life with the same equal ease; finding a notional category which is regularly expressed in all languages is

difficult" (Ivir, 1981: 56). Though the translator is advised to consider the original text in his/her analysis, he/she should also look into the meanings of individual items because they are used to construct sentences which are used to compose texts. "The translator needs to study the words so that he/she would be able to compose the original meaning" (Hassan, 2014: 23). Words are usually given the first importance in translation to the point of over exaggeration. Yet most of the novice translators' mistakes are their superficial, literal translation of words. They understand translation as the translation of individual words only. In other words, these problems are caused when a word, a phrase or an expression is not understood clearly and directly, misunderstood, or not found in standard dictionaries (Ghazala, 2006). There are many kinds of this type of problems such as polysemous words, synonyms, idioms, proverbs, metaphors, collocations, technical terms, proper nouns, political establishments, titles, geographical terms, and UN acronyms (ibid). Here are the main lexical problems with concrete examples which were found when analyzing some abstracts:

#### **4.2.2.1 Translation of Polysemy**

Unexperienced and beginner translators make some errors in translating polysemous words when they treat them as words that have only one meaning, i.e. they fail in translating polysemous words because they may know only the core meaning of the word and translate it by this meaning in all contexts. For Hassan (ibid: 26), "many lexical items have multiple meanings according to different contexts. Thus the translator should establish which meaning he/she is dealing with in a particular setting". Like English, we find Arabic words which have more than one meaning, namely, polysemous words, so they pose a problem of confusion in meaning. The following examples will illustrate the point more further;

(16) وقد عرضت في التمهيد لمفهوم تشابه الأطراف ونشأته وسماته البديعية وأهميته، كما تناولت مفهوم القصص القرآني ومفهوم المئين. (Mahdi, 2014: xii)

*In the smoothing it is showed the con cept of the party similarity and its origin, alibdieih characteristics and its importance and it takes the concept of quranic stories and almueen concept (ibid).*

(17) تناول الفصل الأول عرضا موجزا لأهم النظريات السياسية والنقدية... (Alqatabiri, 2006: iv)  
*Chapter one makes a brief presentation of the most important critical theories and policies... (ibid: v)*

(18) مقياس مكون من 30 فقرة (Al-hadad, 2013: vi)

*Measure consists of 30 paragraphs (ibid)*

(19) ملخص الرسالة (Alzeqri, 2009 :ii)

*Summary letter (ibid)*

The word 'التمهيد' in the mentioned example (16) above was translated incorrectly. The word 'التمهيد' is a polysemous word and it has more than one meaning. This word was translated into 'smoothing' which associates with concrete objects and this, in turn, contrasts with the context. The accurate translation could be 'preface' instead of 'smoothing'. The same error recurs in examples (17) and (18); the translator made errors in translating the two polysemous words 'النقدية' and 'فقرة'. According to the context, the word 'النقدية' in the original text refers to money, so the appropriate equivalent is 'monetary'. The word 'فقرة' was also translated incorrectly to 'paragraph' which does not correspond with the context of the sentence and the text. To solve such problem, translators should try translating by the common meaning and when they find that the translated piece is meaningless, they have to look for another meaning which serves the context. In this case, they may use the dictionary to find the

appropriate equivalence (Ghazala, 1995). Another example of the same lexical problem which some of translators encounter while translating from Arabic language into English language is that the phrase 'ملخص الرسالة', in example (19), was translated into 'summary letter'. The translated phrase above includes the problem of translating the polysemic word 'رسالة' which has more than one meaning and the right meaning is identified within the context of the phrase, sentence or even the whole text. The translator may know only the common meaning of the polysemic word 'letter'. It is usually translated as 'abstract'. In a word, where there are a number of interpretations involved in the analysis of a given lexical item in a given context, the translator should bear in mind that the right meaning of that lexical item is that which fits the context best. Thus, this finding agrees with Ikhlef's (2009) finding that the 2nd year students of English do not use the dictionary adequately and they fail in their translation. However, the students can benefit from the use of bilingual dictionary and select the appropriate equivalent if they are aware about polysemy and know that each meaning depends on the context.

#### **4.2.2.2 Translating Collocation**

From a theoretical perspective, collocations are expressions, words linked together to express a fixed meaning/exact meaning. In other words, these lexemes have the tendency to co-occur regularly in a given language (Baker, 2006). Obviously, collocations are no less problematic than the other types of lexical problems because they are specific fixed expressions. This is illustrated by the errors that the following translator has made in his/her translation of the following sentence:

(20) ويعد جمع البيانات وتحليلها إحصائياً بواسطة برنامج الحزم الإحصائية للعلوم الاجتماعية SPSS باستخدام الأساليب الإحصائية المناسبة مثل المتوسطات الحسابية والانحرافات المعيارية ... (Iskandr, 2014: x)

*After the data is collected and analyzed statistically by statistical package program (spss) and appropriate statistical methods such as averages of calculations, standard professions ... (ibid: 134)*

In the example above, the two collocations 'المتوسطات الحسابية والانحرافات المعيارية' were rendered incorrectly. They were translated literally into '*the averages of calculations*' and '*standard professions*'. They are, precisely, mathematical terms. Thus, they have specific translations, i.e. '*means and standard deviations*'. This finding fits with Rabeh's (2010) finding that errors in translating collocations are due to adopting literal translation as the main translation method and the translators do not give enough importance to collocations which belong to another culture and language.

#### 4.2.2.3 Translation of Metaphor

Figurative language is an indirect, non-literal language. In general it is used to say something in an indirect way to mean something else (Ghazala, 2006). Literary texts display many linguistic peculiarities, as well as social and cultural aspects of our lives. Translating literary texts, however, is not an easy task, since it certainly poses many problems for the translator as in the following example:

(21) ..ثم أنتقل الباحث إلى استعراض مقومات نجاح الثورة ضد الحكم الإمامي في شمال اليمن وما عكسته هذه الثورة في مجرى النضال ضد الاستعمار البريطاني، فهيات المناخ لاندلاع الثورة في جنوب اليمن.

*(Alansi, 2009:283)*

*... then the research reviews the circumstances of Yemeni revolution against the Emami Rule in northern Yemen and its reflection upon struggling the British colonization, Since it led to the southern revolution (ibid: 297) .*

In the Arabic text above, the last clause represents figurative language; the elements of the SL message include rhetorical feature, i.e. the clause 'فهيأت المناخ لاندلاع الثورة' is a metaphorical expression. The author may want to call the attention of the receptors. However, it is translated directly and clearly into 'led to'. In this example, there is no functional equivalent of the rhetorical device 'فهيأت المناخ' in the TL text. Metaphors are the beautiful, enjoyable and lively part of language and the best translation of a metaphor is to translate it into an equivalent one when available (Ghazala, 2006). This means that the style of the ST should be reflected in the TT to keep its impact on the readers. Rhetorical and stylistic features must be considered in the reconstruction process according to the rules and style of the TL (Hassan, 2014). So the translator has to determine the function of the rhetorical device and find the functional equivalence in the TL.

#### 4.2.2.4 Translating Religious Terms

According to Aoudi (2001), a language is a group of vocabularies, terms, and structures in which a language differs from another. Thus, it is common to find a vocabulary or a structure in a language which does not exist in another. For example,

(22) تناول هذا البحث تشابه الأطراف في القصص القرآني دراسة بلاغية في السور المئين.

(Mahdi, 2014 :xii)

*This research takes the party similarity in the quranic stories are rhetorical study in Al mueen suras (ibid).*

It is noted that in the example above the translator has borrowed the words 'السور المئين' from Arabic and put them in the TL (English) as 'Almueen suras'. By using the procedure of borrowing, these words became a part of English language. The reason

for this borrowing is that the words 'السور المنين' are religious terms, which do not have exact equivalents in English. Therefore, in the interpretation of the Holy Qur'an, the translator applied the procedure of transliteration or borrowing. The problem is that the translator did not explain these religious terms, especially the term 'المنين', between brackets or as footnote. If religious terms have no equivalents in the TL, a further explanation is necessary. This demands religious knowledge on the part of the translator. This means that the term 'المنين' needs to be explained by using the procedure paraphrase as (Almaeen Suras are Suras of the Holy Qur'an which contain one hundred or more verses). In a word, paraphrase is relatively interchangeable with the explanation. Indeed, it is a kind of short explanation and translators use the procedure paraphrase in order to make their translation acceptable and logical (Ghazala, 2006).

#### 4.2.2.5 Literal Translation of Lexicon

The central lexical problem for some translators is their direct, literal translation of almost all words. Although any language is words in isolation, it cannot be understood as such. Words are used together in special combinations, texts and contexts (Ghazala, 1995). Below is an example of literal translation.

(23) وقد استخدم الباحث في الدراسة الحالية أداتين هما: مقياس مفهوم الذات الجسدي من إعداد سمير منصور

(2015) تم تكيفه على البيئة الفلسطينية والمصرية... (Al-hadad, 2013: vi)

*The researcher used two tools in the current study they are: measure of self-concept physical numbers Samir Mansour (2015) has been adapted to the Palestinian and Egyptian environment (ibid).*

Evidently, each Arabic word in the example above was translated into an equivalent word in English. Moreover, the word order in English is the same as in Arabic. In

other words, the translator applied the procedure of literal translation that yielded a clumsy translation. As a result of literal translation, the English text lacks the necessary cohesive devices and punctuations which have the function of making sentences within a text hang together as a meaningful semantic and linguistic unit and ensure a text's textuality. Accordingly, the English text above is clearly ambiguous because the interruptive clause '*prepares Samir Mansour*' should be separated by two commas to avoid ambiguity of meaning and structure.

#### 4.2.2.6 Generalized Translation

As opposed to particularization, the use of an expression in the TL which is wider and less specific than the SL expression is called generalized translation. Generalization is not acceptable if the TL offers suitable alternatives or if the omitted details are important but not implied or compensated for in the TL context (Al-Sowaidi, 2011). This is an example.

(Al-Duais, 2016: iii) *تقديم الدعم المالي لمركز الإرشاد النفسي والتربوي ليقدم خدماته المختلفة.* (24)  
*Activating the role of the psychological and educational counseling center in Ibb University (ibid).*

In the sentence above, the phrase '*تقديم الدعم المالي*' has been translated to '*activating*' which is a generalized concept and means '*تنشيط*' or '*تفعيل*'. The phrase '*تقديم الدعم المالي*' was generalized by the word '*activating*'. In other words, the translator has chosen a superordinate word '*activating*' instead of a hyponym one (a word of specific meaning). The generalization here makes the translation unclear and inaccurate. The translator inappropriately used the strategy of general sense instead of using existing English words with equivalent meanings. The translation lacks specific equivalent. It

is better to specialize the translation, i.e. the phrase 'تقديم الدعم المالي' can be translated very easily as '*funding*'.

### 4.2.3 Stylistic Problems

Linguistically, stylistics is the study of the style in written or spoken language, and the translator, of course, is responsible for translating style in order to make the translated text acceptable. No doubt that each writer has his/her own style. This means that he/she writes in a different way from any other writer regardless the text, the context and the readership. By using a certain and different type of style, the writer aims at specific functions. For instance, the style of short sentences has an important function to accelerate events and arouse suspense. Thus, this type of style should be re-echoed in the TL translation to keep this function. The style accordingly has become part and parcel of meaning because any change in style leads to a change in meaning. "Style is the different, several choices made in texts from language stock in regard to layout or shape, grammar, words and phonology, namely, all aspects, levels and components of language" (Ghazala, 1995: 222). Being of this importance, the style of the SLT, most theorists claim, may pose problems for the translator. The given examples below will illustrate the stylistic problems which were found during analyzing the selected theses abstracts.

#### 4.2.3.1 Style of Omission

Although translators resort to the omission procedure to avoid repetitiveness, awkwardness and redundancy in some situations, deletion is permissible unless this process distorts the meaning. Omission, as a strategy, does no harm to omit a word or expression in some contexts if the meaning conveyed by a particular item or expression is not vital enough to the development of the text (Hassan, 2014).

(25) هدفت هذه الرسالة إلى دراسة رثاء الأم في الشعر العربي دراسة موضوعية فنية وصفية تحليلية تعتمد على تتبع رثاء الأم... (Sultan, 2014: iv)

*This thesis aims to study the poetry of mother's lament as a part of Arabic poetry using the descriptive analysis. The analyses depends on follow the historical growing of mother's lament... (ibid: 209)*

(26) يقوم هذا البحث بتسليط الضوء على واقع الحركة التشكيلية اليمنية المعاصرة في اليمن، ابتداء باستعراض الحالة السياسية والاجتماعية التي كانت تعيشها اليمن قبل العام (1962م)، حتى قيام الثورة اليمنية في شمال اليمن وجنوبه... (Alansi, 2009: 283)

*The research light upon the contemporary Yemeni plastic movement, starting in Yemen before 1962 till the revelation in northern and southern Yemen... (ibid: 297)*

The phrase 'دراسة موضوعية فنية وصفية تحليلية' in example (25) above was clearly reduced in the translated version, i.e. the whole phrase 'دراسة موضوعية فنية وصفية تحليلية' was translated only into '*descriptive analysis*'. The translator deleted the words 'فنية' from the translated version. And this, in turn, caused loss in translation. Through reading the two versions in example (26), it has been found that there is a kind of divergence between the two texts in terms of the main idea. In other words, the second clause of the Arabic sentence focused on 'الحالة السياسية والاجتماعية التي كانت تعيشها اليمن', however, this important idea was deleted in the translated text and it was not translated.

#### 4.2.3.2 Use of Long Sentences

As a matter of fact, the style of long sentence is one of the stylistic problems that usually stands as a barrier before translators. However, it is not made by chance; the writer aims to achieve a function by using such a style, i.e. the writer means to avoid any shade of ambiguity by adding extra things to the text. Ghazala (1995)

confirms that the style of long sentences is preferable imitated in Arabic, because it has important stylistic functions that are a part of the meaning. The following English text is an example of long sentence:

(27) أما الفصل الثاني : فقد أنصرف الحديث فيه إلى الظواهر البلاغية لتشابه الأطراف في القصص القرآني على مستوى الآيات في السورة، وانتظم تشابه الأطراف فيه من خلال براعة الاستهلال، وحسن التلخيص، وحسن الختام، وتتم اختيار قصة يوسف، وقصة إبراهيم في سورة الشعراء، كنماذج صالحة لهذه المقاربة، مع إجلالنا للقصص القرآنية الأخرى، وكذا أنتظم تشابه الأطراف فيه من خلال التسويم والتحجيل، باعتبار أن التسويم مدخل من مداخل حسن الابتداء، والتحجيل مدخل من مداخل حسن الختام، وتم اختيار قصة موسى والعبء الصالح، كنموذج صالح لهذه المقاربة. (Mahdi, 2014: xii)

*The second chapter the talk about it was gone to the rhetorical phenomenas of the party similarity in the quranic stories at the level of the verses in sura and the party similarity in sura was regulated through the initialization ingenuity, the well – disposal and the well – end moses story and Abraham story were chosen as good models of this approach, with gloritying the other quranic stories and also the party similarity was regulated in it through altoem and althadjil, considering that Altsaam was entrance of entrances of the well- beginning and Althadjil was entrance of entrances of the well – end, moses story and the good servant were chosen as a good model of this opproac (ibid).*

Obviously, the previous lines in the two versions English and Arabic seem to be long sentences. The translated sentence above, for example, as a long sentence lacks some fragments such as punctuation marks, particularly commas, which are considered parts of the meaning. The English translated sentence is very ambiguous and difficult for the reader due to dropped punctuation marks. The English version above should be broken down into short sentences as possible as the translator can on condition of

retaining the meaning of the sentence. Thus, it is not only the problem of being long sentence but also the lack of punctuation marks and connectors which are indispensable to any written text or even a sentence.

#### 4.2.3.3 Style of Ambiguity

Practically, a good translation is one that carries all the ideas of the original as well as its structural and cultural features. It should capture the atmosphere of the original text (Hassan, 2014). Although ambiguity is used frequently in language to achieve some goals like: unclarity of message, complicating meaning, hiding the truth, avoiding straightforward expression of opinion, etc. a clear message should be conveyed (Ghazala, 1995). The following is one of the examples that show the problem of ambiguity:

(28) وفي الأخير الخاتمة التي احتوت على مجموعة من النتائج التي توصل إليها الباحث وكان من أبرزها أن السياسات النقدية خلال فترة ما قبل برنامج الإصلاح الاقتصادي كانت غير فعالة في تحقيق أي من الاستقرار والتنمية في اليمن... (Alqatabiri, 2006: iv)

*At last is the conclusions of the study and the main results that the researcher reached; the most important of which was assessing the effect of program on the economic stability and development in Yemen... (ibid: v)*

It is shown that the translated text (English text) above revealed that the message is not clear. The word '*program*' may not be clear because it does not have a referent in the text. It has been found that the ST message was not conveyed accurately in the TT. More precisely, the word '*program*', according to the Arabic text, refers to '*السياسات النقدية*' which was completely ignored in the translated text and consequently, led to ambiguity which arises when a single surface structure has many possible deep

structures. The appropriate translation could be '*...the monetary policies before economic reformation program period was ineffective ...*'.

#### 4.2.3.4 Style of Redundancy

No doubt that each writer uses different stylistic devices to be distinguished from other writers. One of the stylistic features that some translators resort to is the style of (redundancy). In other words, they use extra words to express something. It is a long, boring way of expressing meaning, using two, three or more words instead of one word only (Ghazala, 1995). The examples below make the point clear:

(29) قام الباحث ببناء مقياس للذكاء الاجتماعي يتكون من 55 فقرة موزعة على مجالين هما: مجال القدرة على التعامل مع الآخرين ومجال مهارة التصرف في المواقف الاجتماعية... (Al-Duais, 2016: iii)

*The researcher build a measure of social intelligence consisting of 55 clauses, distributed on two sides: ability of dealing with others, and another side, behavior skill in social attitude... (ibid)*

(30) إن واقع تطبيق مجال الصحة النفسية في مدارس التعليم العام الحكومي بمحافظة إب كان بدرجة ضعيفة... (Hazza, 2015: xi)

*The fact that the application field of mental health in the public schools of general education province in August was too weak... (ibid: b)*

The translator in example (29) above used the feature of redundancy as a boring way of expressing meaning. That is, in the translated text the phrase '*another side*' seems to be unnecessary for the meaning. The same problem occurred in example (30), when the translator used many words '*in the public schools of general education*' instead of three words '*in the public schools*'. since the phrase in the original text 'في مدارس التعليم العام الحكومي' can be translated only into '*in the public schools*' and the phrase '*public schools*' means in the Yemeni education system '*the governmental*

*education*'. For convenience of easiness and quickness of translation, such redundancy can be avoided.

#### 4.2.3.5 Style of Complexity

Style of complexity can be dominant in a text to achieve a function of some kind such as unclarity of message, which has impact on meaning. The same kind of style can render the same function and effect in Arabic translation (Ghazala, 1995).

The following two extracts are examples of syntactic complexity:

(31) وتكون مجتمع البحث من جميع المشرفين الصحيين ومديري المدارس الأساسية والثانوية الحكومية في

جميع مديريات المحافظة، البالغ عددهم (1324) فرداً منهم (67) مشرفاً صحياً. (Hazza, 2015: x)

*And the research community from all health Supervisors and managers of basic schools, government and secondary schools in all districts and the province's (1324) find one of them (67) caretakers (ibid: A).*

(32) من أهم النتائج التي توصل إليها الباحث ما يلي:- (ibid)

*It was the most important research results reached by the researcher as follows:-*

(ibid: b)

The complexity of a sentence lies in the difficulty of finding the head word (ibid). A misunderstanding of grammar will lead to errors in translation. It was observed that the English sentence (31) above is somewhat complicated because its structure is ambiguous and its meaning is not clear. Thus, the complexity of this sentence lies in the difficulty of finding the head word of the subject '*the research community*'. More precisely, the main verb 'تكون' was not represented in the TT. The complexity also lies in the incorrect translations of the phrases 'البالغ عددهم، فرداً منهم، مشرفاً صحياً'. In a word, the English sentence deviated from the sense of the Arabic text completely, especially in the second half. The complexity of the English version (32) also is clear;

it is caused by the unnecessary fronting of the phrase 'it was', the difficulty of finding the head word of the long subject 'the most important results reached by the researcher' and the misuse of the reference 'it' in the beginning of the sentence.

#### 4.2.3.6 Style of Repetition

Arabic utilizes repetition and parallelism as tools to enhance the meaning and give the language its unique ornamental value; this utilization, however, can be seen as awkward in English because of its straightforward nature (Kaplan, 1966). Notwithstanding repetitions play a major role in literary texts; they may serve as musical devices, emphasis, symbolic tools, etc. One of the most constant norms of translation is avoiding repetition. "Two ways are followed in the literary translation process in order to tackle repetitions; omission or replacement" (Ben-Ari, 1998: 2). In other words, repetition is not often welcomed in translation even if repetitions are highly effective in literary pieces. The examples below reveal the effect of repetition on the quality of translation:

(33) ...ركز على الظواهر البلاغية لتشابه الاطراف ... (Mahdi, 2014: xii)

...Tocased on phenomena of the rhetorical phenomenas of the party similarity...

(ibid)

(34) متطلبات تطبيق الإدارة الالكترونية (Iskandr, 2014: xi)

The administration requirements for the application of electronic administration

(ibid: 134)

The translated English clauses (33) and (34) above contain unnecessary repetitions of the words 'phenomena' and 'administration' and they might look boring to some readers. In fact, it is possible to dispose of these repetitions with no loss of meaning as follows:

1. *It focused on the rhetorical phenomena of the parties similarity.*
2. *The requirements of application of the electronic administration.*

#### **4.2.4 Writing Problems**

It is known that, writing is one of the most important skills in any language. It is a productive skill. Accordingly, the translator should be aware of writing rules in English and Arabic. Therefore, writing errors is one of the problems which made by translators. These errors can be classified into two types: punctuation marks and spelling problems (Mossop, 2010). Below the researcher gives some examples in order to illustrate this topic.

##### **4.2.4.1 Punctuation Marks**

To begin with English punctuation marks, they are graphological, syntactic and stylistic tools used to have meaning and perform particular functions in writing (Ghazala, 1995). They are not written in the text vainly and they are indispensable to any text; they are used to achieve organization, clarity, easiness of reading and comprehension, avoidance ambiguity, etc. The data obtained from the translated abstracts showed that some translators suffer serious deficiency in applying the punctuation system correctly. Due to the large amount of punctuation errors in the translated abstracts, the researcher found it more practical to categorize the punctuation errors as follows:

##### **Omission of Comma**

(35) وقد عرضت في التمهيد لمفهوم تشابه الأطراف ونشأته وسماته البديعية وأهميته، كما تناولت مفهوم

القصص القرآني ومفهوم المئين. (Mahdi, 2014 :xii)

*In the smoothing it is showed the concept of the party similarity and its origin, alibdieih characteristics and its importance and it takes the concept of quranic stories and almueen concept (Mahdi, 2014 :xii).*

(36) والدراسة الحالية تحاول تسليط الضوء على المهارات العملية التي يتوجب توافرها لدى مدرس مادة علم الأحياء في مدارس اليمن... (Al-Mukadam, 1999: iv )

*The present study attempts to shed light on the practical skills that a teacher of biology in the Yemen secondary schools, should be acquainted with... (ibid)*

(37) ...على المستوى الاجتماعي والثقافي والاقتصادي... (Alansi, 2009: 283)  
...upon the social cultural and economical sides... (ibid: 297)

It can be noticed quickly and clearly in example (35) above that the punctuation mark, comma, was ignored after the initial phrase '*in the smoothing*'. As the most important recurrent punctuation mark, comma is used to separate words, phrases and clauses in a series. Regardless of the lexical translation of this phrase in the English sentence, omitting the comma after the phrase '*in the smoothing*' will confuse this phrase with the real subject of the sentence '*it*' and this may lead to misreading the translated text. The prepositional phrase '*in the smoothing*' was placed at the beginning of the sentence; such fronting is intended by the SL writer to make the reader get a special point or feel a particular feeling and a specific meaning. The usual structure of the sentence is recognized as '*the concept of the parties similarity and its origin are showed in the smoothing*'. However, the writer wanted to emphasize on the preface contents of the research so it is fronted and it should be followed by a comma. Example (36) demonstrates another error of using comma; the comma was written haphazardly in the English text before the phrase '*should be acquainted with*'. That is, the comma separated the predicate '*should be acquainted with*' from its real subject '*a teacher of biology*' because it is not an interruptive clause. Confusion can

even take place at the level of consecutive individual words if they are left without comma. In phrase (37), the words '*social*', '*culture*' and '*economical*' are likely to be consecutive words so the first two words, namely, '*social*' and '*cultural*' should be separated by a comma. Otherwise the disregard of the comma between the adjectives would result in ambiguity and confusion. The adjective '*social*' will be taken together with '*cultural*' which are somewhat different.

### **Absence and Misuse of Full Stop**

It is known that the main use of the full stop is to mark the end of a declarative sentence, however, misplacement of full stop may make the text incoherent, e.g.

(38) استعرض الباحث في هذا الباب وضمن المدخل التاريخي، الواقع السياسي الذي كانت تعيشه اليمن قبل ثورة (1962) في الشمال، وثورة (1963) في الجنوب، وما عكسه هذا الواقع المؤلم في ظل هذه الفترة الزمنية على المجتمع اليمني من آثار سلبية على المستوى الاجتماعي والثقافي والاقتصادي،... (Alansi, 2009:283)

*In this part the researcher historically reviewed the political status in Yemen before the 1962 revolution in northern Yemen and the 1963 revolution in southern Yemen the painful status in that time and its negative effects upon the social cultural and economical sides, ... (ibid: 297)*

(39) وبالرغم من أن المحمية تواجه تهديدات داخلية وخارجية متعلقة بآثار العوامل الطبيعية وآثار التنمية الاقتصادية مثل، الجفاف ونشاط السكان المحليين والمشاريع الخدمية والصناعية والرعي والصيد الجائر والاحتطاب وحركة المواصلات والتعدين وشق الطرق. إلا أن مجموعة من الحيوانات البرية استطاعت العيش في المحمية. (Hasan, 2010: x)

*The animal communities of the protected area have faced both internal and external threats. Contributing factors were natural and economic development, such as drought sand storm and activities of the local inhabitants, industrial projects,*

*grazing, poaching, firewood collection, transportation, mining and construction of roads* (Hasan, 2010: 322).

From the English text in example (38), it was found that the absence of the full stop may lead to confusing sentences and ideas because the translator did not use the full stop after the phrase '*southern Yemen*'. The translator rendered the original text (Arabic text) literally, in other words, in Arabic language; punctuation mark is sometimes considered as ornamentation and is, therefore, disregarded (Ghazala, 1995). To compare the original text with the target (English) text in example (39), it has been found that the sentences of the TT are not coherent and somewhat ambiguous. In the Arabic text, the clause ' بالرغم من أن المحمية تواجه تهديدات داخلية وخارجية ' متعلقة بآثار العوامل الطبيعية وآثار التنمية الاقتصادية... ' was not translated successfully in the English text. In a narrow sense, through reading the Arabic text, the sentence was understood by the researcher as '*the natural factors and economic development results are the causes of the internal and external threats*'. However, the TT ignored this relationship by putting a full stop between '*the internal and external threats*' and '*the factors*'. Thus, the full stop here was used incorrectly and it should be omitted to reflect the original meaning of the Arabic text.

### **Absence of Capital Letter**

Some words in Arabic language cannot be rendered straightforwardly to English language because they have no equivalents such as proper nouns. Nevertheless, they can be translated through some procedures, namely, transcription or transliteration, as in the examples below:

(40) وقد عرضت في التمهيد لمفهوم تشابه الأطراف ونشأته وسماته الطبيعي وأهميته، كما تناولت مفهوم

القصص القرآني ومفهوم المثين. (Mahdi, 2014: xii)

*In the smoothing it is showed the con cept of the party similarity and its origin, alibdieih characteristics and its importance and it takes the concept of quranic stories and almueen concept (Mahdi, 2014: xii).*

(41) برنامج الحزم الإحصائية للعلوم الإجتماعية SPSS (Iskandr, 2014: x)...  
 ...statistical package program (spss)... (ibid: 134)

(42) واقع خدمات الصحة المدرسية في مدارس التعليم العام بمحافظة إب من وجهة نظر القيادات التربوية  
 (Hazza, 2015)

*The reality of school health services in general education school Ibb Governorate,  
 from the standpoint of educational leaders (ibid)*

(43) دور السياسة النقدية في الاستقرار والتنمية الاقتصادية في الجمهورية اليمنية (Alqatabiri, 2006)  
*The Role of Monetary Policy In Stabilization And Economic Development In The  
 Republic Of Yemen (ibid)*

Text (40) above contains the following examples of religious terms, 'quranic' 'القرآنية' and 'almueen' 'المئين'. However, what attracts the attention is the first letters of these nouns; they started with small letters which are inappropriate for proper nouns. Unlike Arabic, which has no capital 'upper' case letters for initial words. In English such nouns should be initiated with capital letters. Apparently, the letters between the parentheses in phrase (41) do not present a word, it is an acronym. Ghazala (2006: 186) defines acronym as "the shortening of words into their first letters, which are always capital". The acronym in this phrase is 'sps' which stands for the Statistical Package for Social Sciences; it is a software that is used to analyze data. Such acronym should be written in capital letters. Although sentence (42) is a title of a research, it was written in small letters. Content words in the English translation of headlines/titles should be capitalized except functional words like 'the, and, of' (as in

example 43) should not be capitalized. Translators should follow standard written English rules for capitalization.

### **Absence of Colon**

Colon often introduces an explanation or series of examples usually in a list of entry fields, e.g. 'Name'. As with the semicolon, a colon may be inserted before a sentence which elaborates a preceding one. The 'topic' clause or sentence frequently includes a word such as 'the following', 'there are', 'means' or an expression of quantity while the 'complement' provides comment on the preceding topic (Newmark, 1981).

(44) في ضوء هذه النتائج فقد خلص الباحث إلى تقديم بعض النتائج أهمها: (Al-hadad, 2013: vii)

*In the light of these results, the researcher concluded to provide some of the most important recommendations (ibid).*

It is clear from the example above that the punctuation mark (colon) was disregarded at the end of the English sentence. It is necessary because it introduces a series of 'recommendations'. This is illustrated more by comparing the punctuated Arabic version to the unpunctuated English version.

#### **4.2.4.2 Spelling Problems**

According to Bahloul (2008), a main cause of spelling errors and one that seems to cause most learners of English a big problem in developing their spelling proficiency is the irregularity of the English writing system. This irregularity appears to confuse learners from different language backgrounds, including native speakers. The main cause of this irregularity is that, as Henderson (1981) indicates that there is no one-to-one correspondence between the written word and its pronunciation. In

addition, incomplete application of English spelling rules, or the lack of knowledge of the exceptions of spelling rules could cause spelling errors. Spelling mistakes, surely, make the reader misread the written text and this, in turn, distorts the translated text.

The spelling mistakes are clear in the words of the following examples:

(45) أما الفصل الثاني: فقد انصرف الحديث فيه إلى الظواهر البلاغية لتشابه الأطراف...

(Mahdi, 2014: xii)

The second chapter the talk apout it was gone to the rhetorical phenomenas of the party similarity... (ibid)

(46) ... على مستوى الآية... (ibid)

...at the Reved of the verse... (ibid)

(47) كنموذج صالح لهذه المقاربة. (ibid).

...as a good model of this opproac (ibid: xii).

(48) ... مفهوم تشابه الأطراف... (ibid)

...the con cept of the party similarity... (ibid)

Analyzing spelling mistakes in the English abstracts revealed that such mistakes filled in one of the following categories:

1. Substitution: this includes errors caused by substituting a letter or more for another, as substituting the letter (p) for the letter (b) in the word 'about' in sentence (45) above. The same thing applies to the word 'مستوى' in the phrase number (46) which was translated incorrectly into the word 'Reved' instead of 'level'.
2. Omission: which includes errors that caused omitting one letter or more, as omitting the letter (h) in the word 'opproac'. It is shown from phrase (47) that

the word '*approac*' is the suggested equivalent for the Arabic word 'المقاربة' but it has a spelling mistake. It should be '*approach*'.

3. Addition: this refers to adding an extra letter or letters to a word. In example (45) the letter (s) was added to the word '*phenomenas*'. The translator might generalize the plurality rule in English language by adding (s) to the singular noun. He does not know that the noun '*phenomena*' is in the plural form.
4. Segmentation: which refers to writing one word as two. Such mistakes cause various problems in terms of spelling and punctuation. The word '*con cept*' in the English phrase number (48) seems to be two words; the translator split it into two syllables by leaving a space in-between its parts.

#### 4.2.5 Discourse Problems

From a discourse point of view, text is not a random configuration of sentences but a coherent stretch of language in which the individual sentences are related and linked to one another into a larger unit to form a cohesive whole. This cohesion is performed by various formal devices of contextual reference which signal the nature of the relationship holding between successive sentences.

Carter (1982: 184) defines discourse as "the organization of connected text beyond the level of the sentence". The main aspects of discourse are act of communication, context, social interaction, and functions and purposes which underlie the linguistic units above the sentence level. The study of discourse is known as discourse analysis. In a narrow sense, discourse analysis attempts to study the organization of language above the sentence or above the clause, and therefore to study larger linguistic units such as conversational exchanges or written texts. It follows that it is also concerned with language in use in social contexts, and in particular with interaction or dialogue between speakers (Bahrami, 1999). Since

discourse analysis focuses on linguistic units above the rank of clause and studies the sequence of these units, translation, in turn, cannot proceed without recognition of units above the sentence. Work in discourse analysis, then, is directly relevant to translation studies. In this study, the focus is only on the two main concepts of discourse analysis; cohesion and coherence.

#### **4.2.5.1 Cohesion**

Language has mechanisms of cohesion to make any stretch of spoken or written sentences a coherent and unified text. Thus, language makes links between itself and the situation (Halliday, 1976). What distinguishes a text from non-text is its texture. Texture is said to be provided by the cohesive relations. Cohesion, then, is a semantic concept which belongs to relations of meaning that exist within a text. It occurs when the interpretation of an element in the text is dependent on that of another element, i.e. it covers the features that bind sentences to each other grammatically and lexically. Halliday (ibid) identifies five general categories of cohesion device that create coherence in texts: reference, ellipsis, substitution, lexical cohesion and conjunction. Due to limitation of time, the discussion in this study will be only for reference and conjunction.

#### **Reference**

Textual deviation occurs when the translator misunderstands the intention of the SLT writer. It also occurs when the translator uses a weak connector or an ambiguous reference (Shaheen, 1991). To be precise, reference, as one of the main cohesive devices, is defined as the relationship between the word and the object it denotes in the real world. That is to say, the way people relate their language to their experience of the world situations. Pronouns are considered to be the most typical

example of reference in English (Kehal, 2010). They are used to refer either to objects or persons within the same linguistic environment. For more illustration, the following instances from the translated abstracts are to be considered:

(49) شملت عينة البحث لأغراض تطبيق برنامج تعديل السلوك والتعرف إلى فاعليته من (22) طفلاً وطفلة منهم (15) ذكراً و (7) إناث مثلوا عينة الأطفال المضطربين يتوزعون بين (6) روضات تم اختيارها بالطريقة العشوائية البسيطة من بين مجموع الروضات البالغ عددها (34) روضة حكومية وأهلية شخص فيها الأطفال المضطربين. (Al-marsoumi, 2008: ix)

*The research sample includes 22 children: 15 males and 7 females distributed for six kindergartens, randomly selected from 34 ones considered as ADHD children... (ibid: 232)*

(50) تألفت عينة البحث من 220 فرداً من المشرفين الصحيين ومديري المدارس، وقد تم اختيارهم بالطريقة العشوائية البسيطة من 8 مديريات، وفقاً لمعايير خاصة بذلك (Hazza, 2015: x)

*The research sample consisted of 220 individuals from supervisors Asahan and governorating schools, has been chosen randomly simple way of 8 districts, according to private so titrated (ibid: a)*

(51) يهدف إلى تأصيل مفهوم تشابه الأطراف وتطوره، وانتظامه في القصص القرآني في السور المثين، على مستوى الآية والآيات في السورة الواحدة والسور المتعددة، وهو بذلك يكشف عن جانب من جوانب الإعجاز البلاغي في القرآن الكريم. (Mahdi, 2014: xii)

*It aims to consolidate the concept of the party similarity its development and regularity in the quranic stories in Almueen suras and multi suras that reveal aspect of aspects of the rhetorical miracles in the Holy quran (ibid).*

The English text (49) lacks one of the cohesive devices, i.e. the second half of this is somewhat obscure; one cannot really get the meaning of the sentence 'randomly selected from 34 ones considered as ADHD children' fully without recourse to the

first half of the sentence *'The research sample includes 22 children: 15 males and 7 females distributed for six kindergartens'*. The first clause contains the right referent and hence gives the appropriate inference. The reader can infer that the second half of the English sentence describes the object *'six kindergartens'* as a referent. Thus, it needs the pronoun *'they'* or the relative clause *'which'* as a reference. Similarly, the English example (50) involves two independent clauses. However, the problem is that the text was not rendered accurately; the second clause *'has been chosen randomly simple way of 8 districts, according to private so titrated'* lacks the pronoun *'they'* as a reference in the beginning. It refers to the phrase *'220 individuals'* (referent). Regardless of the syntactic and lexical errors, the second clause functions as elaboration to the first one. In the Arabic text (50), the two clauses are separated by the conjunction (و) and sometimes by a comma. In the same course, extract (51) includes an error in discourse reference; English version demands the phrase *'this research'* or the full noun phrase *'the research'* instead of the subject pronoun *'it'* because the referent *'the research'* is not embedded in the same context. The translator (even the writer of the original text) has written chapter by chapter the summary of the abstract. It seems that the pronoun *'it'* can only be used when an entity has already been marked as the focus of attention, for example, *'the research aims to consolidate'*.

### **Misuse of Conjunctions**

Conjunctions act as "cohesive tie between clauses or sections of text in such a way as to demonstrate a meaningful pattern between them" (Bloor, 1995: 98). They involve the use of lexical items (formal markers) to relate sentences, clauses and paragraphs to each other. Conjunction signals different relations which may exist within both written and spoken discourses. This does not only contribute to the

cohesion of the text but also to its coherence in the sense that it achieves a sequential relationship. The coordinating conjunction (and), for example, indicates that there is an event which has preceded it.

(52) ولتحقيق أهداف البحث أستخدم الباحث في المعالجة الإحصائية عدد من الأساليب وهي: (التكرارات والنسب المئوية و اختبار *T.Test* ، وتحليل التباين و المتوسطات الحسابية و معامل ارتباط بيرسون ومعادلة جتمان و معامل ارتباط الفا كرونباخ) (Al-hadad, 2013: vi)

*To achieve the objectives of the research the researcher used in the statistical treatment of a number of methods, namely: (frequencies, percentages and test T. Test, and analysis of variance, and the arithmetical averages Pearson correlation coefficient, and Spearman Brown, and the equation of Jetman, and the correlation coefficient alpha Cronbach) (ibid)*

(53) وتهدف هذه الدراسة إلى تقدير دوال الطلب والعرض لهذه السلع من خلال معرفة العوامل المؤثرة على الإنتاج والاستهلاك، ومن ثم التنبؤ بالإنتاج والاستهلاك لهذه السلع وقياس الفجوة الغذائية للتعرف على حجم المشكلة. (Sharwan, 1999: viii)

*Therefore, this study intends to estimate supply and demand functions for such foodstuffs by detecting the factors which affect production and consumption and later on by predicting the production and consumption of such foodstuffs and also by measuring the food gap in order to realize the size of the problem (ibid: ix) .*

In example (52), the sentence forms a series of seven items. However, the problem is that the conjunction 'and' is overused between the phrases. In fact the translator literally rendered the coordinating conjunction 'and'. In Arabic version, commas between a series of words/phrases are dropped and replaced by the conjunction (و). Once again, comma (,) usually separates coordinate sentences, clauses, phrases or items in a series. English uses a comma to separate all but the penultimate and the ultimate item in a list (Newmark, 1981). By contrast, the conjunction (and) is used in

such series of clauses only before the ultimate item or clause. The same error applies to sentence (53) above. According to the original text, *'the study aims to estimate the functions of supply and demand through three measures'*, namely, *'detecting the factors which affect production and consumption'*, *'predicting the production and consumption of such foodstuffs'* and *'measuring the food gap in order to realize the size of the problem'*. These clauses represent consecutive or a series of clauses. And, hence, they should be separated by commas and the conjunction (and) before the last clause. It is worth mentioning that punctuation is an essential aspect of discourse analysis, since it gives a semantic indication of the relationship between sentences and clauses, which may vary according to languages; for example, semi-colons indicate cohesion between sentences. Punctuation marks help the reader in understanding the line of coherence that links phrases, sentences and paragraphs.

#### **4.2.5.2 Lack of Coherence**

Yule (1996) defines text coherence as "the familiar and expected relationships in experience which we use to connect the meaning of utterances, even when those connections are not explicitly made". Coherence is a characteristic of a connected text. It refers to the logical integration of sentences within a paragraph. Text coherence is determined by two factors. First, it depends on consistency in tense. Second, it results from arranging one's text according to perceivable order (Corbett, 1977). In other words, a text or a unit of a text is coherent if all of its parts are able to be fit together as a whole in the mind of the reader. Below are two examples to show lack of coherence;

54) وقد تكونت عينة البحث من (20) معلماً ومعلمة من حملة البكالوريوس تخصص رياضيات العاملين في الميدان، كما تكونت عينة التلاميذ من مجموعتين تجريبية وضابطة بعدد (600)، كل مجموعة تتكون من (300) تلميذاً وتلميذة من تلاميذ الصف السابع الأساسي في مدارس محافظة إب اليمنية. (Al-qhfa, 2011: iv).

*The sample of the study consisted of (20) in-service mathematics teachers, males and females. The student sample consisted of two groups: one control and one experimental, including (300) students each; these students were chosen from the 7<sup>th</sup> grade students in public schools of Ibb governorate (ibid: v).*

55) تقديم الدعم المالي لمركز الإرشاد النفسي والتربوي ليقدم خدماته المختلفة. (Al-Duais, 2016: iii).  
*Activating the role of the psychological and educational counseling center in Ibb University (ibid).*

Due to loss of cohesive devices in the translated text number (54) such as, references, conjunctions and misplacement of the pronoun 'each', the logical sequence of events is disturbed. Therefore, this translation showed a weak level of coherence and does not look as coherent as the original text. In fact, English text (55) above does not correspond semantically to the ST. In other words, the translated clause does not convey the main idea of the source sentence, that is, 'تقديم الدعم المالي'. Thus, the TT lacks the feature of coherence. This consequently led to unclarity.

To conclude, it has been found that some translated abstracts of Arabic theses are full of various types of translation errors. Therefore, translators are advised to pay more attention to such problems in order to be avoided in future translations.

### 4.3 Analyzing the Translators' Responses

After answering the questions of the questionnaire by the sample of translators and English specialists in Ibb Governorate, the results obtained will be tabulated in order to discuss them. Therefore, the analysis of this questionnaire relies on the technique of percentages. The questionnaire's findings are carefully analyzed as follows:

#### Part (A): Personal Information

##### 1. Translators' Years of Experience

The purpose behind this item is to know years of experience for 28 translators in Ibb Governorate and the results are as follows:

*Table 1: Translators' Years of Experience*

Years of experience	Number	Percentage
1	3	11%
2	5	18%
3	4	14%
4	3	11%
5	4	14%
7	1	3.5%
12	2	7%
13	1	3.5%
14	1	3.5%
15	1	3.5%
18	2	7%
21	1	3.5%

It was found in table (1) that about half of the translators have less experience which does not exceed four years. (18%) (the highest rate in the table) of them have (2) years experience and (14%) have (3) years experience. (11%) have (1) year

experience, but only (3.5%) of the translators has (21) years experience and (7%) of them has (18) years experience. The other translators have experiences between (7) and (15) years.

## 2. Translators' Qualifications

The following table summarizes the frequencies and percentages of the translators' qualifications:

*Table 2: Qualifications of the Translators*

Qualification	Diploma	BE	BA	MA	PhD	Others
Number	0	5	13	5	4	1
Percentage	0%	18%	46.4%	18%	14%	3.5%

The results shown in table (2) above revealed that (46.4%) of the translators in Ibb Governorate have bachelor degree from the Faculty of Arts, only (14%) of them have PhD (Doctor of Philosophy), because the holders of PhD are very few as translators in Ibb Governorate. The holders of bachelor degree from the Faculty of Education also represent (18%) of the translators and (18%) of the sample hold MA degree (Master of Arts). Only one translator who holds secondary school certificate and he took the job of translation as a craft by experience. It is worth mentioning that some of these translators (who hold PhD degrees) work as professors of translation and linguistics in universities and institutes.

### **Part (B):**

Regarding the first question in this part, (Have you translated Arabic MA or PhD theses abstracts into English?) it aims at knowing whether the translators keep in touch with translating abstracts or not as the following:

**Table 3: Translating Abstracts**

Translating abstracts	Yes	No
Number	21	7
Percentage	75%	25%

It is illustrated from table (3) that most translators of the sample have translated abstracts from Arabic into English, i.e. (75%) of them are very close to the problem. However, (25%) of them said 'No'; they have not translated abstracts and this means that they have no experience in translating abstracts from Arabic to English or vice versa.

The second question (Have you found difficulties/problems during the process of translating?) was asked in order to see the percentage of translators who have come across difficulties during the process of translating these abstracts. The results were summarized in the following table:

**Table 4: Translators Who Have Translation Difficulties**

Having difficulties	Number	Percentage
Yes	20	71.4%
no	2	7%
No answer	6	21.4%

The data obtained in table (4) above showed that (71.4%) of the translators answered positively; this means that they have faced difficulties during translating abstracts even if they had experience in translation. It is appeared from their answers that only (7%) had no difficulties. Yet, (21.4%) of them did not give answers to the question because they have not translated abstracts.

### **Part (C):**

In relation to the question in part (C) (What are the difficulties that encounter translators during translating Arabic MA and PhD theses abstracts into English?), this

question was asked to know the major difficulties translators have in translation. Thus, for answering the first question of the study, the following tables represent the rate of frequency for each selected type of translation problems: syntactic problems, lexical problems, stylistic problems, writing problems and discourse problems. And the results can be analyzed as follows:

### 1. Syntactic Problems Encountered by Translators

With regard to the findings of syntactic problems, they are classified into five types according to the data analysis results of the sample. These difficulties are represented in Table (5) given below.

*Table 5: Syntactic Problems Encountered by Translators*

No.	Syntactic problem	Usually	%	Sometimes	%	Seldom	%	Never	%
1	Translation of verb (Be)	3	11%	7	25%	11	39%	7	25%
2	Word order	6	21.4%	11	39%	10	36%	1	3.5%
3	Translation of tenses	10	36%	10	36%	4	14%	4	14%
4	The change of word class	7	25%	11	39.2%	9	32.1%	1	3.5%
5	Translation of prepositions	8	28.5%	12	43%	6	21.4%	2	7%

The results in table (5) above revealed that (39%) of the translators seldom face the difficulty of translating verb the (be). (25%) of them said that they have not faced difficulties of such type because they absolutely realize the function of verb (be) as auxiliary and main verb in English language. In other words, the syntactic differences between the two languages, English and Arabic, became familiar to those translators

especially in terms of verb (be). Conversely, translators who represent (11%) out of twenty-eight saw that the problem occurs very often. They consider verb (be) as one of the basic elements of the English sentence that some translators leave out when they translate from Arabic into English. In regard to the difficulty of word order, (39%) of the sample agreed that they sometimes face this difficulty. This is related to the different ordering rules of both Arabic and English languages and the fact that word order in English, according to Baker (1992), is fixed whereas in other languages, such as Arabic is not fixed. In addition, (36%) of them confirmed that word order constitutes a translation problem but in rare cases. As shown in table (5), thirty-six percent (36%) of the participants found it difficult to use appropriate English tenses when they translate from Arabic to English or vice versa. They know that there are differences between Arabic and English in terms of tenses. This could be due to the fact that Arabic has mainly three tenses: present, past and future whereas English has various aspects of tenses. For example, some English tenses do not exist in Arabic because Arabic does not have subdivisions of present, past, and future as English does. This result fits with Al-Onqobi's study (2007) which found that translating tenses is not only in areas when Arabic has a tense form which English does not have and vice versa but also in areas where both languages have almost the same subcategory of a tense but there is a subtle difference in their use. Although (36%) of the answers said that they sometimes come across difficulties when translating tenses, (14%) of them found it very easy to translate tenses from Arabic into English. Regarding the change of word class in translation, all the translators accepted that the change of word class is a syntactic problem during the process of translation but (3.5%) has not faced this difficulty. Thus, (39.2%) of them sometimes encounter this difficulty. The reason behind this is that in some cases there

is no exact correspondence at the same class. This means that the case is not always to translate a particular class into the same class, yet they resort to a translation procedure to solve the problem. It is the technique of class-shift, which is the syntactic change in translation. These changes of class include shift from a noun to a verb, from an adjective to a noun, etc. Similarly, some of them (25%) saw that changing word class certainly stands as a hindrance before translators during translation. However, (32.1%) of the sample said that they occasionally fall in such problems. A great percentage of participants (43%) (and the highest in the table) assured that translating prepositions also is sometimes regarded problematic. This is because prepositions get different meanings in different contexts and in some cases translators are unable to give the right equivalents for the ST prepositions. This can be attributed to the lack of knowledge about the different meanings of the prepositions and their multiple usages. English and Arabic prepositions rarely have a one to one correspondence. On the other hand, only two responses, which represent (7%) of the translators, saw that they have not faced this difficulty. To sum up, the analysis of the subdivisions of the syntactic problems, as given in table (5), showed that the most difficult syntactic category in translation is tenses, then prepositions, then word class and word order and finally verb (be).

## **2. Lexical Problems Encountered by Translators**

Table (6) represents some of the lexical difficulties which are frequently encountered by Yemeni translators. The responses of the translators are varied to some extent as shown on the next page.

*Table 6: Lexical Problems Encountered by Translators*

No.	Lexical problem	Usually	%	Sometimes	%	Seldom	%	Never	%
1	Literal translation	6	21.4%	11	39.3%	7	25%	4	14.3%
2	Synonymy	8	28.6%	13	46.4%	5	17.9%	2	7%
3	Polysemy	7	25%	13	46.4%	8	28.6%	0	0%
4	Collocations	2	7%	22	78.6%	4	14.3%	0	0%
5	Acronyms	6	21.4%	15	53.6%	6	21.4%	1	3.5%
6	Equivalent	10	35.7%	5	17.9%	11	39.3%	2	7%

According to table (6) above, (39.3%) of the translators said that literal translation does not sometimes achieve correct translation. It gives different meanings. Although (14.3%) of the respondents did not regard literal translation as a difficulty as it still holds a strong position in translating documents, especially legal documents and technical texts which require accuracy and authoritativeness, (21.4%) of them usually face this difficulty. In reality, literal translation cannot address all the problems and challenges that arise in the course of translation, and translators have to seek other supplementary translation approaches to realize equivalence. In literary translation, for example, literal translation perhaps is a translator's last resort. It has also been seen that about half of the translators (46.4%) sometimes face the difficulty of translating synonymous words. They realize that there are differences between words and thoughts. In fact, (28.6%) of the sample paid more attention to the problem of synonymy. Yet, only (7%) of the sample didn't face the difficulty of translating synonymy. It is noticed that (46.4%) of the translators sometimes encounter difficulties in translating many polysemous words. It is the difficulty of determining the appropriate meaning of polysemous words. Additionally, (25%) of them saw that

it is usually difficult to find a suitable equivalent of polysemous words for some contexts. When a word has more than one meaning, it is said to be lexically problematic and ambiguous. It is clear from the table that the majority of the translators, who constitute (78.6%) of the sample (the highest percentage compared with the other lexical problems), declared that collocations are sometimes problematic when translating them especially from Arabic into English. (7%) of the responses also confirmed that the difficulty of collocations happens very often. This finding agrees with and supports what has been discussed by Jabak (2007) that collocations differ from language to language and from culture to culture. Besides, collocations do not follow any syntactic rules and should be memorized as they are. Despite this, only (14.3%) occasionally faces the difficulty. The ratio of the sample (53.6%) showed that acronyms could not sometimes be translated properly. It is also difficult for (21.4%) of the participants usually to translate some acronyms, this is perhaps due to the lack of knowledge of English and Arabic abbreviations and some translators may have no specialized dictionaries in translating acronyms. Moreover, every field of translation has its own acronyms. However, the same percentage (21.4%) of responses rarely find difficulties in translating acronyms and only one translator did not find any difficulty during translating them. Although (39.3%) of the translators stated that they seldom face the problem of equivalent, a close percentage (35.7%) of them assured that equivalent is usually a problem because exact equivalent cannot be found for a given expression. Equivalent is a necessary condition for translation. Translation is not only a matter of linguistics; translation equivalence is a transfer of the message from the source culture to the target culture. This also verifies what Baker (2006) stated that "Errors and problems in translation

mostly result from the non-equivalence between the source and target languages". For (7%) of the translators, finding the appropriate equivalent was not a difficulty.

### 3. Stylistic Problems Encountered by Translators

Table (7) below demonstrates the results of some stylistic difficulties that are the most confronted by translators

*Table 7: Stylistic Problems Encountered by Translators*

No.	Stylistic problem	Usually	%	Sometimes	%	Seldom	%	Never	%
1	Style of ambiguity	15	53.6%	13	46.4%	0	0%	0	0%
2	Complex style	14	50%	9	32.1%	5	17.9%	0	0%
3	Style of long sentences	11	39.3%	13	46.4%	2	7%	2	7%
4	Style of repetition	7	25%	11	39.3%	8	28.6%	2	7%
5	Style of redundancy	10	35.7%	8	28.6%	9	32.1%	1	3.5%

The most common difficulty they continuously suffer from is the style of ambiguity. In fact, all the answers in the table above assured that ambiguity in translation appears recurrently so the highest rate of the respondents as in the table (53.6%) found that they usually face the difficulty of ambiguity and (46.4%) of the certified translators confirmed that ambiguity sometimes hinders the process of translation. Ambiguity definitely poses different problems in translating texts. Similarly, (50%) of the participants found that complex style usually affects the meaning and (32.1%) of them faced complex styles in some cases. Actually, complex style is regarded as a stumbling block before the process of translation. The low ratio (17.9%) referred to those who rarely come across the complex style in translation. In relation to the style of long sentences, (39.3%) of the translators frequently faced this difficulty because it

affects the product of translating. Likewise, (46.4%) of them said that long sentence sometimes causes a problem in translation. While (7%) of the responses did not encounter such difficulty at all. The possible reason is that it is very simple and easy for them to translate long sentence. The table also indicated that (39.3%) of the respondents asserted that the style of repetition in some cases distorts the meaning of the translated text and (25%) of them said that they suffer from repetition repeatedly, though (7%) of them disagreed with this opinion and said that repetition style is not a difficulty at all in translation. Another difficulty with the translation is that some of the participants (35.7%) usually encounter the difficulty of redundancy, and (28.6%) of them saw that redundancy can sometimes be a problem which affects the meaning. Thus, the translator resorts to variation rather than redundancy in his translation and that let him/her use certain translation strategies such as synonyms, near-synonyms, omission, paraphrase, modulation and expansion. (32.1%) said that the style of redundancy rarely hinders their translations.

#### 4. Writing Problems Encountered by Translators

The following table focuses on two types of writing difficulties, namely, punctuation marks and spelling problems. The results are as follows.

*Table 8: Writing Problems Encountered by Translators*

No.	Writing problem	Usually	%	Sometimes	%	Seldom	%	Never	%
1	Punctuation marks	7	25%	6	21.4%	10	35.7%	5	17.9%
2	Spelling problems	2	7%	7	25%	8	28.6%	11	39.3%

It was found from table (8) that (25%) of the sample agreed that translators frequently make punctuation errors during translating and (21.4%) of them sometimes face the

difficulty, though (35.7%) of the translators answered with 'seldom'. They think that punctuation errors even they happen, they do not affect the meaning in translation. The above table showed clearly that (17.9%) of the translators did not make punctuation errors. Concerning the second type of writing difficulties, it has been found that (39.3%) of the participants said that spelling problems never happen during translation. This is because spelling mistakes can be overcome nowadays by looking up the new vocabularies in the dictionaries or by using word processor program on computer. Such problems can be solved; spelling correction technology can be integrated in the automatic interface to the MT. On the other hand, the low ratio (7%) indicated that the translators often commit spelling mistakes during the process of translating and (25%) of them sometimes make spelling mistakes. They see that spelling mistakes can happen because not all translators are typists and using handwriting is essential. Even if the translator uses the computer to correct a spelling mistake, the computer will give correct choices, and the translator may choose an incorrect choice if he/she is not sure of the correct spelling.

### 5. Discourse Problems Encountered by Translators

In table (9) below, there is an attempt to shed light on the main discourse problems that occur frequently.

**Table 9: Discourse Problems Encountered by Translators**

No.	Discourse problem	Usually	%	Sometimes	%	Seldom	%	Never	%
1	Cohesion	8	28.6%	19	67.9%	1	3.5%	0	0%
2	Coherence	10	35.7%	16	57.1%	2	7%	0	0%
3	Ellipsis	5	17.9%	14	50%	9	32.1%	0	0%

As shown in table (9) above, all the participants faced discourse difficulties in translating from Arabic into English. It is obvious that most translators who constitute (67.9%) of the sample commit errors in terms of cohesion. They see that cohesive devices should be transferred to enhance the textual continuity of the ST and which will, in turn, sequentially contribute to the progression of making the text comprehension more efficient. However, there is only (3.5%) of them said that cohesion rarely constitutes a translation difficulty. Like cohesion, few translators (7%) showed that they seldom encounter the difficulty of coherence during translation, though most of them (57.1%) assured that lack of coherence occurs in some cases. Finally, (50%) of the answers saw that ellipsis sometimes poses an obstacle for the process of translation. In fact, ellipsis as a type of syntactic cohesion, it is used widely in English. However, in Arabic it is limited. Thus, its usage sometimes leads to an ambiguity in the text. (17.9%) of them also confirmed that some translators usually commit errors when they use ellipsis. While (32.1%) saw that only rarely one can face the difficulty of ellipsis. In translation, translators seem to use this ellipsis to avoid repetition and redundancy. Ellipsis is used to have economy in the text.

#### **Part (D)**

The final question in the questionnaire is (What are the causes that make translators commit errors during translating Arabic MA and PhD theses abstracts into English?). The purpose behind this question is to answer the second question of the research by investigating the major reasons that impede the process of translating theses abstracts into English. The following are the most important reasons:

*Table 10: Reasons of Translation Problems*

No.	Reasons of errors	Yes	%	No	%	Don't know	%
1	Lack of linguistic competence in both source language (SL) and target language (TL).	22	78.6%	4	14.3%	2	7%
2	Inadequate academic qualifications.	17	60.7%	7	25%	4	14.3%
3	Translators depend completely on machine translation (MT).	10	35.8%	12	42.8%	6	21.4%
4	Structural differences between languages.	26	92.9%	1	3.5%	1	3.5%
5	Lack of experience.	20	71.4%	5	17.9%	3	10.7%
6	Complexity of the SLT.	20	71.4%	5	17.9%	3	10.7%
7	Cultural differences between languages.	23	82.1%	4	14.3%	1	3.5%
8	Some words are not found in the TL.	24	85.7%	2	7%	2	7%
9	Translators are not specialized in specific fields/types of translation such as religious translation, technical translation, literary translation, etc.	23	82.1%	3	10.7%	2	7%

It is very clear from table (10) above that most of the answers (78.6%) agree with reason which is lack of linguistic competence in both SL and TL. This is because linguistic competence is a very important part in the act of communicating or translation (Chomsky, 1957). This finding is in line with Al-Sohbani & Muthanna's (2013) study which pointed out that the challenges of Arabic-English translation and vice versa are categorized into patterns: lexical knowledge insufficiency; inadequate knowledge and practice of grammar; little cultural backgrounds and inappropriate

teaching atmosphere. However, only (14.3%) of them did not agree with this reason and (7%) had no idea about the importance of linguistic competence for translator. It is also shown that (60.7%) of the translators said 'yes' for the reason of inadequate qualification. This reflects the crucial role of qualification and training in the quality of translation. While (25%) of them answered the question negatively and (14.3%) do not know about the importance of qualification. (42.8%) of the translators saw that MT does not cause translation problems. They found that MT is applied to increase and improve the speed of translation, and to reduce translation's cost. Conversely, (35.8%) of them saw that MT is one of the causes of translation problems and it should not be trusted when translating, for example, cultural expressions. For them, MT focuses only on the linguistic equivalents. The highest rate in the table (92.9%) considered the structural differences between languages the main cause of the translation problems. It is well-known that each language has its specific syntactic rules, elements, categories, and features. This variation causes many problems to some translators when they translate. However, only (3.5%) of the translators said that structural differences between languages do not lead to problems and errors in translation. It can be also seen in table (10) that (71.4%) of the translators found that inadequate experience and practice is a major source of translation errors. They think that experience and practice are important because they enrich their linguistic knowledge. Benfoughal (2010) emphasizes that the more the translator practices the more familiar with the second language he/she would be. Many translators see that practicing translation is more necessary than studying it in the universities and institutes. On the contrary, only (17.9%) said that translation problems are not caused by lack of experience and (10.7%) of them do not know about the influence of practice in translation. As shown in table (10), most of the responses that constitute

(71.4%) asserted that the ST complexity impedes translation progress. The complexity could be as a result of specialized language used in the text or the writer's style. Conversely, (17.9%) said 'No' and (10.7%) of them do not know about this reason. The percentage (82.1%) in table (10) above represented the participants of this study who see that the cultural differences between languages definitely cause problems in translation, i.e. lack of cultural background of the TL, according to the study participants, is one of the major reasons that harden the process of translation. for (14.3%) of the responses, cultural differences between languages do not cause translation problems. (85.7%) of the sample opted for 'yes' for the reason that some words are not found in the TL; they may have no linguistic equivalents and this in turn hinders the process of translation. (7%) of the translators saw that unavailability of equivalents for some words is not a reason. Regarding the last reason in table (10), almost the majority of the translators (82.1%) thought that unspecialized translator in specific fields is an important reason for making errors in translating abstracts. Specialized language raises terminology and contextualization problems such as religious and medical texts that require certain competence from the part of the translators in both SL and TL. However, (10.7%) of the translators said 'No' to this reason.

#### **4.4 Conclusion**

This chapter discussed some samples of MA and PhD Arabic-English translated theses abstracts on the basis of the most important categories of translation problems, i.e. syntactic problems, lexical problems, stylistic problems, writing problems and discourse problems. The analysis process showed that the translations of theses abstracts are full of errors and many translators encounter various problems while translating MA and PhD theses abstracts from Arabic into English. In addition,

in this chapter the questionnaire's answers were analyzed in tables with percentages and frequencies. It has become clear that the most frequent difficulties facing translators are lexical and stylistic problems. These problems can be related to the lack of sufficient linguistic and cultural knowledge of both English and Arabic languages.

## **Chapter Five**

### **Findings, Conclusions and Recommendations**

#### **5.1 Introduction**

This chapter will discuss the main findings of the obtained data by means of abstracts analysis and questionnaire and it will offer some recommendations for translators and universities. It also gives some suggestions for further research. As mentioned in chapter one, the study aims to investigate the problems and difficulties that face Yemeni translators during translating Arabic abstracts into English, find out the reasons that stand behind these difficulties and to suggest possible solutions that may help overcome translation problems.

#### **5.2 Findings Related to Types of Translation Problems**

To answer the first research question "What are the difficulties that encounter Yemeni translators while translating abstracts of MA and PhD theses from Arabic into English?", the results of analysis of the translated abstracts and questionnaire that were discussed in chapter four, indicated that there are many problems and difficulties the translators encounter while translating Arabic theses abstracts into English. The translators encounter syntactic problems, lexical problems, stylistic problems, writing problems and discourse problems.

The results obtained from the analysis of syntactic problems showed that translators face syntactic difficulties relating to translating verb (be), Subject-verb agreement, the change of word class, word order, incorrect use of preposition and translation into passive voice.

Regarding the lexical problems, the results of the analyzed examples uncovered many errors of various types. Such problems have been confirmed in table

(6). It is found that many respondents face lexical difficulties during translation from Arabic into English and this reflects insufficient linguistic competence on the part of translators.

With respect to stylistic problems, the results showed that translators failed in translating some texts of the abstracts, thus the products of their translations created some of stylistic problems such as long sentence, unnecessary omission, ambiguity, redundancy, etc. This means that some translators are not aware of the role played by the style in any aspect of language and meaning. In addition, table (7) confirmed the emergence of the stylistic difficulties. About half of the answers stated that they usually face the difficulties of style in translation. They failed in choosing suitable words, phrases and sentences in order to compose style. They, for example, misused the style of repetition and this in turn distorted the meaning, used long sentences without conjunctions and punctuation marks, they also used difficult and ambiguous styles. They used boring style by extra and unnecessary expressions.

The results of the samples and questionnaire showed that some of the translators have difficulties in punctuation marks and spellings, thus the examples analyzed in chapter four revealed that punctuation marks were ignored and misused in some texts. As a result, such examples lack the features of organization, clarity and easiness of understanding. Table (8) also demonstrated that few translators commit errors in terms of punctuation marks and spelling mistakes. They may utilize the technology of computer that helps them to correct the spelling mistakes automatically.

Additionally, it has been found that the results in chapter four stressed the discourse difficulties the translators face when translating Arabic abstracts. Such difficulties include cohesion and coherence problems. Therefore, the products of

some translated abstracts lack cohesion devices and the feature of coherence. According to table (9), all the translators (100%) have faced the problem of cohesion and coherence. In a word, by comparing the frequencies of tables (5,6,7,8,9 ), it can be concluded that the most frequent translation problems followed by translators were discourse problems, lexical problems and stylistic problems. Syntactic and writing problems, on the other hand, rarely take place. In this sense, translators did not give any importance to cohesion and coherence aspects and linguistic features. Finally, the results have shown that the translators misused some translation techniques such as transposition, transliteration and deletion. Further, through their translations, it has been found that they mainly tended to use literal translation that is in most cases not successful.

### **5.3 Findings Related to Reasons of Translation Problems**

The second research question was to investigate the reasons and causes that stand behind translation difficulties. Based on the results in table (10), the main reason of translation problems is the structural differences between languages. It has become clear that most of the errors made in the syntactic aspects result from the fact that some translators apply the syntactic rules of their native language. They generalize the rules lexically. It can be concluded that the majority of syntactic and lexical problems could be as a result of lack of linguistic and cultural competence in both languages and the absence of equivalent in the TL. It is worth mentioning that most authors of Arabic theses are not specialized in English so they usually recourse to other translators who are not well-qualified and inexperienced. They provide incorrect equivalents by resorting to Google translation that results in poor translation. Thus, lack of specialized translators and experience are of the fundamental reasons that impede the process of translation. From all the above

analysis, discussions, findings and conclusions, it can be said that the first three objectives of this study have been achieved and its hypothesis have been proved.

#### **5.4 Recommendations**

In order to answer the third question of the study "What are the possible solutions that might help Yemeni translators to overcome these problems?", the following recommendations are suggested in the light of the research findings:

##### **5.4.1 Recommendations for Universities (Departments of Higher Studies and Researches Supervisors)**

1. Translating abstracts should be paid more attention in the scientific and academic researches.
2. To answer the final question of the study, universities are supposed to have a team of specialized and professional translators. This team undertakes the process of translating these abstracts from Arabic into English and vice versa or at least revises the translated abstracts.
3. There should be independent departments for translation studies at universities for qualifying and training translators.
4. Universities are supposed to provide all the necessary references and specialized dictionaries in translation.

##### **5.4.2 Recommendations for Translators**

1. Translators should be competent in both languages linguistically and culturally.
2. It is advisable that translators should not depend only on one procedure with various words and sentences; rather they should adopt many techniques in order to avoid the problem of untranslatability.

3. Translators should decide which procedure is more appropriate and useful for translation according to the requirements of the text.
4. Translators of these abstracts are recommended to have a comprehensive idea about the research they are dealing with, therefore, they acquaint themselves with the whole text before translating.
5. Translators should render the main ideas and reflect the intended meaning of the original text.
6. In order to be in contact with the profession of translation, translators need to practice translation because through practicing translation, they come across a lot of new different strategies, expressions, and then become familiar with such diversity. In this particular respect, Mona Baker (1992: 2) says: "Needless to say, this type of theoretical knowledge is itself of no value unless it is firmly grounded in practical experience".
7. Since theses are of various types, i.e. scientific, social, legal, economic, religious, literary, etc, and each type has its specific nature and procedures, it is good if the translator majors in a specific field in translation to acquire most of the information relevant to this field, for example, in literary translation, medical translation, religious translation, commercial translation, etc.

### **5.5 Suggestions for Further Research**

The current study is a humble effort to give an account about the situation of translated abstracts of Arabic theses. It dealt with them from certain aspects, i.e. it tried to reveal the main prominent problems in translating abstracts. It has supported and added important points in the field of translation. It is a first step to deal with translating Arabic theses abstracts. However, it has not offered a general picture of the translation problems, their reasons and possible solutions. Thus, it suggests

investigating the other types of translation difficulties in separated study such as cultural problems. In addition, the selected sample included some types of MA and PhD theses in the sense that there are some other types of theses that need to be discussed in future researches for example medical theses abstracts. It also recommends analyzing the translation procedures used by translators when translating Arabic abstracts into English. Finally, it is suggested that translating these abstracts from English into Arabic language is a crucial issue, hence, it needs to be studied in a separate research.

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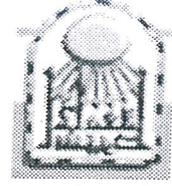
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# Appendices

## Appendix 1



جامعة أسيوط

كلية التجارة

قسم الاقتصاد

**دور السياسة النقدية في الاستقرار والتنمية**

**الاقتصادية في الجمهورية اليمنية**

دراسة ( نظرية - تحليلية - قياسية )

The Role of Monetary Policy In  
Stabilization And Economic Development  
In The Republic Of Yemen

قدمت هذه الدراسة استكمالاً لنيل متطلبات الحصول على

درجة دكتوراه الفلسفة في الاقتصاد

اعداد الطالب

**محمد ضيف الله القطابري**

**إشراف**

الأستاذ الدكتور

عبد النبي إسماعيل الطوخي

الأستاذ الدكتور

محمد إبراهيم منصور

ديسمبر ٢٠٠٦

## ملخص الدراسة

اسم الطالب: محمد ضيف الله علي القطابري/ مدرس مساعد بجامعة اب الجمهورية اليمنية

الدرجة العلمية: الدكتوراة من كلية التجارة - جامعة أسيوط

عنوان الرسالة: دور السياسة النقدية في الاستقرار والتنمية في الجمهورية اليمنية.

## المحتوى

تكونت الدراسة من مقدمة وستة فصول وخاتمة، تناولت المقدمة مشكلة الدراسة وأهميتها والهدف منها في حين تناول الفصل الأول عرضًا موجزًا لأهم النظريات والسياسات النقدية من خلال مباحث الأربعة، أما الفصل الثاني فقد تم خلاله استعراض أهم مؤشرات أداء الاقتصاد اليمني وبرامج الإصلاح الاقتصادي المنفذة في الجمهورية اليمنية، خلال الفترة (١٩٩٥ - ٢٠٠٤) كما تتناول الفصل الثالث من هذه الدراسة نشأة وتطور الجهاز المصرفي والمالي في اليمن حتى العام ٢٠٠٤م، وعالج الفصل الرابع من خلال مباحثه الأربعة دور السياسات النقدية في تحقيق الاستقرار الاقتصادي في الجمهورية اليمنية، في حين ركز الفصل الخامس من هذه الدراسة على الدور الذي لعبته السياسات النقدية في تحقيق التنمية في الجمهورية اليمنية، أما الفصل السادس فقد حلل السياسة النقدية في الجمهورية اليمنية بأسلوب قياسي خلال الفترة (١٩٩٠ - ٢٠٠٤)، وفي الأخير الخاتمة التي احتوت على مجموعة من النتائج التي توصل إليها الباحث وكان من أبرزها أن السياسات النقدية خلال فترة ما قبل برنامج الإصلاح الاقتصادي كانت غير فعالة في تحقيق أي من الاستقرار والتنمية في اليمن، أما بعد تطبيق برنامج الإصلاح فقد كان لهذه السياسات دورًا ملحوظًا حيث نجحت في تحقيق قدرًا جيدًا من الاستقرار الاقتصادي، إلا أنها لم تحقق الأهداف المتوخاة منها في الجانب التنموي، لذلك أنت التوصيات لتشدد على ضرورة تبني السياسات النقدية التي من شأنها تشجيع البنوك والمؤسسات المالية على جذب وتعبئة المدخرات وتوجيهها نحو الأعمال المنتجة بما يخدم التسريع بعملية التنمية.



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## Abstract

- Name of the student: *Mohamed Daif Allah Ali Alkatabri*  
Assistant professor in Rab University – Republic of Yemen .
- Scientific Degree: Doctorate from the Faculty of Commerce - Assiut University.
- Title of the Thesis: *The Role Of Critical Policy In Stability And Economic Development In The Yemeni Republic.*

## Content

The study consist of an introduction, six chapters and the conclusion.

- **The Introduction:** dealt with the problematic of the study, its importance and objective.

- **Chapter one** makes a brief presentation of the most important critical theories and policies deal with .

- **Chapter two** exposes the most important indicators of the performance of Yemeni economy and the components of the programs of economics reformation carried out in the Yemeni Republic.

- **Chapter Three** dealt with the history and development of Banking and Financial System in Yemen up till 2004.

- **Chapter Four** dealt with the role of critical policy in achieving the economic stability in the Yemeni Republic.

- **Chapter Five** focused on the role played by critical policies in achieving development in the Yemeni Republic.

- **Chapter Six** dealt with the critical policies in the Yemeni Republic applying an measurement model in the period (1998 - 2004).

- At last is the conclusions of the study and the main results that the researcher reached; the most important of which was assessing the effect of program on the economic stability and development in Yemen. It achieved a great deal of economic stability, but the expected objectives in the developmental aspect were not achieved to the policies adopted by the economic reform so, the recommendations focused on the necessity of adopting the policies that encourage the banks and the financial institutions to attracting and mobilize savings as well as guiding them to the productive activisms accelerate the process of development.





الجمهورية اليمنية  
وزارة التعليم العالي والبحث العلمي  
جامعة إب  
كلية الآداب  
قسم اللغة العربية

## تشابه الأطراف في القصص القرآني دراسة بلاغية في السور المنين

رسالة تقدم بها الطالب / طه أحمد عبد الغني مهدي  
إلى قسم اللغة العربية في كلية الآداب - جامعة إب  
وهي جزء من متطلبات الحصول على درجة الماجستير في اللغة العربية وآدابها

بإشراف الدكتور /

فوزي علي صويلح

١٤٣٥ هـ - ٢٠١٤ م

ملخص الرسالة باللغة العربية

تناول هذا البحث: ( تشابه الأطراف في القصص القرآني دراسة بلاغية في السور المئين ).

يهدف إلى تأصيل مفهوم تشابه الأطراف وتطوره، وانتظامه في القصص القرآني في السور المئين، على مستوى الآية والآيات في السورة الواحدة والسور المتعددة، وهو بذلك يكشف عن جانب من جوانب الإعجاز البلاغي في القرآن الكريم.

وقد جاءت خطة البحث مكونة في بنائها من مقدمة، وتمهيد، وثلاثة فصول، تقفها خاتمة.

أما المقدمة فقد حوت: أهمية الموضوع، وأسباب اختياره، وأهدافه، ومنهجه، والدراسات السابقة، والصعوبات التي واجهه الباحث، وخطة البحث.

وقد عرضت في التمهيد لمفهوم تشابه الأطراف ونشأته وسماته البديعية وأهميته، كما تناولت مفهوم القصص القرآني ومفهوم المئين.

أما الفصل الأول: فقد ركز على الظواهر البلاغية لتشابه الأطراف في القصص القرآني على مستوى الآية في السورة، سواء جاء بين ختام الآية وبدايتها عن طريق الفاصلة القرآنية، ورد العجز على الصدر، أو العكس بين بداية الآية وختامها بواسطة ظاهري التسهيم والمقابلة وكذلك بين ختام الآية وبداية الآية اللاحقة عن طريق اقتباس الركائز، والوصف، والتكرار، والمماثلة.

أما الفصل الثاني: فقد انصرف الحديث فيه إلى الظواهر البلاغية لتشابه الأطراف في القصص القرآني على مستوى الآيات في السورة، وانتظم تشابه الأطراف فيه من خلال براعة الاستهلال، وحسن التخلص، وحسن الختام، وتم اختيار قصة يوسف، وقصة إبراهيم في سورة الشعراء، كنماذج صالحة لهذه المقاربة، مع إجلالنا للقصص القرآنية الأخرى، وكذا انتظم تشابه الأطراف فيه من خلال التسويم والتحجيل، باعتبار أن التسويم مدخل من مداخل حسن الابتداء، والتحجيل مدخل من داخل حسن الختام، وتم اختيار قصة موسى والعبد الصالح، كنموذج صالح لهذه المقاربة.

أما الفصل الثالث: فقد تضمن مظاهر تشابه الأطراف في القصص القرآني على الآيات في السور، ومنها: الوجوه والنظائر في خواتم الآيات، وتعاور المفردات في خواتم الآيات، كالتقديم والتأخير، والذكر والحذف، وإيثار اسم على اسم، وفعل على فعل، وصيغة على صيغة، وغيرها، ثم انصرف الحديث إلى ظاهرة تشابه الأطراف في فواتح وخواتم القصص القرآني.

ثم قفلت البحث بخاتمة: اشتملت على أهم النتائج التي توصلت إليها من خلال البحث.

## Abstract

This research takes the party similarity in the quranic stories are rhetorical study in AL mueen suras .

It aims to consolidate the concept of the party similarity its development and regularity in the quranic stories in ALmueen suras at the Reved of the verse and the verses in the single sura and multi suras that reveal aspect of aspects of the rhetorical miracles in the Holy quran.

The rese urch plan is composed in its construction of introduction , smoothing , three chapters and conclusion.

The introduction is included the importance of the subject , reasons of its choice , its objectives , its method , the previous studies , the difficulties researcher taces and the research plan.

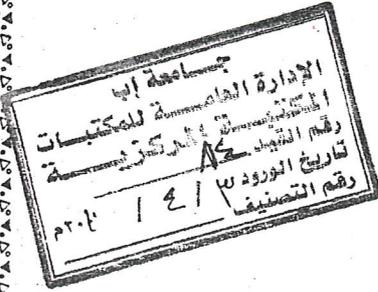
In the smoothing it is showed the con cept of the party similarity and its origin , alibdieih characteristics and its importance and it takes the concept of quranic stories and almueen concept.

The first chapter , It is tocased on the phenomena of the rhetorioal phenomenas of the party similarity in the quranic sitories at the level of the verse in the sura either between the verse end and its beginning through the quranic in terval and the report of the deficit on the chest or the opposite between the verse peginning and its end through the phenomenas of altseam and interview as well as between the verse end and beginning of the next verse through quotation pedestals, the description, the repetition and resemplance.

The second chapter The talk apout it was gone to the rhetorical phenomenas of the party similarity in the quranic stories at the level of the verses in sura and the party similarity in sura was regulated through the initialization ingenuity , the well \_ disposal and the well – end mozes story and Abraham story were chosen as good models of this approach , with gloritying the other quranic stories and also the party similarity was regulated in it through altoem and althadjil , Considering that AL tsoem was entrance of antrances of the well – beginning and AL thadjil was entrance of fntrances of the well – end, Moses story and the good servant werech osen as agood model ofthis opproac The third chapter, It is included the phenomeuas of the party similarity in the quraic stories at the level the verses in suras , including the meanings and the pronunciations in the terse ends and the similarity and the difference of vocabulary in the verse ends as the introduction , the delay , the mention and deletion , the preterence of the name of the name , the verb of the verb and the for mula of the for mula and others and the talk was gone to the phenomena of the party similarity in the beginnings and ends of the quranic stories.

The research was ended with the couision , It was included the most important results that were founded through the research.

المهارات العملية لمدرسي الأحياء في المرحلة  
الثانوية ومدى مراعاتها في برامج  
اعدادهم في كليات التربية  
في اليمن



اطروحة تقدمت بها

اروى اسماعيل محمد المقدم

إلى مجلس كلية التربية (ابن الهيثم) في جامعة بغداد  
وهي جزء من متطلبات درجة دكتوراه فلسفة في التربية  
(اصول تدريس العلوم - علوم الحياة)

## ملخص البحث

تشهد لجمهورية اليمنى نهور نهور شاملة فى جمىع مجالات الحىة ومنها المجال التربوى وتبذل جهود مكثفة لرفع المستوى العلمى وجعله متناسق مع متطلبات ذلك النهوض . إذ أجرى العدى من النراسات والبحوث فى مختلف جوانب العملية التربوىة ومن تلك النراسات ما يتعلق باعداد المدرسبن فهم اساس كل ندرم تربوى بىغىه أى شعب فى العالم . لذا فإن مسالة اعداد المدرس وتربىه تعد من المسائل بالغة الاهمىة بما فى ذلك مهاراته الاساسىة وخاصة فى المواد العلمىة ومنها مادة علم الاحىاء ، لأن ذلك يعطىنا ضمانة بأن المدرس سىؤدى رسالته و يقوم بواجبه و ينهض بالمسؤولىة المتقاة على عاتقه بكفاءة وإقتدار .

والدرسة الحالىة تحاول تسلىط الضوء على المهارات العلمىة التى بتوجب توافرها لدى مدرس مادة علم الاحىاء فى مدارس اليمن استناداً الى البرامج التى تقدم له فى كليات التربىة قبل تخرجه والمشكلة التى تعرضت لها هذه الدراسة تتمثل فى وجود فجوة كبرى بين مهارات ومتطلبات التدريس فى المرحلة الثانوىة وميزات ومتطلبات الاعداد فى الكليات فىما يخص الجانب العلمى من مقرر علم الاحىاء .

وقد يستهدف البحث الحالى تحقيق الاهداف الاتىة :

1. تحنىد المهارات العلمىة اللازمة لمدرسى الاحىاء فى المرحلة الثانوىة.
  2. التعرف على مدى تضمىن المهارات العلمىة اللازمة لمدرسى الاحىاء فى البرامج الخاصة باعدادهم.
  3. التعرف على مدى تغطية برنامج الاعداد فى كليات التربىة لمهارات مدرسى الاحىاء للمرحلة الثانوىة (كلىاً ، جزئياً ، عدم تغطىتها).
  4. اعداد نلىل إرشادى لمدرسى المرحلة الثانوى فى عدد من المهارات المغطية جزئياً و غير المغطية نهائياً فى برنامج اعدادهم فى كلية التربىة/ جامعة صنعاء.
- ولتحقق هذه الاهداف تم القيام بعدد من الاجراءات شملت بناء قائمة بالمهارات العلمىة تتضمن (67) مهارة وقد تحقق صدقها الظاهرى بعرضها على مجموعة من الخبراء ذوى الاختصاصات المهنىة والاكادىمىة لإبداء آرائهم بأهمىة هذه المهارات على وفق مقياس ثلاثى (مهمة جداً - مهمة - أقل أهمىة).
- وقد اعتمدت المهارات التى لها وسط مرجح (2,00) فاكثر، وبذلك بلغ عددها (48) مهارة كونت القائمة التى تم تحليل برامج الاعداد فى ضوئها . كما اعتمد المنهج الوصفى (إسلوب تحليل المحتوى) ، و(المفردة) كوحدة للتحليل.

ولمعرفة مدى تغطية برنامج الاعداد للمهارات العملية تغطية (كلية ، جزئية ، غير مغطاة) تم تحنيد الخطوات المؤدية الى تحقيق كل مهارة ثم عرضت على عدد من الخبراء يمثلون مختلف الاختصاصات في علوم الحياة لأبداء رأيهم في تلك الخطوات ، وإجراء مقابلات مع مدرسي العملي في قسم علوم الحياة في كلية التربية في جامعة صنعاء لتحديد نسب التغطية لكل مهارة .

من خلال تلك الاجراءات توصلت الدراسة الى النتائج الآتية :

١. إحتواء برنامج الاعداد على (٣٦) مهارة من مجموع (٤٨) مهارة لازمة لمدرسي علم الاحياء للمرحلة الثانوية .

٢. تم تغطية (١٣) مهارة في برنامج الاعداد تغطية كلية شكلت نسبة ( ٢٧,٠٨%) من المهارات اللازمة .

٣. تم تغطية (٥) مهارات في برنامج الاعداد تغطية جزئية شكلت نسبة ( ١٠,٤٢%) من المهارات اللازمة.

٤. اما المهارات غير المغطاة فقد بلغت (١٨) مهارة شكلت نسبة ( ٣٧,٥%) من المهارات اللازمة ، بالإضافة الى (١٢) مهارة لم ترد ضمن برنامج الأعداد .

وفي ضوء هذه النتائج قدم البحث عدد من التوصيات كان من ابرزها : العمل على رفع مستوى مدرسي علم الاحياء عن طريق إكسابهم المهارات العملية ذات العلاقة بتخصصاتهم وذلك بواسطة برامج ودورات تدريبية تُعد لهذا الغرض. كذلك ضرورة العمل على توثيق وتوحيد المفردات العملية المعتمده في برامج الاعداد لجميع الاقسام العلميه في كليات التربية في اليمن. كما اوصى بوضع خطوات إجرائية مناسبة لتحقيق كل مهارة من اجل ضمان الارتقاء بالمهارات العملية الاساسية .

وقدم البحث جملة من المقترحات منها :

اجراء دراسة لتقويم مدى تمكن طلبة كليات التربية - أقسام علوم الحياة من المهارات العملية ذات الاهمية العالية واللازمة لمدرسي علم الاحياء .

كما قامت الباحثة باعداد نموذج لدليل ارشادي لمدرسي المرحلة الثانوية في عدد من المهارات غير المغطاة و المغطاة جزئياً تضمن الهدف الخاص، و الاغراض السلوكية، والمحتوى، والانشطة الاضافية.

***The Practical Skills for  
Teachers of Biology at the Secondary  
Stage and The Extent of  
Their Consideration in Programs of  
Their Preparation in the Colleges of  
Education of Yemen***

**A dissertation Submitted to the Council of the College of Education  
Bin-Elhatham-Baghdad University in Partial Fulfillment of the Requirements for  
Ph.D. Degree in Education of Teaching Science-Biology**

*By*

*Arwa Ismail Muhammad*

*Abi-Mukdam*

1419 H.

1999 P.C.

## ***Summary of the Research***

Republic of Yemen is witnessing today, an overall rising at all areas of life, among which the educational field. Intensified efforts are exerted to raise the scientific level, and making it consistent with the requirements of that rising. Where a number of researches and studies have been conducted on different aspects of the educational process.

Among those studies were ones that are relevant to teachers education, since they are the foundation for every educational progress that are sought for by any nation through out the world.

Therefore the question of educating and training the teacher is crucial, especially his basic skills, and more specifically his skills in science subjects, among which biology. That is because such training of teachers will certainly make us assured that the teacher will carry out his message and perform his obligations and shoulder his responsibility competently and accurately.

The present study attempts to shed light on the practical skills that a teacher of biology in the Yemen secondary schools, should be acquainted with on the basis of the programs offered to him by the colleges of education before his graduation.

The problem proposed by this study represent an assumption that a gap is attested between skills required for teaching at secondary schools and skills required by the colleges as far as the practical aspect of biology is concerned.

### *Objectives of the Research:*

1. Identifying the skills required for teachers of biology, at secondary level.
2. Getting acquainted with the extent to which the practical skills required for teachers of biology, are included in the programs of their preparation.
3. Getting acquainted with the effect of coverage of the programs of the colleges of education to the skills of biology teachers at secondary level (totally, partially or not covering).
4. Preparing a counseling guide for a number of skills that are partially covered, or not covered at all in the programs of preparing teachers of biology, at the secondary stage.

In order to carry out these objectives,

A number of procedures have been taken which included:

Constructing a list of practical skills consisted of (67) skills, the face reliability of which has been verified through exposing them to a number of experts in the academic and professional fields to express their views concerning the importance of these skills according to a three level scale (very important-important-less important).

The researcher adopted a skill, which have weight mean (2.00) and more. Thus the number of skills amounted to (48), which constitute the skills by which the analysis of programs preparation will be made. The descriptive methodology content analysis was adopted, and the item as a unit for analysis.

For the purpose of getting acquainted with the extent to which the preparation program has covered the practical skills (totally-partially-not covered), steps have been taken that lead to achieving every skill, then they were exposed to a number of experts representing different fields at the college of Education-University of Sana'a, so that they way express

their views concerning those steps. Interviews were arranged with teachers of the practical aspect of the field in the Department of Biology at the College of Education-University of Sana'a to define the percentage of coverage to each skill.

Through those procedures, the study arrived at the following findings:

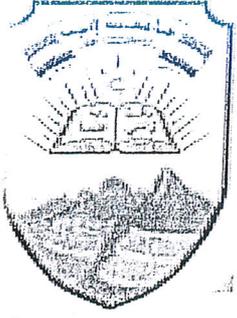
1. The preparation program contains (36) skills out of the total of (48) skills required for teachers of biology at the secondary level.
2. (13) Skills of the preparation program have been covered completely, which constitutes a percentage of (27.08 %) of the required skills.
3. (5) Skills in the preparation program have been covered partially which constitutes (10.42 %) of the required skills.
4. As for the skills that are not covered. They numbered (18) skills, constituting a percentage of (37.5 %) of the required skills, in addition to (12) skills, which have not been mentioned within the preparation program.

In the light of these findings, a number of recommendations have been presented, among which are: raising the level of biology teachers through their acquisition of practical skills relevant to their field of specialization by exposing them to programs and training courses organized for this purpose.

It was also recommended for laying down operational steps appropriate to achieve each skill for the purpose of raising the quality of the basic practical skills.

A number of suggestions were also made, among which are:

- Conducting study to evaluate the extent of mastery of college of location student.
- Department of biology in practical skills of high quality required for teachers of biology.



## رثاء الأُم في الشعر العربي

(دراسة موضوعية - فنية)

رسالة تقدم بها الطالب /حمود نعمان سلطان

إلى مجلس قسم اللغة العربية في كلية الآداب - جامعة إب

وهي جزء من متطلبات الحصول على درجة الماجستير في اللغة العربية وآدابها.

بإشراف الأستاذ الدكتور / طاهر سيف المختلفي

٢٠١٤م

١٤٣٥هـ

## ملخص الرسالة

هدفت هذه الرسالة إلى دراسة رثاء الأم في الشعر العربي دراسة موضوعية فنية وصفية تحليلية تعتمد على تتبع رثاء الأم تاريخياً ودراسة خصائصه الموضوعية والفنية بدءاً من الجزئيات وانتهاء بالعموميات.

وقعت الدراسة في مقدمة وتمهيد وأربعة فصول وخاتمة، عرّضت المقدمة لأهمية الموضوع وأسباب اختياره والمنهج المتبع في الدراسة والصعوبات التي واجهت الباحث وأخيراً الهيكل العام للدراسة، وتناول التمهيد مفهوم الرثاء لغة واصطلاحاً ونشأته وتطوره.

أما الفصل الأول فقد تناول المعاني التقليدية في شعر رثاء الأم، ومنها معاني الحزن والمعاني الدينية، وكذا التجديد في المعاني، ومنها التجديد في معاني الزمان والقبر والتفاوت بعلو مقام الأم، وأن الأم في الشعر الحديث صارت رمزاً للوطن أو المستقبل وقد تكون لتداعي الذكريات.

وأما الفصل الثاني فقد تناول اللغة الشعرية بشقيها المعجم والنسيج، وقد شمل أسرار التركيب اللغوي المتمثل في الربط بأنواعه.

وأما الفصل الثالث فقد تناول الصورة الشعرية في قصائد رثاء الأم مفردة ومركبة وكلية.

وأما الفصل الرابع فقد تناول الموسيقى الداخلية والخارجية في شعر رثاء الأم القديم منه والحديث.

توصلت الدراسة إلى جملة من النتائج أهمها أن شعر رثاء الأم وليد العصر العباسي وازدهر في العصر الحديث، وأن هذا النوع من الشعر تناول معاني الرثاء العامة مثل الحزن والبكاء والقيم الدينية كما امتزج بغيره من الأغراض مثل الوصف والفخر، كما توصلت الدراسة إلى أن الصورة جاءت تعبيراً عن فقد الأم وأثر ذلك على نفسية الشاعر، وأخيراً توصلت الدراسة إلى تميز شعر رثاء الأم كسائر شعر الرثاء بالصدق الفني الذي يمثل انعكاساً للألفاظ المعبرة والصور العميقة والنسيج المحكم.

وانتهت الدراسة بخاتمة ذكرت فيها أهم النتائج والتوصيات.

## Summary

This thesis aims to study the poetry of mother's lament as a part of Arabic poetry using the descriptive analysis. The analyses depends on follow the historical growing of mother's lament and study its objective characteristics starting from partial access to the generalities.

This study contains introduction, preclusion, four chapters and conclusions. The introduction offered the importance of the subject, the reasons for the choice, the approach, the difficulties and general frame of this study. The preclusion contains the definition of lamentation, its early stages, emergence, evolution and trends.

The first chapter has dealt with the meanings in the poetry of lamentation both traditional and modern meanings. The traditional meanings include the meaning of grief and meanings of religious whereas the modern meanings include mother as a symbol of the nation or the future. It may be a renewal in the meaning of time, the tomb and optimism highly serves as the mother position, or the opening of the poem complacent and delivery.

The second chapter examines the poetic language in both its lexicon and weaving (link).

The third chapter examines the poetic image in lament poems of mothers as single, compound or a whole.

The fourth chapter deals with internal and external music in the ancient and modern lament poetry of mothers.

The main results of this study can be summarized as follows:

- the poetry of mother's lament is born in the ABBASIAN era and grown in the modern era.
- This type of poetry includes the general meanings of lament such as sadness, crying and religious values as well as it combines with other poetry purposes like description and pride.
- The poetry images result from mother loses and its effect on the poet sole and both the single and compound images were basics for the whole images.
- the poetry of mother's lament was characterized by truthfulness and honesty that reflected on emotionless articulations, deepest images and the compact contexture.

Finally, this study has been ended with summarized the main conclusions and recommendations.



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## **The reality of school health services in general education school Ibb Governorate, from the standpoint of educational leaders**

### **A letter of introduction :**

Thesis submitted to the Department of Administration and the origins of Education , Faculty of Education Ibb Complementing the requirements for obtaining a master's degree in education Industry management and supervision of educational

**The preparation of the student /  
Abdullah Mohammed Ali Hazza**

**Supervision**  
**D / Mohamed Ahmed lutf al Jaufi**  
Dean of Academic Affairs University  
Professor of Management and Educational Supervision  
Ibb University College of Education

## Abstract

The goal of current research to identify the reality of school health services in general education schools province in August from the standpoint of educational leadership , and through the answer Alsalin who come : -

- What is the reality of school health services in general education schools province in August ?

- Is there a statistically significant due to the differences in the research variables , namely: sex, qualification , career level , years of experience , geographic location ?

And the research community from all health Supervisors and managers of basic schools , government and secondary schools in all districts and the province 's ( 1324 ) find one of them (67) caretakers

The research sample consisted of 220 individuals from supervisors Asahan and generating schools , has been chosen randomly simple way of (8) districts , according to private so titrated

For the purpose of data and information to search the collection : The researcher used a tool of the questionnaire type , prepared by the construction and then ensure validity and reliability , has included 58 items distributed on four areas : health services, health education , and the field of school health of the environment , and the field mental health

Regarding the analysis of field data for research , the researcher used the Pearson correlation coefficient, and the equation of Alpha Krumbach , and averages and standard deviations , and samples t- test and analysis of variance unilateral

**After the process of statistical analysis of research data , it was the most important research results reached by the researcher as follows : -**

- 1- that the reality of school health services in government public education Ibb governorate schools for all four fields , the field of health services , health education , the area of the school environment, health , mental health from the perspective of educational leaders, the average level , as it happened on the arithmetic mean (2 0.6607 ) , and standard deviation (0.615060 ) .
- 2- The fact that the application field of the school environment in the government general education schools in August province 's health was moderately , as it happened on the SMA ( 3.1279 ) , and standard deviation ( 0.602890 ) .
- 3- The fact that the application field of mental health in the public schools of general education province in August was too weak , as it happened on the SMA ( 2.5607 ) , and standard deviation ( 0.746400 ) .
- 4- The fact that the application field of health education in the government general education schools province in August was too weak , as it happened on the SMA ( 2.5363 ) , and standard deviation ( 0.822310 ) .
- 5- that the reality of school health services, schools, government public education province in August was too weak , as it happened on the SMA ( 2.3884 ) , and standard deviation ( 0.698060 ) .
- 6- There were no statistically significant differences at ( $\alpha = 0,05$ ), between the responses of the research sample to the reality of school health services, schools, government public education province in August , according to the research variables , namely: - sex, qualification , career level , years experience, geographic location.

The researcher concluded to a number of recommendations and suggestions in this regard.



قسم : الإدارة وأصول التربية  
تخصص : إدارة وإشراف تربوي

الجمهورية العربية السورية  
وزارة التعليم العالي والبحث العلمي  
جامعة إب  
عمادة الدراسات العليا والبحث العلمي  
كلية التربية - إب

## واقع خدمات الصحة المدرسية في مدارس التعليم العام بمحافظة إب من وجهة نظر القيادات التربوية

رسالة علمية مقدمة :

إلى قسم الإدارة وأصول التربية بكلية التربية جامعة إب استكمالاً لمتطلبات

الحصول على درجة الماجستير في التربية

تخصص إدارة وإشراف تربوي

إعداد الطالب /

عبدالله محمد علي هزاع

إشراف

أ.د. / محمد أحمد لطف الجوفي

عميد الشؤون الأكاديمية بالجامعة

أستاذ الإدارة والإشراف التربوي

كلية التربية - جامعة إب

## ملخص البحث

هدف البحث الحالي إلى التعرف على واقع خدمات الصحة المدرسية في مدارس التعليم العام بمحافظة إب من وجهة نظر القيادات التربوية، وذلك من خلال الإجابة عن السؤالين الآتيين:-

- ما واقع خدمات الصحة المدرسية في مدارس التعليم العام بمحافظة إب ؟
- هل توجد فروق ذات دلالة إحصائية تعزى لمتغيرات البحث وهي: الجنس، المؤهل العلمي، المستوى الوظيفي ، سنوات الخبرة، الموقع الجغرافي؟

وتكون مجتمع البحث من جميع المشرفيين الصحيين ومديري المدارس الاساسية، والثانوية الحكومية في جميع مديريات المحافظة، والبالغ عددهم(1324) فردا منهم (67) مشرفا صحيا . وتألفت عينة البحث من (220) فردا من المشرفين الصحيين ومديري المدارس، وقد تم اختيارهم بالطريقة العشوائية البسيطة من (8) مديريات ، وفقا لمعايير خاصة بذلك

ولغرض جمع البيانات والمعلومات الخاصة بالبحث : استخدم الباحث أداة من نوع استبانة ،قام بإعدادها وبنائها ومن ثم التأكد من صدقها وثباتها ،وقد اشتملت على(58) فقرة موزعة على أربعة مجالات : مجال وسائل الصحة والسلامة، ومجال التنقيف الصحي، ومجال صحة البيئة المدرسية، ومجال الصحة النفسية.

وفيما يتعلق بتحليل البيانات الميدانية الخاصة بالبحث ، استخدم الباحث معامل ارتباط بيرسون ، ومعادلة الفا كرومباخ، والمتوسطات الحسابية والانحرافات المعيارية، والاختبار التائي وتحليل التباين الأحادي.

وبعد عملية التحليل الإحصائي لبيانات البحث، كان من أهم النتائج التي توصل اليها الباحث ما يلي:-

- 1- أن واقع خدمات وسائل الصحة المدرسية في مدارس التعليم العام الحكومي بمحافظة إب لجميع مجالاتها الأربعة، مجال وسائل الصحة والسلامة ، مجال التنقيف الصحي، مجال صحة البيئة المدرسية، مجال الصحة النفسية من وجهة نظر القيادات التربوية كان بالمستوى المتوسط، إذ حصل على المتوسط الحسابي(2,6607)، والانحراف المعياري(0,61506).
- 2- أن واقع تطبيق مجال صحة البيئة المدرسية في مدارس التعليم العام الحكومي بمحافظة إب كان بدرجة متوسطة، إذ حصل على المتوسط الحسابي(3,1279)، والانحراف المعياري(0,60289).

3- أن واقع تطبيق مجال الصحة النفسية في مدارس التعليم العام الحكومي بمحافظة إب كان بدرجة ضعيفة، إذ حصل على المتوسط الحسابي (2,5607)، والانحراف المعياري (0,74640).

4- أن واقع تطبيق مجال التنقيف الصحي في مدارس التعليم العام الحكومي بمحافظة إب كان بدرجة ضعيفة، إذ حصل على المتوسط الحسابي (2,5363)، والانحراف المعياري (0,82231).

5- أن واقع مجال وسائل الصحة والسلامة بمدارس التعليم العام الحكومي بمحافظة إب كان بدرجة ضعيفة، إذ حصل على المتوسط الحسابي (2,3884)، والانحراف المعياري (0,69806).

6- لا يوجد فروق ذات دلالة إحصائية عند مستوى ( $\alpha=0,05$ )، بين إجابات أفراد عينة البحث تجاه واقع خدمات الصحة المدرسية بمدارس التعليم العام الحكومي بمحافظة إب، وفقاً لمتغيرات البحث وهي: - الجنس، المؤهل العلمي، المستوى الوظيفي، سنوات الخبرة، الموقع الجغرافي.

وقد خلص الباحث إلى جملة من التوصيات والمقترحات بهذا الصدد

Republic of Yemen  
The Ministry of Higher Education  
and Scientific Research  
Ibb University  
On behalf of Graduate Studies  
and Scientific Research



College of Education - Ibb  
Department of Psychological  
and Educational Sciences  
Educational and Psychological  
Counseling Division

**Level of social intelligence to Ibb  
University student who belonging and  
not belonging to political parties**

**Thesis from**

**Student : Belal Dahan Abdullah Al-Duais**

**To Educational Faculty Council - Ibb University – to to obtain  
a master's degree in psychological and educational sciences  
specialization( psychological and educational counseling)**

**Under the supervision of**

**Dr.Yousef Al- Shoga'a**

**Headmaster of educational and psychological department**

**2016 AD. – 1437 AH.**

# Abstract

Title ( Level of social Intelligence to Ibb University Student who belonging and belonging to the (Political Parties )

Aim to know about level of social intelligence students of Ibb University .

- To know about statistician differences at level ( 0.05) in level of social intelligence according to exchanging " Human kind , specialization , political affiliation" and It has been selected 200 students include research variables and the researcher build a measure of social intelligence consisting of (55) clauses distributed on two sides : " ability of dealing with others that consists of (36 ) clauses ,and another side : behavior skill in social attitude consists of (19) clauses .The measure was applied after the confirmation of its sincerity and stability , then researcher treated data by using ( T .Test ) to pattern and research of community for two patterns .The researcher found the following results:
  - The level of social intelligence of Ibb University students above average
  - There are no differences in the level of social intelligence, according to the variables (human kind, specialty, political affiliation )
  - There are differences at the level of( $\alpha=0.05$ ) between the average sample answers of the pattern in side of " ability to deal with others, according to the variable of specialization and in favor of humanitarian specialization "
  - There are differences at level ( $\alpha=0.05$ ) in side of behavior skills in social attitudes according to variable of specialization and in favor of of scientific specialization
    - Researcher Recommendations :
      - The need to develop social intelligence skills among students since childhood
      - Activating the role of the psychological and educational Counseling Center in Ibb University.
      - The researcher has proposed the following:
        - Conducting a similar study on all Yemeni universities
        - Conducting a similar study at the secondary schools



# مستوى الذكاء الاجتماعي لدى طلبة جامعة إب المنتمين وغير المنتمين للأحزاب السياسية

رسالة مقدمة من الطالب

بلال دحان عبد الله الدعيس

إلى مجلس كلية التربية إب جامعة إب - استكمالاً للحصول على درجة الماجستير في العلوم

النفسية والتربوية تخصص (إرشاد نفسي وتربوي)

إشراف

د. / يوسف عبده الشجاع

١٤٣٧هـ - ٢٠١٦م

## ملخص الدراسة باللغة العربية

عنوان البحث ( مستوى الذكاء الاجتماعي لدى طلبة جامعة إب المنتمين وغير المنتمين للأحزاب السياسية ) هدف البحث الحالي إلى التعرف على مستوى الذكاء الاجتماعي لدى طلبة جامعة إب ، كما هدف إلى التعرف على دلالة الفروق الإحصائية عند مستوى (0,05) في مستوى الذكاء الاجتماعي وفقاً للمتغيرات " النوع الإنساني ، التخصص ، الانتماء السياسي " ، وقد تم اختيار عينة قصدية قوامها (200) طالباً وطالبة شملت متغيرات البحث .

وقام الباحث ببناء مقياس للذكاء الاجتماعي يتكون من (55) فقرة موزعة على مجالين هما : مجال القدرة على التعامل مع الآخرين ويتكون من (36) فقرة .

ومجال مهارة التصرف في المواقف الاجتماعية ويتكون من (19) فقرة ، وقد تم تطبيق المقياس بعد التأكد من صدقه وثباته ، ثم قام الباحث بمعالجة البيانات باستخدام الاختبار التائي (T. test) لعينة ومجتمع البحث والاختبار التائي لعينتين متساويتين ، وتوصل البحث الحالي إلى النتائج التالية :

- مستوى الذكاء الاجتماعي لدى طلبة جامعة إب أعلى من المتوسط .
  - لا توجد فروق في مستوى الذكاء الاجتماعي وفقاً للمتغيرات " النوع الإنساني ، التخصص ، الانتماء السياسي " .
  - توجد فروق ذات دلالة إحصائية عند مستوى دلالة (0.05=α) ، بين متوسط اجابات أفراد عينة البحث الحالي في مجال : القدرة على التعامل مع الآخرين وفقاً لمتغير التخصص ولصالح التخصص الإنساني .
  - توجد فروق ذات دلالة إحصائية عند مستوى دلالة (0.05=α) ، بين متوسط اجابات أفراد عينة البحث الحالي في مجال : مهارات التصرف في المواقف الاجتماعية وفقاً لمتغير التخصص ولصالح التخصص العلمي .
- وقد أوصى الباحث بالآتي :
- بضرورة تنمية مهارات الذكاء الاجتماعي لدى الطلاب منذ الطفولة .
  - تقديم الدعم المالي لمركز الإرشاد النفسي والتربوي ليقدم خدماته المختلفة .
- كما اقترح الباحث بالآتي :
- إجراء دراسة مماثلة على جميع الجامعات اليمنية .
  - إجراء دراسة مماثلة على المدارس الثانوية .



## درجة توفر متطلبات تطبيق الإدارة الإلكترونية في جامعة أسيوط من وجهة نظر القيادات الأكاديمية والإدارية

رسالة ماجستير مقدمة إلى قسم الإدارة وأصول التربية  
استكمالاً للحصول على درجة الماجستير في التربية / إدارة وإشراف تربوي

إعداد الطالبة:

نهى عبدا لله على اسكندر

إشراف:

أ.د/ عبد الرقيب السماوي

أستاذ الإدارة التخطيط التربوي المشارك

كلية التربية / جامعة تعز

## ملخص البحث

هدف البحث الحالي إلى التعرف على درجة توفر متطلبات تطبيق الإدارة الالكترونية في جامعة إب من وجهة نظر القيادات الأكاديمية والإدارية كما هدف الي معرفة ما اذا كان هناك فروق دالة إحصائياً عند مستوى دلالة (0,50) في تقدير افراد العينة لدرجة توفر متطلبات تطبيق الإدارة الالكترونية في جامعة إب تعزى لمتغيرات (الكلية - المؤهل العلمي - الوظيفة -الخبرة في الحاسوب - سنوات الخبرة ) .  
و لتحقيق أهداف البحث تم استخدام المنهج الوصفي المسحي كما تم استخدام الاستبانة كاداه لجمع البيانات والمعلومات ،والتي تكونت من (41) ،فقرة توزعت على اربعة مجالات هي : المتطلبات الادارية (14) فقرة

المتطلبات البشرية (10) فقرات

المتطلبات التقنية (11) فقرة

المتطلبات المالية (6) فقرات

وبعد التأكد من صدق الأداة وثباتها ،تم تطبيقها على جميع أفراد مجتمع البحث من القيادات الأكاديمية والإدارية في جامعة إب والبالغ عددهم (116) فرداً ، استجاب منهم (108) افراد فقط بنسبة (93%) وهي نسبة عالية وكافية لتعميم النتائج  
ويعد جمع البيانات وتحليلها إحصائياً بواسطة برنامج الحزم الإحصائية للعلوم الاجتماعية SPSS باستخدام الأساليب الإحصائية المناسبة مثل المتوسطات الحسابية ، والانحرافات المعيارية ، واختبار T.test لعينتين مستقلتين ، واختبار تحليل التباين الاحادي ( ONE WAY ANOVA ) .

وتوصل البحث إلى النتائج التالية :

- إن درجة توفر متطلبات تطبيق الإدارة الالكترونية في جامعة إب جاءت قليلة بوجه عام اذ بلغ المتوسط الحسابي لدرجة التوفر (2,22) .
- إن درجة توفر المتطلبات الإدارية لتطبيق الإدارة الالكترونية في جامعة إب جاءت قليلة بوجه عام ، إذ بلغ المتوسط الحسابي لدرجة التوفر في

هذا المجال (2,37) ،وقد حازت على المرتبة الأولى من حيث درجة التوفر .

- إن درجة توفر المتطلبات البشرية لتطبيق الإدارة الالكترونية في جامعة إب جاءت قليلة ايضاً ، إذ بلغ المتوسط الحسابي لدرجة التوفر في هذا المجال (2,20) ، وقد حازت على المرتبة الثانية من حيث درجة التوفر

- إن درجة توفر المتطلبات التقنية اللازمة لتطبيق الإدارة الالكترونية في جامعة إب جاءت بدرجة قليلة ايضاً ، إذ بلغ المتوسط الحسابي لدرجة التوفر في هذا المجال (2,13) ، وقد حازت على المرتبة الثالثة من حيث درجة التوفر .

- إن درجة توفر المتطلبات المالية اللازمة لتطبيق الإدارة الالكترونية في جامعة إب جاءت بدرجة قليلة ايضاً ، حيث بلغ المتوسط الحسابي لدرجة التوفر في هذا المجال (2,06) ، وقد حازت على المرتبة الاخيرة من حيث درجة التوفر .

- عدم وجود فروق ذات دلالة احصائية عند مستوى دلالة (0,05) في تقدير افراد العينة لدرجة توفر متطلبات تطبيق الإدارة الالكترونية في جامعة إب تعزى لمتغيرات (الكلية - المؤهل العلمي - الوظيفة - الخبرة في الحاسوب - سنوات الخبرة )

Republic of Yemen  
The Ministry of Higher Education and  
Scientific Research  
IBB University  
Faculty of Education  
Dep. of assets and educational  
administration



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**The degree Provides application requirements of electronic  
management in IBB University from the perspective of  
academic and administrative leadership**

A master thesis submitted to the department of assets and educational  
administration, faculty of education, IBB University in partial fulfillment of the  
requirements for the degree of master in education, majoring in business  
administration and educational supervision

By:

Nuha Abdullah Ali Askandr

Supervisor: Prof. Dr. Abdullaqeeb Alsamaoy

A Professor of administration and Educational Planning, participant

Faculty of education, Taiz University

2014-2015

## Abstract

The research aims to identify the degree to provide requirements of the electronic administration application in IBB University from the perspective of academic and administrative leaders. It also aims to find out whether there were significant differences statistically at the level of significance (0.05) in the estimation of the sample members. And degree provides requirements of electronic administration application in IBB University, which are belonged to female beneficiaries (college - Educational Qualification - job - Experience in Computer - years of experience).

To achieve the objectives of the research approach was used descriptive survey. As the management of questionnaire was used for all data and information, which consisted of (41) items, they were distributed to five areas: administrative requirements (14) item, human requirements (10) items, and technical requirements (11) item, the financial requirements (6) items.

After confirming the validity of the tool and its persistence, it has been applied to all members of the research community of academic and administrative leaders in IBB University. Their numbers were one hundred and sixteen members. One hundred and eight of them have responded only by (93) percent. It is a high and sufficient percentage to disseminate the results.

After the data is collected and analyzed statistically by statistical package program (spss) and appropriate statistical methods such as averages of calculations, standard professions and test (t.resr) to set its independency, the selection and analysis of variance (One WAY ANOVA) come the research into the following results:

The degree that provides requirements of application of the electronic administration in IBB University come few generally, where it reached the arithmetic average of the degree of availability (2:22).

The degree that provides the administrative requirements for the application of electronic administration in IBB University generally come few, Where it reached the arithmetic average for the degree of availability in this field (2.37). They have won the first rank in terms of availability.

The degree that provides the essentials humanity requirements for the application of the electronic administration in IBB University also come few, where the arithmetic average reached into the degree of availability in this field (2.20). They have had the second rank in terms of availability.

The degree that provides the essentials technical requirements for the application of the electronic administration in IBB University also come few, where

the arithmetic average reached into the degree of availability in this field (2.13). They have had the third rank in terms of availability.

The degree that provides the essentials financial requirements for the application of the electronic administration in IBB University also come few, where the arithmetic average reached into the degree of availability in this field (2.06). They have had the fourth and last rank in terms of availability.



جامعة دمشق  
كلية الاقتصاد  
قسم المحاسبة

**دور الرقابة الشاملة على القطاع الحكومي في تحقيق  
الإصلاح المالي والإداري في الجمهورية اليمنية  
(دراسة تحليلية))**

*The role of comprehensive control over governmental  
sector in achieving the financial and administrative  
reformation in the Republic of Yemen  
(Analysis Study)*

أطروحة مقدمة لنيل درجة دكتوراه فلسفة في المحاسبة

بإشراف  
الأستاذ الدكتور في قسم المحاسبة  
بكلية الاقتصاد جامعة دمشق

**بطرس ميالة**  
ومشاركته  
الأستاذ المشارك في قسم المحاسبة والمراجعة  
بكلية التجارة والاقتصاد بجامعة صنعاء

**عبيد شريم**

إعداد

**وهيب عبد العزيز الحبشي**

2013م

1434هـ

## الملخص

دور الرقابة الشاملة على القطاع الحكومي في تحقيق الإصلاح المالي والإداري في الجمهورية اليمنية  
((دراسة تحليلية))

إعداد/ وهيب عبد العزيز الحبشي

بإشراف

د/ عبيد شريم

أ.د/ بطرس ميالة

هدفت هذه الدراسة إلى بيان دور الرقابة الشاملة في تحقيق الإصلاح المالي والإداري في الجمهورية اليمنية، بغرض تفعيل عملية الإصلاحات وترجمتها على أرض الواقع بما يكفل تحقيق الغاية المنشودة منها، وذلك من خلال إظهار العلاقة التي تربط الرقابة الشاملة بالإصلاح المالي والإداري، ولأجل ذلك تم صياغة مشكلة الدراسة وفرضياتها وأهدافها بشكل مترابط يحقق الفائدة من هذه الدراسة بحيث تعبر النتائج والتوصيات التي تم التوصل إليها عن ما سعت إليه هذه الدراسة، ومن هذا المنطلق تم تقسيم الدراسة إلى عدة مراحل هي :

- تم بناء مقدمات الدراسة وتقديمها في إطار متكامل على أنها الحلول التي اعتمدت عليها الدراسة والتي سيتم اختبارها، فتم التعرض لتغيرات الدراسة المستقلة والتابعة، وبما يتناسب وأهداف الدراسة .
- تم بيان واقع الحال لعملية الإصلاح في اليمن وتقييمها، وهو ما مكن من الوقوف على أوجه القصور وأهم المتطلبات الكفيلة بضمان فعالية الإصلاح، والخاصة بدور الرقابة الشاملة من حيث أنها الوسيلة التي يتطلبها برنامج الإصلاح لضمان فعاليته .
- تم جمع البيانات والمعلومات اللازمة ببقية محاور الدراسة وتحليلها، من خلال استخدام القياس الكمي لآراء واتجاهات أفراد عينة الدراسة بشأنها، وذلك من خلال تصميم استمارة استبيان لتحقيق هذا الغرض .
- تم ربط النتائج التي تم التوصل إليها بالمقدمات التي تم بناؤها، ومن ثم تحليل العلاقة بين الرقابة الشاملة والإصلاح المالي والإداري.

وقد خلصت الدراسة إلى مجموعة من النتائج منها :

- إن الرقابة الشاملة بأبعادها المختلفة تعد الوسيلة التي تكفل تحقيق وتطبيق الإصلاح المالي والإداري، إذ إن غيابها في اليمن أدى إلى عدم فعالية جهود الإصلاح في مجملها .
  - إن الرقابة الشاملة بأبعادها المختلفة تعد أداة يتم من خلالها الإصلاح المالي والإداري.
  - إن الرقابة الشاملة ممثلة بالجهاز الأعلى للرقابة تعد المدخل الأنسب الذي يتولى متابعة تحقيق الإصلاح المالي والإداري، وذلك لامتلاكه من المقومات ما يضمن فعالية الإصلاح، إذ أن الاعتماد على أجهزة الحكومة في اليمن لتولي متابعة الإصلاح لم يحقق النتائج المرجوة، بل وحاجة وزارة المالية ووزارة الخدمة المدنية للإصلاح بذاتها .
- وفي ضوء النتائج التي تم التوصل إليها تم تقديم بعض التوصيات .



## Abstract

The role of comprehensive control over governmental sector in achieving the financial and administrative reformation in the Republic of Yemen

((Analysis Study))

The Student

Wahib Abdul Aziz Al Hubaishi

Supervised by:

Prof. Dr.

Boutrous Maiala

Dr.

Obeed Shoream

This study aimed to indicate the role of comprehensive control in achieving the financial and administrative development in the Republic of Yemen, for the purpose of activating the process of reformation and translate it into the real life to ensure achieving its main objective, by showing the strong relationship between the comprehensive control and the financial & administrative development. For achieving that the problem, hypotheses and the objectives of the study has been formulated coherently to achieve the goal of this study through reflecting the outcome and recommendations that have been reached to the purpose of this study. In order to achieve that the study has been divided into several stages as follows:

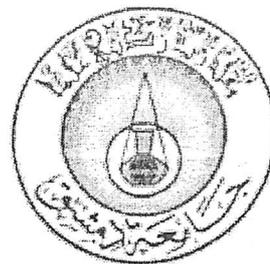
- Introductions of study has been built and presented in an integrated framework as representing the solutions adopted by the study, which will be tested, and was subjected to independent and subsidiary study variables, and commensurate with the objectives of the study.
- The statement of real situation about reformation process in Yemen has been taken and evaluated, which enabled to realise the shortcomings and the most important requirements to ensure the effectiveness of the reformation, in terms of the role of comprehensive control as it is the way that has been requested by reformation program to ensure its effectiveness.
- The data and the necessary information to the rest axes of study was collected and has been analysed, through the use of quantitative measurement of the views and attitudes of the study samples through designing a questionnaire form for this purpose.
- The results that have been reached were linked to the introductions of study that was built, then the relationship between the comprehensive control and financial and administrative reformation has been analysed.

The study has concluded a range of results, including:

- The comprehensive control with its various dimensions is the means by which ensuring the achievement and implementation of financial and administrative reformation, on the other hand the absence of implementing it in Yemen lead to the ineffectiveness of the reformation efforts.
- The comprehensive control with its various dimensions is a tool through which the financial and administrative reformation is being implemented.
- The comprehensive control represented by the high authority for controlling is the appropriate gateway which is following up achieving the financial and administrative reformation, because it has the ingredients which ensure the effectiveness of the reformation. Even though depending on governmental agencies in Yemen to follow up the reformation did not achieve the desired results. Rather than that, the ministries of finance and civil services need first to be reformed.

Through the results that have been reached, some recommendations have been provided.

*Damascus University  
Economics Faculty  
Accounting Department*



*The role of comprehensive control over governmental sector in  
achieving the financial and administrative reformation in the  
Republic of Yemen  
(Analysis Study)*

*A Thesis Submitted for Fulfillment of the Doctor  
Degree of Philosophy in Accounting*

*By  
Wahib Abdul Aziz Al-hubaishi*

*Supervision  
Prof. Boutrous Maiala                      Dr. Obeed Shoream*

*2013 A.C.*

*1434 A.H.*

الدراسات العليا  
قسم العلوم النفسية والتربوية



بمهورية اليمنية  
جامعة اب  
كلية التربية

مستوى الاكثاب وعلاقته بمفهوم الذات الجسدي لدى المعاقين  
بصرياً بمدينة اب

رسالة تقدم بها الطالب



ابراهيم محمد مسعد الحداد

إلى مجلس كلية التربية جامعة اب  
كجزء من متطلبات نيل درجة الماجستير في العلوم النفسية والتربوية  
تخصص (إرشاد نفسي وتربوي)

باشراف

د/ مهدي صالح هجرس

١٤٣٤هـ - ٢٠١٢م

## مأخص الدراسة

مستوى الاكتئاب وعلاقته بمفهوم الذات الجسدي لدى المعاقين بصريا بمدينة إب

هدف البحث الحالي إلى التعرف على :

- ١- مستوى الاكتئاب لدى المعاقين بصريا بمدينة إب .
- ٢- الدلالة الإحصائية للفروق في مستوى الاكتئاب لدي المعاقين بصريا بمدينة إب وفقا للمتغيرات التالية.
  - أ- نوع الإعاقة البصرية (كلية - جزئية).
  - ب-الجنس (ذكور - إناث).
  - ج- المستوى التعليمي (دون الثانوية - ثانوية)
- ٣- مستوى مفهوم الذات الجسدي لدي المعاقين بصريا بمدينة إب .
- ٤- الدلالة الإحصائية للفروق في مستوى مفهوم الذات الجسدي لدى المعاقين بصريا بمدينة إب وفقا للمتغيرات التالية :
  - أ- نوع الإعاقة البصرية (كلية - جزئية).
  - ب-الجنس (ذكور - إناث).
  - ج- المستوى التعليمي (دون الثانوي - ثانوي).
- ٥- العلاقة بين مستوى الاكتئاب ومستوى مفهوم الذات الجسدي لدى المعاقين بصريا بمدينة إب .

كما تضمن البحث مجموعة من الفرضيات هي :

  - ١- لا توجد فروق ذات دلالة إحصائية عند مستوى دلالة ، (٠ ،٠٥) بين المتوسط المحسوب والمتوسط الفرضي في إجابات أفراد عينة البحث الحالي على مقياس الاكتئاب .
  - ٢- لا توجد فروق ذات دلالة إحصائية عند مستوى دلالة ، (٠ ،٠٥) في إجابات أفراد عينة البحث الحالي على مقياس الاكتئاب وفقا للمتغيرات التالية :.
    - أ- نوع الإعاقة البصرية (كلية - جزئية) .
    - ب-الجنس (ذكور - إناث) .
    - ج- المستوى التعليمي (دون الثانوي - ثانوي) .
  - ٣- لا توجد فروق ذات دلالة إحصائية عند مستوى دلالة ، (٠ ،٠٥) بين المتوسط المحسوب والمتوسط الفرضي في إجابات أفراد عينة البحث الحالي على مقياس مفهوم الذات الجسدي

٤- لا توجد فروق ذات دلالة إحصائية عند مستوى دلالة (٠,٠٥) في إجابات أفراد عينة البحث الحالي على مقياس مفهوم الذات الجسدي وفقا للمتغيرات التالية :

أ- نوع الإعاقة البصرية ( كلية - جزئية ).

ب- الجنس (ذكور - إناث).

ج- المستوى التعليمي (دون الثانوي - ثانوي).

٥- توجد علاقة دالة إحصائية عند مستوى دلالة (٠,٠٥) بين درجات المعاقين بصرياً في مقياس للاكتئاب ودراجاتهم في مقياس مفهوم الذات الجسدي لدى عينة البحث الحالي وبالعكس .

وقد تكونت مجتمع الدراسة من (٥٦) طالباً وطالبة من المعاقين بصريا من المدارس والجمعيات الخاصة بهم بمدينة إب للعام الدراسي (٢٠١٢-٢٠١٣) تم اختيارهم بطريقة قصديه لكونهم محدودى العدد وفق مجموعة خصائص هي ( الجنس - المستوى التعليمي - نوع الإعاقة)

وقد استخدم الباحث في الدراسة الحالية أداتين هما :

١- مقياس "بيك" للاكتئاب ، تعريب إبراهيم عبد الستار والمكون من واحد

وعشرين مجموعة وأعاد الباحث تكيفه على البيئة اليمنية

٢- مقياس مفهوم الذات الجسدي من أعداد سمير منصور (٢٠٠٥) تم تكيفه

على البيئة الفلسطينية والمصرية ، المكون من ثلاثون فقرة ،

ولقد أعاد الباحث تكيفه على البيئة اليمنية للتأكد من صدق وثبات

المقياسين ، وإمكانية استخدامهما لتحقيق ما وضعا له .

ولتحقيق من أهداف البحث استخدم الباحث في المعالجة الإحصائية عدد من الأساليب

وهي : (التكرارات والنسب المئوية واختبار T.Test، وتحليل التباين و المتوسطات الحسابية

معامل ارتباط بيرسون ومعادلة جتمان ومعامل ارتباط الفا كرونباخ)

وقد توصل البحث الى النتائج الآتية :

١- أن المعاقين يعانون من الاكتئاب ولكن من النوع المتوسط والخفيف .

٢- لا يوجد هناك اختلاف بين الذكور والإناث في مستوى الاكتئاب.

٣- لا يوجد هناك اختلاف بين المستوى التعليمي ثانوي ودون الثانوي في مستوى

الاكتئاب .

- ٤- لا توجد فروق ذات دلالة إحصائية عند مستوى دلالة (٠,٠٥) في إجابات أفراد عينة الدراسة بين نوعي الإعاقة جزئية - كلية .
- ٥- أن المعاقين يعانون من نقص في مفهوم الذات الجسدي.
- ٦- لا يوجد هناك اختلاف بين الذكور والإناث في مستوى مفهوم الذات الجسدي
- ٧- لا يوجد هناك اختلاف بين المستوى التعليمي ثانوي ودون الثانوي في مستوى مفهوم الذات الجسدي
- ٨- وجود علاقة قوية بين مستوى الاكتئاب ومفهوم الذات الجسدي لدى المعاقين بصريا وفي ضوء هذه النتائج فقد خلص الباحث إلى تقديم بعض التوصيات أهمها :
- ١- بناء برامج إرشادية لتخفيف الاكتئاب لدى الطلبة بمستوياتهم الدراسية المختلفة .
  - ٢- بناء برامج إرشادية لتنمية مفهوم الذات الجسدي عند المعاقين بصريا
  - ٣- تشجيع دور المرشد والمعالج النفسي في المؤسسات التعليمية لمساعدة المعاقين بصريا على التخلص من الاكتئاب وزيادة مفهوم الذات عند المعاقين بصريا .
  - ٤- تنظيم ندوات ودورات من قبل وزارة التربية والتعليم للتعرف على الطرق المناسبة للتخلص من الاكتئاب وبرامج رفع مستوى مفهوم الذات لدى طلبة المدارس الخاصة بالمعاقين بشكل خاص وأفراد المجتمع بشكل عام .

of Yemen  
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Higher Studies  
Department of Psychological  
And Educational Sciences

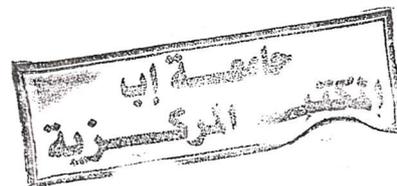
# The level of depression and its relationship to the physical self - concept with the visually impaired in Ibb City

A Paper Presented by Student :  
Ibrahiim Mohammad Mosseid Alhadadda

To the Board of Education Faculty, Ibb University  
As a part of Requirements for Master Degree in the psychological  
and Educational Sciences  
Specialization (Psychological and Educational Guidance)

Supervised by:  
Professor Mahday Salah Hagarass

1434 - 2013



## Summary of the study

### **" the level of depression and its relationship to the physical self - concept with the visually impaired in Ibb "**

**The Current research aims to identify the :**

1 - level of depression among visually impaired in Ibb.

2 - the statistical significance of the differences in the level of depression among the visually impaired in Ibb and in accordance with the following variables:

A - the type of visual impairment (general - partial ) .

B - Humanitarian kind ( male - female ) .

C - the educational level ( without secondary school – with secondary school

3) - The level of physical self-concept among visually impaired in Ibb .

4 - the statistical significance of differences in levels of physical self-concept with the visually impaired in Ibb and in accordance with the following variables :

a - kind of visual impairment ( general - partial ).

B - Humanitarian kind ( male - female ) .

C - educational level ( without secondary school- with Secondary school ).

5 - The relationship between the level of depression and level of physical self-concept to the visually impaired in Ibb.

**The research also included a set of hypotheses :**

1 - There are no statistically significant differences at the level of significance , ( 05 , 0 ) between the average calculated and hypothesized average in the answers of the current research sample on a scale of depression .

2 - There are no statistically significant differences at the level of depression scale and in accordance with the following variables :

- The type of visual impairment (general - partial ) . - Humanitarian Type ( males - females ) . - Educational level ( without secondary school-with Secondary school ).

3 - There are no statistically significant differences at the level of significance , ( 05 , 0 ) between the average calculated and hypothesized average with the answers of the current research sample on a scale of physical self-concept .

4 - There are no statistically significant differences at the level of significance , ( 05 , 0 ) in the answers of the current research sample on a scale of physical self-concept and in accordance with the following variables : - ,

the type of visual impairment ( general- partial ) . - Humanitarian Type ( males - females ) . - Educational level ( without secondary school – with secondary school ).

5 - There is a statistically significant relationship at the level of significance ( 0.05 ) between the scores of the visually impaired in the

scale of depression and their scores in the scale of physical self-concept among a sample current research and vice versa.

The study sample consisted of 56 students from the school visually impaired and their associations in August for the academic year ( 2012-2013 ) were selected in a deliberate manner because they are unidentified according to a set number of characteristics are ( age - education - Type of disability ) the researcher used two tools in the current study they are :

1 - Scale " Beck " for depression , translated by Ibrahim Abdul Sattar , consisting of twenty-one groups , the researcher re- adapted it to the environment of Yemen

2 - measure of self-concept physical numbers Samir Mansour (2005) has been adapted to the Palestinian and Egyptian environment, consisting of thirty paragraphs , the researcher has re-adapted it to the environment of Yemen to ensure validity and reliability of scales , and the possibility of their use to achieve what they have been used for.

To achieve the objectives of the research the researcher used in the statistical treatment of a number of methods , namely: ( frequencies, percentages and test T.Test, and analysis of variance , and the arithmetical averages Pearson correlation coefficient , and Spearman Brown, and the equation of Jetman , and the correlation coefficient alpha Cronbach )

**The researcher has reached to the following results :**

- 1 - the disabled suffer from depression , but kind of medium and light .
- 2 - There is no difference between males and females in the level of depression.

3 - There is no difference between the secondary education level and without secondary in the level of depression .

4 - That the disabled suffer from a lack of physical self-concept.

5 - There are no differences between males and females in the level of physical self-concept

6 - There is no difference between the secondary education level and without secondary levels of physical self-concept

7 - and there is a strong relationship between the level of depression and physical self-concept to the visually impaired

**In the light of these results , the researcher concluded to provide some of the most important recommendations :**

1 - building outreach programs to alleviate depression in students with different academic levels .

2 - Building outreach programs for the development of physical self-concept for the visually impaired

3 - To promote the role of counselor and therapist in educational institutions to help the visually impaired to get rid of depression and to increase self - concept for the visually impaired .

4 – To organize seminars and courses by the Ministry of Education to identify appropriate ways to get rid of depression and programs raise the level of self - concept among the students of schools for the disabled in particular and members of the community in general.



## الملخص باللغة العربية

تُعاني اليمن من عجز الإنتاج المحلي من السلع الغذائية الرئيسية عن مواكبة زيادة الاستهلاك المحلي منها ، مما أدى إلى زيادة الاستيراد منها سنوياً ، وهذا بدوره أدى إلى زيادة الفجوة الغذائية وانخفاض نسبة الاكتفاء الذاتي باستمرار .

وتهدف هذه الدراسة إلى تقدير دوال الطلب والعرض لهذه السلع من خلال معرفة العوامل المؤثرة على الإنتاج والاستهلاك ، ومن ثم التنبؤ بالإنتاج والاستهلاك لهذه السلع وقياس الفجوة الغذائية للتعرف على حجم المشكلة .

توصلت الدراسة إلى المساحة المزروعة تعتبر العامل الرئيسي المعنوي المؤثر على إنتاج القمح والذرة الشامية والشعير والبطاطس والبقوليات والخضروات والفاكهة ، كما ظهر التأثير المعنوي للعمالة الزراعية على إنتاج الذرة الشامية والبقوليات والزيتون ، وقد كان لرأس المال المستثمر تأثير معنوي على إنتاج الشعير والخضروات واللحوم الحمراء والأسماك والبيض واللحوم البيضاء والحليب ، ولم يكن للسعر الحقيقي في السنة السابقة تأثير معنوي إلا على إنتاج الشعير .

وتوصلت الدراسة إلى أن الدخل المعبر عنه بالنتائج المحلي الإجمالي الحقيقي يعتبر العامل الرئيسي المعنوي المؤثر على استهلاك الأرز والبطاطس والبقوليات والخضروات والسكر والزيتون واللحوم الحمراء والبيض والأسماك والحليب السائل ، كما كان للإنفاق الاستهلاكي النهائي الخاص تأثير معنوي على استهلاك الحبوب والقمح والفاكهة ، فيما لم يكن لعدد السكان تأثير معنوي إلا على استهلاك الحبوب ، ولم يكن للسعر الحقيقي تأثير معنوي إلا على استهلاك الزيتون .

وتوصلت الدراسة إلى أن السلع التي ستحقق فائض خلال عام ٢٠٠٠ هي الخضروات، بينما السلع التي تزيد النسبة فيها عن ٧٥٪ هي الفاكهة ، بينما السلع التي تزيد فيها النسبة عن ٥٠٪ وتقل عن ٧٥٪ هي البطاطس والبقوليات واللحوم الحمراء والأسماك ، والسلع التي تزيد النسبة فيها عن ٢٥٪ وتقل عن ٥٠٪ هي الحبوب واللحوم البيضاء والحليب ، والسلع التي تقل فيها النسبة عن ٢٥٪ هي القمح والزيتون والبيض .

توصلت الدراسة إلى نتيجة ذات مؤشر سلبي على مستقبل الأمن الغذائي في اليمن ، حيث انخفضت مساحة الحبوب بحوالي ١٥٦ ألف هكتار خلال فترة الدراسة ، كما

انخفضت مساحة البقوليات بحوالي ٤٧ ألف هكتار ، كما انخفضت نسبة الاكتفاء الذاتي للحبوب من ٥٨٪ في ١٩٨١ إلى ٢٩٪ في ١٩٩٦ ، كما لم تزد نسبة الاكتفاء الذاتي من القمح إلا بحوالي ١,٢٪ خلاف فترة الدراسة ، وبالتالي ستبقى اليمن مستوردة للحبوب خلال المرحلة القادمة .

توصلت الدراسة إلى أن نسبة الاكتفاء الذاتي من اللحوم الحمراء والبيضاء والأسماك والبيض قد زادت بشكل كبير من حوالي ٧٤٪ ، ٢٢٪ ، ١٠٠٪ ، ٣٦٪ عام ١٩٨١م إلى حوالي ٩٧٪ ، ٧٢٪ ، ١٥٦٪ ، ٩٦٪ على التوالي عام ١٩٩٦م ، وهذا مؤشر إيجابي لنسب الاكتفاء الذاتي من مجموعة الإنتاج الحيواني .

وتوصلت الدراسة إلى أن الإنتاج سيتزايد لجميع السلع باستثناء الزيوت واللحوم الحمراء والبيضاء فإن إنتاجها سيتناقص خلال السنوات القادمة حتى عام ٢٠١٠ ، لكن هذه الزيادة في الإنتاج ستبقى متدنية مقارنة بالزيادة الحاصلة في الاستهلاك ، وبالتالي فإن الفجوة الغذائية لهذه السلع ستزيد وستنخفض نسب الاكتفاء الذاتي منها كذلك ما عدا الخضروات والفاكهة والتي سترتفع نسبة الاكتفاء الذاتي منها لتصل إلى حوالي ١١٠٪ عم ٢٠٠٠ ، و ١٠٧٪ عام ٢٠١٠ للخضروات ، وحوالي ٩٥٪ عام ٢٠٠٠ ، و ١٠٩٪ للفاكهة عام ٢٠١٠م .

وأوصت الدراسة بما يلي: التأكيد على استخدام الأساليب العلمية الحديثة في الزراعة لرفع إنتاجية الهكتار لتعزيز دور البحوث والإرشاد لخدمة هذه الغاية.

وضع استراتيجية وطنية للحد من تناقص المساحة المزروعة بالحبوب والبقوليات ، ورفع نسبة الاكتفاء الذاتي منها.

وكذلك زيادة نسبة الاستثمارات في القطاع الزراعي ، خاصة في قطاع الثروة الحيوانية والذي سيؤدي إلى رفع نسبة الاكتفاء الذاتي لهذا القطاع ، والحد من مشكلة ارتفاع معدلات النمو السكاني ، ومحاولة تغيير النمط الاستهلاكي للسكان .

## Abstract

The Republic of Yemen suffers from a deficit in the local production of basic foodstuffs, which is incompatible with their local consumption; and this led to an increase in the import of them, this also in turn increased constantly the food gap and reduced the self-sufficiency ratio.

Therefore, this study intends to estimate supply and demand Functions for such foodstuffs by detecting the factors which affect production and consumption and later on by predicting the production and consumption of such foodstuffs and also by measuring the food gap in order to realize the size of the problem.

The study attains the following:

The cultivated area, time, productivity of last year and rainfalls are considered as the basic factors influencing the considered crops, while the capital invested in agriculture is regarded as the basic factor which has an influence upon the total animal production in addition to agricultural.

The population and time represent the basic factors affecting the consumption of different considered products; while the real total local product which is indicative of the income was considered the basic factor which influenced the consumption of total animal production.

While the real prices affected only potatoes, oils and fats, the expenditure influence appears only on liquid milk and sugar. While the comparative prices did not have any influence upon consumption.

The rate of growth in the consumption of cereals (as group), wheat, corn, beans, eggs and oil were greater than the averages of growth in production; while they were less with the rest of the other groups.

The rate of the growth in the areas assigned for wheat, barley, fruit and vegetables were increasing in creasing rate, while they were decreasing with cereals, potatoes, corn and beans during the time of the study.

The rates of the growth in the food gap of cereals, wheat, corn, beans, liquid milk and rice were increasing, while decreasing with the other groups.

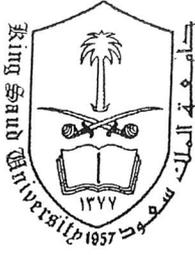
The rates of the growth in the self-sufficiency ratio related to cereals, corn, beans and oils were decreasing, while increasing with other groups.

The goods which will be of surplus during the years 2000, 2005, 2010 include barley, fruit, potatoes and fish; while the products whose self-sufficiency ratio is more than 75% include red meat and while meat, the good whose self-sufficiency ratio in more than 50% and less than 75% include corn, vegetables, liquid milk and eggs, and the goods whose self-sufficiency ratio is more than 25% and less than 50% include cereals and beans, the goods whose self- sufficiency ratio is less than 25% include wheat and oils.

The study reached to a conclusion which has a passive indication of food security future in Yemen, where the area of cereals reduced by 156,000 hictare during the study period, and the area of beans reduced by 47,000 hictare. Also the self-sufficiency ratio of cereals reduced from 58% in 1981 to 29% in 1996, and the self-sufficiency ratio of wheat increased only by 1.2% during the study period, and consequently Yemen will keep on importing cereals during the next stage.

The study recommended the outlining of an import and storage policy in the long run in order to avoid the periodical influences of fluctuations in the world production of cereals. It also recommended drawing a national strategy in order to put an end to the reduction in the area cultivated with cereals, beans and to increase their of self-sufficiency ratio.

Finally the study recommended the increase in the investments in agricultural sector and reduce the problem of the increase in population growth rate. It also recommended to change the consumption pattern of the population and increasing the interest of the livestock sector for the purpose of increasing the self-sufficiency ratio to greater extent.



المملكة العربية السعودية

وزارة التعليم العالي

جامعة الملك سعود - عمادة الدراسات العليا

كلية العلوم - قسم الكيمياء

تصميم وتحضير عائلة مبتكرة من معقدات البلاتيوم (II) مع  
متصلات الفوسفين والنيتروجين وبدونها لتحفيز تفاعل الربط  
المتقاطع

**Design and Synthesis of Novel Family of Palladium(II)  
Complexes with/ without P-N Ligands as Efficient for  
Palladium-Catalyzed Cross-Coupling Reactions**

قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير

في قسم الكيمياء - كلية العلوم - جامعة الملك سعود

إعداد طالب الدراسات العليا

نبيل بن أحمد بن قاسم الزقري

إشراف

المشرف المساعد

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المشرف الرئيس

د. إسماعيل خليل وراذ

1430هـ - 2009م

## ملخص الرسالة

هدفت الرسالة إلى تحضير مجموعة من الحافزات المحتوية على البلاديوم (II) مع متصلة الفوسفين من جهة، ثم معقدات البلاديوم (II) المحتوية على متصلة النتروجين، ثم بعد ذلك تحضير المعقدات المحتوية على البلاديوم (II) مع الفوسفين والأمين معاً، ولقد خضعت هذه المعقدات الجديدة إلى العديد من القياسات الفيزيائية والكيميائية المتوفرة منها مثل القياسات الطيفية (IR, NMR, UV) وكذلك القياسات الحرارية (Tg, DTA) وقياس حيود الأشعة السينية بطريقة البلورات X-ray Crystallography.

ومن ثم توجيه هذه المعقدات الجديدة في الطور المتجانس في تفاعل هيك Heck Reaction كحافزات فاعلة وانتقائية باستخدام مذيب ملائم نحو ربط مركبات عضوية معاً بالرابطة الكربونية الأحادية، والتي تسمى بتفاعل الربط المتقطع والمعروف باسم Cross-Coupling Reactions.

كذلك تم تحضير نوع جديد ومبتكر من النانو بلاديوم في ظروف اختزالية ملائمة، حيث تم استخدام العديد من القياسات المختلفة منها (IR, SEM, TEM, XRD, PSA) وذلك لإثبات تكون حبيبات نانو بلاديوم.

شملت هذه الدراسة خمسة فصول:

### الفصل الأول:

تضمن هذا الفصل مقدمة عامة عن المركبات التناسقية، معقدات المربع المستوي، و الطرق العامة لتحضير المركبات التناسقية، تلتها مقدمة عن عنصر البلاديوم وموقعه في الجدول الدوري ووجوده في الطبيعة وخصائصه ونشاطه الكيميائي ومركباته، كما تضمن هذا الفصل المسح الأدبي للدراسات السابقة، والهدف من الرسالة.

## الفصل الثاني:

عني هذا الفصل باستعراض الجزء العملي الذي تضمن قائمة للمواد الكيميائية المستخدمة في الرسالة (الملح المستخدم، المتصلات، المذيبات). كذلك تناول هذا الفصل الطرق المتبعة في تحضير هذه المعقدات.

## الفصل الثالث:

في هذا الفصل تم عرض النتائج ، ومن ثم مناقشتها اعتماداً على الخلفية النظرية لهذه النتائج، فتم إجراء تحليل هذه المعقدات المحضرة باستخدام القياسات الطيفية ( $IR, ^1H-NMR, ^{13}CNMR, ^{31}P-NMR, UV-Vis$ ) والقياسات الحرارية (التحليل الحراري الوزني  $Tg$ ، والتحليل الحراري التفاضلي  $DTA$ ) والتحليل العنصري الدقيق وكذلك قياس حيود الأشعة السينية بطريقة البلورات  $X-ray Crystallography$ .

## الفصل الرابع:

أحتوى هذا الفصل دراسة إضافية، حيث انقسم إلى قسمين: القسم الأول تطبيقات على تفاعل هيك والدورة التحفيزية لتفاعل هيك وخطواتها، ومن ثم إجراء تفاعل هيك واستنتاجاته، والقسم الثاني من هذا الفصل حول تطبيقات النانو من حيث (أشكال النانو- طرق تحضيرها). ومن ثم تحضير نانو بلاديوم من معقد  $Pd(OAc)-PAN$  بعد ذلك تم تحليله بواسطة عدة قياسات منها ( $IR, SEM, TEM, XRD, PSA$ ).

## الفصل الخامس:

تضمن هذا الفصل الخلاصة العامة لهذه الدراسة والتوصيات.

## Summary letter

Two neutral families of palladium(II) complexes were made available, using dinitrogen and diphosphine ligands individually, another family of dicationic palladium(II) complexes were prepared by coupling both diamine and diphosphine ligands to produce the complexes with general formula  $[\text{PdN}_2\text{P}_2]^{+2}$ .

These complexes were characterized by several physical tools such as NMR, IR, UV-Visible, TG, DTA and EA, which confirmed the expected structure of the desired complexes.

Selected number of these complexes were tested as Heck catalysts in DMF and basic media.

These complexes in general revealed a good degree of catalyzing C-C cross coupling at mild condition, number of factors which may effect the reaction were determined to figure out the best conditions.

One of the colored complexes Pd(OAc)-PAN was subjected to microwave radiation in the presence of suitable reduction condition in order to prepare nano palladium particle.

Palladium(0) nanoparticle formation was confirmed by XRD, TEM, SEM, IR, UV-Visible and PSA. Which formed to be around 10 nm practical size.

بسم الله الرحمن الرحيم



الجمهورية اليمنية  
جامعة تعز  
نيابة الدراسات العليا والبحث العلمي  
كلية التربية  
قسم علم النفس التربوي

فاعلية برنامج سلوكي في تعديل سلوك أطفال الروضة  
المضطربين بتشتت الانتباه وفرط النشاط الحركي في  
مدينة تعز

ملخص أطروحة دكتوراه

مقدمة من الطالبة

ليلي يوسف كريم المرسومي

إلى

قسم علم النفس التربوي - كلية التربية - جامعة تعز

وهي جزء من متطلبات الحصول على درجة دكتوراه فلسفة في التربية

علم النفس التربوي/تخصص رياض الأطفال

إشراف

المشرف المشارك

الأستاذ المشارك الدكتورة

خديجة احمد السياغي

كلية التربية/جامعة تعز

المشرف الرئيسي

الأستاذ الدكتور

قبيل كودي حسين

كلية الآداب/جامعة تعز

١٤٢٩هـ - ٢٠٠٨م

## ملخص البحث

يعد اضطراب تشتت الانتباه المصحوب بفرط النشاط الحركي من الاضطرابات السلوكية الشائعة بين الأطفال في عمر ما قبل المدرسة، ويتضمن هذا الاضطراب أعراضاً أساسية تتمثل بتشتت الانتباه، وفرط النشاط الحركي، والاندفاعية. ومجموعة من الأعراض الثانوية المصاحبة له.

يهدف البحث الحالي إلى:-

- ١- تشخيص اضطراب تشتت الانتباه وفرط النشاط لدى أطفال الروضة في مدينة تعز.
  - ٢- إعداد برنامج سلوكي لتعديل سلوك أطفال الروضة المضطربين بتشتت الانتباه وفرط النشاط في مدينة تعز.
  - ٣- تطبيق البرنامج السلوكي لمعرفة مدى فاعليته في تعديل سلوك أطفال الروضة المضطربين بتشتت الانتباه وفرط النشاط في مدينة تعز.
  - ٤- معرفة الفرق في فاعلية البرنامج السلوكي في تعديل سلوك أطفال الروضة المضطربين تبعاً لمتغير النوع (ذكور - إناث).
  - ٥- التحقق من استمرارية فاعلية البرنامج السلوكي من خلال قياس المتابعة (القياس المرجأ بعد مرور شهر) لأفراد المجموعة التجريبية ككل، وتبعاً لنوعهم (ذكور - إناث).
- شملت عينة البحث لأغراض تطبيق برنامج تعديل السلوك والتعرف إلى فاعليته من (٢٢) طفلاً وطفلة منهم (١٥) ذكراً و(٧) إناث مثلوا عينة الأطفال المضطربين يتوزعون بين (٦) روضات تم اختيارها بالطريقة العشوائية البسيطة من بين مجموع الروضات البالغ عددها (٣٤) روضة حكومية وأهلية شخص فيها الأطفال المضطربين. وقد تم توزيعهم عشوائياً إلى مجموعتين تجريبية وضابطة اشتملت كل منها على (١١) طفلاً وطفلة توزعت بين (٣) روضات.

قامت الباحثة بإعداد الأدوات الآتية:

- ١- مقياس تشخيص اضطراب تشتت الانتباه وفرط النشاط الحركي لأطفال الروضة بصورتيه (المدرسية، والمنزلية).
- ٣- البرنامج السلوكي في تعديل سلوك أطفال الروضة المضطربين بتشتت الانتباه وفرط النشاط الحركي.

لغرض تحقيق أهداف البحث استخدمت بعض الوسائل الإحصائية كمعادلة فشر لاستخراج الوسط المرجح والأوزان المئوية، واختبار مان وتي اللابارامتري للمجموعات المستقلة، واختبار ولكوكسن اللابارامتري للمجموعات المترابطة.

أسفرت نتائج البحث عما يأتي:

١- أن نسبة الأطفال المضطربين بتشتت الانتباه وفرط النشاط بلغت (٦,٤٥%) من مجموع أطفال مجتمع البحث البالغ (١٩٨٣) طفلاً وطفلة. وأن نسبة الأطفال الذكور المضطربين تشكل حوالي (٤-١%) من نسبة الإناث المضطربات.

٢- يوجد فروق دالة إحصائياً عند مستوى دلالة (٠,٠٥) بين درجات أطفال المجموعة التجريبية على مقياس تشخيص الاضطراب (الصورة المدرسية) قبل وبعد تطبيق البرنامج السلوكي لصالح القياس البعدي.

٣- يوجد فروق دالة إحصائياً عند مستوى دلالة (٠,٠٥) بين درجات أطفال المجموعتين التجريبية والضابطة على مقياس تشخيص الاضطراب (الصورة المدرسية) بعد تطبيق البرنامج السلوكي لصالح المجموعة التجريبية.

٤- لا يوجد فروق دالة إحصائياً عند مستوى دلالة (٠,٠٥) بين درجات الذكور ودرجات الإناث في المجموعة التجريبية بعد تطبيق البرنامج السلوكي.

٥- لا يوجد فروق دالة إحصائياً عند مستوى دلالة (٠,٠٥) بين درجات أطفال المجموعة التجريبية على مقياس تشخيص الاضطراب بعد انتهاء تطبيق البرنامج السلوكي ودرجاتهم في التطبيق المرجأ بعد مرور شهر من المتابعة.

٦- لا يوجد فروق دالة إحصائياً عند مستوى دلالة (٠,٠٥) بين درجات الأطفال الذكور ودرجات الإناث في المجموعة التجريبية على مقياس المتابعة المرجأ بعد مرور شهر.

وقد خرج البحث بمجموعة من التوصيات المستمدة من نتائجه منها:-

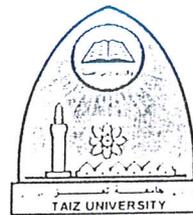
١- أن تتبنى وزارة التربية والتعليم مهمة رعاية الأطفال الذين تم تشخيصهم بالاضطراب في رياض الأطفال بمدينة تعز وذلك من خلال إنشاء مجموعة دعم تعمل على تقديم برامج تعليمية وتشخيصية متخصصة بالتنسيق مع جهات طبية، وتربوية حكومية وخاصة.

٢- أن تقوم وزارة التربية والتعليم بمهمة تدريب المربيات في الروضة ومدارس التعليم الأساسي على استخدام البرنامج السلوكي لخفض الاضطراب في تعديل سلوك الأطفال المضطربين.

٣- أن تقوم إدارة الروضة بتنظيم اجتماعات دورية لأولياء الأمور والمربيات في الروضة لدعمهم معنوياً وإعطائهم الفرصة الكافية لتبادل الخبرات والمهارات وأساليب التواصل المناسبة للتعامل مع الطفل المضطرب داخل وخارج الروضة والمنزل.

وقد خرج البحث بمجموعة من المقترحات لإجراء دراسات ذات العلاقة بموضوعه.

Republic of Yemen  
Taiz University  
Faculty of Education  
Department of Educational psychology



**Effectiveness of a behavioral program in  
modifying ADHD Kindergarten children's  
behavior in the city of Taiz**

**A Doctoral dissertation  
Prepared by**

**Layla Yousef Kareem AL-marsoumi**

**In partial fulfillment of the requirements  
Of Ph.D. program in Education  
Major. Educational psychology**

**Supervised by**

**Kabeel K. Hussien**  
Professor of Ed. Psychology  
Faculty of Arts

**Kdeja A. AL- seighey**  
Assoc. professor of special Ed  
Faculty of Ed.

Taiz University

2008

## Doctoral Abstract

Attention Deficit Hyperactivity Disorder (ADHD) is considered as one of the most common behavioral disorders in pre-school children. ADHD reveals such basic symptoms as inattention, hyperactivity and impulsivity as well as a subsidiary set of accompanying ones.

The current research has the following aims:-

- 1- To Diagnose ADHD among kindergarten children in the city of Taiz.
- 2- To prepare a behavioral modification program for ADHD children in the city of Taiz.
- 3- To identify the effectiveness of the behavioral program catered for this research to modify attention- deficit and hyperactivity for kg children in the city of Taiz.
- 4- To know the differential effectiveness of the behavioral program in modifying ADHD children's behavior according to their classification (males and females).
- 5- To verify the effectiveness of the behavioral program through follow- up measurement (one-month postponed) for the experimental group as a whole and according to their classification (males and females).
- 5- There are no statistically significant differences at the level (0.05) between the scores of males and females in the experimental group on the follow-up scale after one month.

The research sample includes 22 children: 15 males and 7 females distributed for six kindergartens, randomly selected from 34 ones considered as ADHD children, and randomly classified as experimental and control groups. Each group includes 11 children both male and female

The researcher initiated the following methodologies:

- 1-ADHD diagnostic scale (school & home forms)
- 2-Behavioral modification program for ADHD children

The researcher utilized a set of statistical methods for data analysis and result tabulation , Fisher's equation , Mann-Whitney Test for independent groups and Wilcoxon's Test for dependent groups via SPSS program

The findings of the study can be summed up as follows:

- 1- The rate of the ADHD children was found (6.45%) out of the children's total (males & females) 1983; The male's rate of ADHD children constituted (4 – 1) out of the ADHD female's rate.
- 2- There are statistically significant differences at the level (0.05) between the scores of children in the experimental group on the ADHD diagnostic scale (the school form) in the cases of pre- and post-behavioral program application for the post measurement.
- 3- There are statistically significant differences at the level (0.05) between the scores of children in the experimental group and control group on the ADHD diagnostic scale (the school form) after applying the behavioral program for the purpose of the experimental group.
- 4- There are no statistically significant differences at the level (0.05) between the scores of males and females in the experimental group after applying the behavioral program.
- 5- There are no statistically significant differences at the level (0.05) between the scores of children in the experimental group on the ADHD Diagnostic scale after the application of the behavioral program is over and their score after one month.
- 6- There are no statistically significant differences at the level (0.05) between the scores of males and females in the experimental group on postponed follow-up after one month.

Finally, the researcher concluded a set of formidable recommendations and pedagogical implications based on the findings of the empirical research.

بسم الله الرحمن الرحيم

جامعة الإسكندرية

كلية الفنون الجميلة

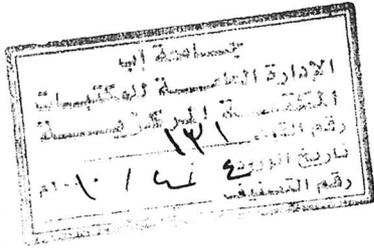
قسم التصوير

التصوير اليمني المعاصر من الفترة - ١٩٦٢م حتى ٢٠٠٧م .

(دراسة تحليلية وتاريخية)

Yemeni contemporary painting - ١٩٦٢ m up in ٢٠٠٧

(An analytical and historical study)



مقدمة من الباحث /

ياسر محمد عبده العنسي

استيفاءاً للدراسات المقررة لنيل درجة

الماجستير في فلسفة الفنون

قسم التصوير

٢٠٠٩



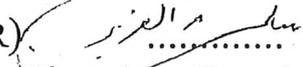
**Alexandria University**  
**Faculty of Fine Arts**  
**Graduate Studies**

التصوير اليمني المعاصر من الفترة ١٩٦٢ حتى عام ٢٠٠٧ م (دراسة تحليلية وتاريخية)

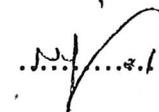
**Yemeni contemporary painting -1962 m up in 2007**  
**(An analytical and historical study)**

To complete the curriculum to obtain a master's degree in philosophy of fine arts – painting department- fine arts faculty

### **Discussion and Ruling Act**

**Prof. Salma Abdel Aziz Fikery (JUSTIFIER)**   
Professor and head of Painting Department- Fine Arts Faculty-Helwan University

**A. P. D / Mariam Mohamed Fouad Tage Idin**  
(supervisor and member)  
Assistant Professor, Department of Painting   
Faculty of Fine Arts - Alexandria University

**A. P. D / Amal Ahmed Ahmed Nasser (member)**  
Emeritus Professor, Department of Painting   
Faculty of Fine Arts - Alexandria University

## ملخص البحث

يقوم هذا البحث بتسليط الضوء على واقع الحركة التشكيلية اليمنية المعاصرة في اليمن، ابتداءً باستعراض الحالة السياسية والاجتماعية التي كانت تعيشها اليمن قبل العام (١٩٦٢م)، حتى قيام الثورة اليمنية في شمال اليمن وجنوبه، ثم الانتقال إلى استعراض البدايات الأولى التي ساعدت على ظهور تجربة تشكيلية في اليمن، وعرض أبرز التيارات التي سادت وسيطرت على نتاج تلك التجربة بمنظورها العام، ثم الحديث عن أهم مصادر تلك التجربة، التي شكلت فيما بعد الملامح الواضحة في التصوير اليمني المعاصر الذي استعرضه الباحث على ثلاثة أجيال .

وقد اعتمد الباحث لدراسة وعرض كل ما سبق، على تقسيم البحث إلى ثلاثة أبواب تنقسم بدورها إلى فصول كما يلي :

### الباب الأول:

استعرض الباحث في هذا الباب وضمن المدخل التاريخي، الواقع السياسي الذي كانت تعيشه اليمن قبل ثورة (١٩٦٢م) في الشمال، وثورة (١٩٦٣م) في الجنوب، وما عكسه هذا الواقع لمؤلم في ظل هذه الفترة الزمنية على المجتمع اليمني من آثار سلبية على المستوى الاجتماعي والثقافي والاقتصادي، من خلال تلك الظروف التي فرضت على اليمن جدار من العزلة والانغلاق على علوم وفنون وثقافات البلدان الأخرى، كما تم استعراض تطور تأريخ الإنسان اليمني ونضال الشعب ضد أشكال الاستعمار والهيمنة المفروضة عليه، ثم انتقل الباحث إلى استعراض مقومات نجاح الثورة اليمنية ضد الحكم الإمامي في شمال اليمن وما عكسته هذه الثورة في مجرى النضال ضد الاستعمار البريطاني، فهيات المناخ لاندلاع الثورة في جنوب اليمن.

### الفصل الأول :

يستعرض الباحث في هذا الفصل الملامح الأولى التي مهدت إلى تبلور تجربة التصوير المعاصر في اليمن، مشيراً إلى بعض الأسماء الفنية التشكيلية الرائدة التي ظهرت في جنوب اليمن، وأهم النشاطات التي قامت بها تلك الأسماء، ليستعرض بعد ذلك البدايات الفنية في شمال اليمن والتي كانت متأخرة قياساً إلى البدايات في جنوب اليمن، مشيراً إلى التطورات التي تلت هذه المرحلة عن طريق استعراض الباحث لأهم المؤسسات الأكاديمية والفنية، ودراسة الأثر الذي لعبته هذه المؤسسات على التصوير المعاصر في اليمن.

## الفصل الثاني :

يُقدِّم الباحث في هذا الفصل رؤية سريعة لأهم التيارات والاتجاهات الفنية التي سادت وسيطرت على نتاج التجربة التشكيلية اليمنية، حيث بدأ الباحث بالعرض التاريخي لنشأة ذلك الاتجاه، ويذكر أبرز رواده على المستوى العالمي، ثم دراسة أثر هذا الإتجاه ومدى حضوره في نتاج وأعمال التصوير المعاصر في اليمن .

## الباب الثاني :

يستعرض الباحث في هذا الباب طبيعة التجربة التشكيلية المحلية، وأهم المراجع والمصادر التي استندت عليها تلك التجربة، وتقديم دراسة لأبرز الفنانين الذين مثلوا هذه التجربة، حيث تم تقسيمهم إلى ثلاثة أجيال كما سيأتي .

## الفصل الأول :

لا بد لأي حركة تشكيلية من مصادر ومراجع، ولهذا بدأ الباحث قبل الخوض في استعراض تجارب الفنانين التشكيليين اليمنيين من استعراض مصادر تلك التجارب، والتي شكّل الفن اليمني القديم برموزه، والعمارة التقليدية، أهم مرجعيات ومصادر تلك التجارب، بالإضافة إلى البيئة الطبيعية والتراث الشعبي الحافل بالكثير من المظاهر .

## الفصل الثاني :

تناول الباحث في هذا الفصل دراسة مستفيضة لتجربة الفنانين الرواد الذين مثلوا الجيل الأول الذي ظهر في (١٩٦٠م)، مستعرضاً ضمن هذا الفصل أهم أعمالهم، ومشيراً إلى أبرز نشاطاتهم العملية ونشأتهم الأسلوبية والفنية، وذلك للتعرف على خصائص وسمات تجاربهم الإبداعية .

## الفصل الثالث :

في هذا الفصل يستكمل الباحث عرضة لتجربة التصوير المعاصر في اليمن، من خلال تقديمه ودراسته للجيل الثاني، الذي ظهر في العام (١٩٩٠م)، حيث ظهر في هذه الفترة الزمنية - التي شهدت قيام الوحدة اليمنية- العديد من الفنانين في عموم الوطن .

### الباب الثالث :

يقدم الباحث في هذا الباب وضمن فصلين :

#### الفصل الأول :

قدم فيه دراسة سريعة لمجموعة هامة من الفنانين الشباب وقد مثلوا الجيل الثالث، مستعرضاً أهم أعمالهم.

#### الفصل الثاني :

يحتوي هذا الفصل على التجربة العملية للباحث والتتظير لها، بالإضافة إلى استعراض النتائج والتوصيات، ومن ثمّ تثبيت المراجع العربية .

## Summary of master thesis

The research light upon the contemporary Yemeni plastic movement , starting in Yemen before ١٩٦٢ till the revelation in northern and southern Yemen then it moves to review the innate beginnings that led to the appearance of a Yemeni plastic experiment, and also to review the most prominent and dominating attitudes in that experiment a while , then the research to approaches the most important resources of the Yemeni plastic experiment that later formed the prominent features of the Yemeni contemporary painting that is approached in this research through three generation

To do that the research is divided into three parts with their internal chapter as the following :

### **Part one .**

In this part the researcher historically reviewed the political status in Yemen before the ١٩٦٢ revolution in northern Yemen and the ١٩٦٢ revolution in southern Yemen the painful status in that time and its negative effects upon the social cultural and economical sides , throughout those conditions that led Yemen into a cultural and scientific isolationism , the research also reviewed history of Yemen man and people , popular struggle colonization , then the research reviews the circumstances of Yemeni revolution against the Emami Rule in northern Yemen and its reflection upon struggling the British colonization, since it led to the southern revolution.

### **Chapter one :**

Deals with the primary circumstances that led to originating the contemporary Yemeni painting experiment, with light shed on art pioneers in southern Yemen and their important activities, then the research explores the artistic beginnings in southern Yemeni painting out the later evolution stages by reviewing the most prominent art institutions and academies and their effect upon the Yemeni contemporary paintings.

### **Chapter two:**

In this chapter the researcher puts an eye on the most important art currents and attitudes that predominated the out production of Yemeni plastic experiment, the researcher begins with a historical survey of the beginnings of each attitude mentioning its international important figures then studying the effect of each attitude on contemporary Yemeni painting.

traditional architecture , folk heritage, and natural environment before dealing with the experiments of Yemeni plastic artists.

**Chapter two :** the researcher in this chapter made a prolonged study about the pioneer artists who represent the first generation began in ١٩٦٠, surveying their works and creative and stylistic activities, to exclude their experimental creative features and characteristics,

**Chapter three:** in this chapter the researcher resumes his exploration of contemporary Yemeni paintings experiment throughout studying the second generation that began in ١٩٩٠ – as that time witnessed the Yemeni Unity – that encouraged many artists throughout the homelands.

**Part three:**

It is divided into two chapters.

Chapter one represents an important group of youth artists who represent the third generation, studying some of their works.

**Chapter two:**

This chapter contains the practical experiment of the researcher, and its theorizing, in addition to the research results and recommendations, as well as indexing Arabic and foreign references.

studying works and samples of art products of artists in the study range, the researcher excluded the following results:

- The hard social, political and economical conditions that Yemeni society witnessed in the early 1960s led to delay the launching of Yemeni plastic movement.
- Financial pressures resulting from economic crisis were and still suffering, never hinder the individual activity of plastic artists.
- Academic and art institutions, (i.e. colleges, art recently established art departments) contributed in the arise of a big crowd of youth artists who got graduated in such institutes, that led to support the Yemeni plastic movement.
- The dominating realistic and conservative art attitude in the first generation production while desire to experiment and search new styles dominated most of the second generation production that led to the arise of expressionism and abstraction in that generation art works.
- Yemeni heritage represented in ancient Yemeni art symbols, traditional architecture and nature acted as an enormous resources of inspiration to the different generations of artists who inspired many of visual vocabularies that enriched their creative experiment.
- Traditional culture, psychological restrictions and lack of knowledge about contemporary art variables, led to the absence of (notion arts) or conceptual arts, in the temporary paintings in Yemen, as such fields acquire boldness and rebellion.
- Given it is relatively recent, contemporary Yemeni painting experiment could achieve a notable existence regionally and internationally by its various creative, technical and intellectual solutions and treatments appeared in the production of the second generation.

**Part two:** deals with the nature of the local plastic experiment and the most important references and resources that backed up that experiment, in addition to studying the prominent artists throughout three generations.

#### **Chapter one:**

It is natural that every plastic movement should have its resources and references that is why the researcher surveyed the resources and references formed by ancient Yemeni art,

- of the third generation works( youth artists) was a result to the immaturity and being in the stage of formation. Yemen could continue keeping its ancient privacy within its varied rich arts and heritage, despite the predomination of new arts.
- Yemen could continue keeping its ancient privacy within its varied rich arts and heritage, despite the predomination of new arts.
- Yemen has witnessed a non – preceded cultural and conceptual outburst, represented in a great liveliness in the fields of literature and plastic arts in the period between (٢٠٠٣-٢٠٠٧), in which the litterateur Khaled Arrowayshaan became a minister of culture.

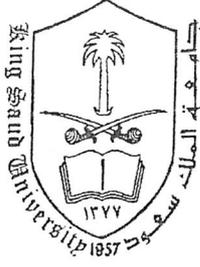
#### **Recommendations:**

During treating the thesis, collecting resources in many Yemeni museums , colleges and institutes, the researcher has found many issues in those institutions, such issues reflect on art students , vision and the evolution of the whole society culture, that is why the researcher worked on summarizing those issues into further studies recommendations.

- Due to the status of lacking the simplest necessities needed in the institutions concerned in teaching visual arts, the researcher recommends assigning special vast halls with needed tools that enables the learner to practice creative work.
- As yonder no plastic museum in Yemen, the researcher recommends and insists on the importance of establishing a modern style one to be ( a Yemeni contemporary art museum) in Sana'a the capital.
- Regarding the status of isolation that young artists live due to the difficulty of traveling abroad to acknowledge various cultures, and experiments, it is recommended that meant authorities should arrange for hosting Arab and western artists and critics, and setting up art workshops, galleries and seminars in Yemen.
- As art courses studied in Yemen governmental schools as a marginal material, it is recommended that art should be studied with more care, by classifying it as basic material in Yemeni basic education, through a prepared mechanism and courses made by specialists in art and education.

#### **The results:**

After that content of research in its theoretical context through the general exploration of the contemporary Yemeni art nature and its stages from ١٩٦٢ to ٢٠٠٧, and through



المملكة العربية السعودية  
جامعة الملك سعود  
كلية العلوم  
قسم علم الحيوان

التنوع الحيواني والعوامل البيئية  
في محمية سجا وأم الرمث، المملكة العربية السعودية

Faunal Diversity and Ecological Factors  
in Saja and Umm Ar-Rimth Protected Area, Saudi Arabia

إعداد

عايض مسعد علي حسن

الرقم الجامعي (٤٢٤١٢١٦٠٧)

نوقشت هذه الرسالة

في يوم الأربعاء ١٤٣١/١/٢٠ هـ الموافق ٢٠١٠/١/٦ م، وتم إجازتها.

أعضاء لجنة الحكم على الرسالة

التوقيع

صفة العضوية

الاسم

مقرراً

أ.د. عوض بن متيريك الجهني

عضواً

أ.د. محمد بن خالد السعدون

عضواً

أ.د. أمين عبد الباقي عاشور

الفصل الدراسي الأول ١٤٣٠/١٤٣١ هـ

## المخلص العربي Arabic Summary

تمت دراسة التنوع الحيواني وأثر العوامل البيئية لمحمية سجا وأم الرمث الواقعة في المنطقة الغربية للمملكة العربية السعودية شمال شرق محافظة الطائف على دائرتي عرض  $10^{\circ} 22' 16'' N$  شمالاً وخطي طول  $45^{\circ} 41' 13'' E$  شرقاً على امتداد الشمال الشرقي لمحمية محازة الصيد على جانبي الطريق السريع بين الرياض والطائف. وتقدر مساحتها بحوالي ٦,٦ ٠٠ كم<sup>٢</sup>. وهدفت الدراسة إلى التعرف على التنوع الحيواني للطوائف الفقارية واثر العوامل البيئية والمهددات التي تتعرض لها المحمية بالإضافة إلى وضع إستراتيجية لإدارتها.

وبالرغم من أن المحمية تواجه تهديدات داخلية وخارجية متعلقة بآثار العوامل الطبيعية وآثار التنمية الاقتصادية، مثل، الجفاف ونشاط السكان المحليين والمشاريع الخدمية والصناعية والرعي والصيد الجائر والاحتطاب وحركة المواصلات والتعدين وشق الطرقات. إلا أن مجموعة من الحيوانات البرية استطاعت العيش في المحمية.

تتعرض محمية سجا وأم الرمث لعوامل بيئية قاسية، حيث يسودها مناخ قاري شديد الحرارة والجفاف صيفاً، والبرودة القاسية شتاءً، فقد يستمر الجفاف في هذه المنطقة لسنوات عديدة. وقد سجلت قراءات كميات سقوط الأمطار في عام ٢٠٠٢م، ٢٠٠٣م حوالي ٣,٢ ملم و ٩,٦ ملم على التوالي، وقد وصل أعلى معدل سقوط الأمطار عليها في شهر أبريل عام ٢٠٠٤م، حيث سجلت ١٥ ملم، بينما لم تتجاوز في معظم السنوات الأخرى ٣٣ ملم.

هناك انخفاض نسبي لدرجات الحرارة في فصلي الربيع والخريف وكانت درجة الحرارة أعلى ما يمكن خلال فصل الصيف من شهر مايو إلى شهر أغسطس، حيث وجد أن أقصى درجة حرارة تتراوح من ٣٠ إلى ٣٩ درجة مئوية، بينما كانت أدناها تتراوح من ١٣ إلى ١٨ درجة مئوية في فصل الشتاء خاصةً خلال شهر ديسمبر إلى شهر فبراير، ولم تتجاوز ٢٨ درجة مئوية في بقية فصول السنة. أما الرطوبة النسبية فكانت نسبتها من ٤٨% إلى ٣٢%، بينما كانت أدنى نسبة للرطوبة ٩-١٠% خلال فصل الصيف من شهر مايو إلى شهر سبتمبر. كما تم رصد أعلى سرعة للرياح في المحمية وكانت حوالي ٧ متر/ثانية، وظل معدلها مابين ثلاثة إلى ستة متر / ثانية، في بقية أيام السنة. وقد رصد معدل الإشعاع الشمسي من ١٥٥-٣٥٧ واط/م<sup>٢</sup>.

تم تقسيم المحمية إلى مناطق بيئية تبعاً لطبوغرافيتها، كما تم تحديد مساحة كل بيئة، وهي، المنطقة الرملية الحصوية، وتقع في الجزء الجنوبي من المحمية، خاصةً في الجزء المحاذي لمحمية محازة الصيد، إضافةً إلى الجزء الشمالي الشرقي، وتغطي هذه المنطقة حوالي ربع مساحة المحمية. أما المنطقة الرملية فتشكل معظم الجزء الشمالي من المحمية وجوار مدينة ظلم وقرية الحفيرة من الجزء الجنوبي، وتغطي مساحتها حوالي أكثر من ثلث مساحة المحمية. المنطقة البازلتية فتحتل الجزء الجنوبي من المحمية وتمتد بعض العروق البازلتية منها إلى جزئها الشمالي، وتعتبر قليلة المساحة مقارنةً بالمنطقة الرملية الحصوية. وأخيراً منطقة السبخ وهي عبارة عن مواقع منخفضة وجافة في أغلب الأوقات ولكن عند وجود الأمطار تشاهد المياه راكدة على السطح، وتحتل منطقة السبخ أصغر مساحة في المحمية ويتركز معظمها في الجزء الشمالي من المحمية.

أوضحت نتائج الدراسة وجود تنوع حيواني جيد للطوائف الفقارية الثلاثة، حيث تم تسجيل أحد عشر نوعاً من طائفة الثدييات وأحد عشر نوعاً من طائفة الزواحف وثمانية وأربعون نوعاً من طائفة الطيور ولم يتم العثور على أي نوع من البرمائيات أثناء الدراسة. وتنتمي الأنواع الثديية إلى ثلاث رتب، هي، رتبة آكلات الحشرات والتي سجل منها نوعاً واحداً فقط، ورتبة القوارض واحتوت على خمسة أنواع، كما سجل خمسة أنواع من رتبة آكلات اللحوم. بينما تم رصد احد عشر نوعاً من طائفة الزواحف تعود لرتبة واحدة تدرج تحتها رتيبتين، هما، تحت رتبة السحالي والتي وجدت منها تسعة أنواع تدرج تحت خمس فصائل، هي، العظايا، الأورال، الأبراص، السحالي الحقيقية والسقنقورات، واشتملت تحت رتبة الثعابين على نوعين منضوية تحت فصيلتين، هي، فصيلة الثعابين الحقيقية وفصيلة الأفاعي. تم رصد ٤٨ نوعاً من الطيور في المحمية، منها ٢٢ نوعاً مقيماً، ١٢ نوعاً زائراً شتوياً، سبعة أنواع زائرة صيفاً وسبعة أنواع مهاجرة، وتتبع الأنواع لإحدى وعشرون فصيلة تضمها تسع رتب.

وتعتبر فصيلة الأبالق أكثر فصائل الطيور من حيث عدد الأنواع التي تم مشاهدتها في المحمية، حيث تم تسجيل ثمانية أنواع منتمة لهذه الفصيلة. كما تم تسجيل خمسة أنواع من فصيلة الحماميات، أربعة أنواعاً لكل فصيلة من فصائل النسارية، القبرات والمغردات، بينما سجل ثلاثة أنواعاً لكل من الفصيلة الصردية وفصيلة السنونو والخطافية، كذلك تم تسجيل نوعين من فصيلة الورواريات ونوعين من الفصيلة البلشونية، وقد تم رصد نوعاً واحداً لكل من الفصائل الأخرى التي سجلت في المحمية، وهي، فصيلة البوم، الكروان، الصقرية، الهددية، العصفورية، الحبابيك، التمرة، الثرثارية، البلبلية، الغرابية، الحبارية و فصيلة التفلق والمرع ودجاج الماء والغراء.

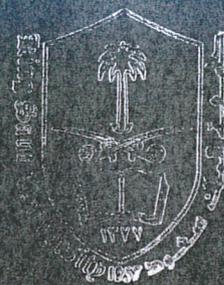
أظهرت الدراسة تبايناً في تقدير الوفرة لبعض أنواع الطوائف الفقارية الثلاثة، كما اختلفت وفرة الأنواع وأفرادها في بيئات ومناطق المحمية وكذلك في مواسم العام، حيث كانت الوفرة للطيور أكثر في الأنواع ومتقاربة في طائفتي الثدييات والزواحف. أما من حيث وفرة النوع في الطائفة، فكانت أعلى في طائفة الطيور، هي، للعصفور المنزلي، القبرة الهددية، القبرة الصحراوية، القبرة المتوجة، الصرد الرمادي، الغراب بني العنق، اليمام مطوق العنق واليمام الجبلي، بينما أقلها رصدت للطائر النساج، البومة الصماء، مرعة الغيط والبشون، وأظهرت النتائج بأن البيئة الرملية الحصوية والبازلتية ذات وفرة بالأنواع والتي تقع في الجزء الجنوبي والشمالى الشرقى ذات الغطاء النباتى الشجرى، وهذا يدل على أنها أكثر ملائمة لتعشيش الطيور، بينما تعتبر بيئة الرمل الأفقر في تلك الأنواع.

وتعد أشهر سبتمبر، أكتوبر، نوفمبر، مارس وأبريل الأكثر رسداً لأنواع الطيور من بقية أشهر العام. وكان الضب المصري، البرص المنزلي والسحلية هديبية الأصابع أعلى وفرة لطائفة الزواحف، وأقل أعداد سجلت للثعبان ورقى الأنف وسحلية سمكة الرمال، وأوضحت النتائج بأن البيئة الرملية وفيرة بالأنواع، وهذا يدل على أنها أكثر ملائمة لحياة الزواحف، وتعتبر بيئة البازلت الأفقر في تلك الأنواع، كما أن وجودها في الجزء المسيج وما يحيط به يدل على دور الحماية. باستثناء الضب المصري والسحلية هديبية الأصابع والتي وجدت في أغلب فصول السنة، يعد موسم الصيف الأكثر رسداً للأنواع الزاحفة التي قلت في بقية فصول العام ويرجع ذلك لدخول معظمها في البيات الشتوي. كما أن الثعلب الرملي وجربوع الصحراء سجلا أعلى مشاهدة في طائفة الثدييات، بينما يعتبر عضل بلوشستان والظربان الأقل مشاهدة في تلك الطائفة.

أقترن وجود الثدييات بوجود الزواحف وقد تساوت في أعدادها في بعض البيئات خاصة الرملية الحصوية والرملية وكانت البيئة الرملية ذات وفرة بالنسبة للثدييات بينما قلت في البيئات الأخرى، وقد تقاربت أعداد بعض أنواعها بل وتساوت في الأرقام المسجلة مع الزواحف، ربما لارتباطهما غذائياً، واختلافهما في البيئات البازلتية قد يعود ذلك لعدم تفضيل الزواحف لتلك البيئات وتشير تلك النتائج إلى عدم ارتباط الثدييات بالغطاء الشجري والنباتي بل بالوجود الغذائي. كما تقاربت أعداد الثدييات في جميع الفصول وإن كانت أكثر ما يمكن في فصل الصيف، واحتلت الثدييات معظم أجزاء المحمية، ولكن كانت أكثر ما يمكن في المنطقة المسيجة.

وقد تضمنت الدراسة عمل خرائط توضح توزيع بيئات ومساحات المحمية، ووضعت خطة إستراتيجية لإدارتها على ضوء الاستنتاجات والتقييم للمحمية، حيث تضمنت الخطة الإدارية المقترحة أهداف مبدئية للإدارة وطرق تطبيقها ثم إثبات فاعليتها مشتملة على التطوير الوظيفي للعاملين وإشراك السكان المحليين في التعاون لتنفيذها. وخلصت الدراسة إلى إبراز بعض التوصيات الهامة التي تضمن المحافظة على الكائنات الحية وتحقيق أهداف إقامة المحمية.

Kingdom of Saudi Arabia  
King Saud University  
College of Science  
Zoology Department



Faunal Diversity and Ecological Factors in Saja and  
Umm Al-Rimth Protected Area, Saudi Arabia

This thesis is submitted to complement the requirement of the Doctor of  
Philosophy degree in Science, Department of Zoology At the College of  
Science - King Saud University, Riyadh

Submitted by

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## English Summary الملخص الإنجليزي

This study investigates animal diversity and the impact of environmental factors of Saja and Umm Ar-Rimth, protected area which located in the western region of Saudi Arabia on the northeastern province of Taif at  $23^{\circ} 16' 22'' 10' N$ ,  $43^{\circ} 13' 41'' 45' E$ . It run along the northeastern side of Mahazat As-Seyed, protected area and extend on both sides of Riyadh and Taif highway. The protected area is estimated  $6.600 \text{ km}^2$  in size.

The aim of the study is to identify the vertebrate animal diversity, as well as, the environmental factors that affect the protected area, and propose a management strategy.

The animal communities of the protected area have faced both internal and external threats. Contributing factors were natural and social economic development, such as drought sand storm and activities of the local inhabitants, industrial projects, grazing, poaching, firewood collection, transportation, mining and construction of roads. However, a group of wild animals were able to survive in the reserve.

The Saja and Umm Ar-Rimth protected area is subjected to strong environmental influences where the continental climate is dominated by heat and drought in summer and severe cold in the winter. Drought in the region is predicted to last for many years. Recorded readings of rainfall amount were approximately 3.2 mm to 9.6 mm in 2002, and 2003 respectively. In April 2004, rainfall measurements reached a record high at an estimated 115 mm, while most of other years did not exceed 33 mm. Temperature is normally low during spring and high during summer, especially on July and August, where the maximum temperature ranged from 30.1 to 39 degrees Celsius. The lowest temperature typically ranged from 13 to 18 degrees Celsius in winter during the months of December through February, and did not exceed 28 degrees Celsius in the rest of the year.

The relative humidity was 32% to 48% during winter, while the lowest percentage of humidity was less than 9-10% during the summer season. The highest wind speed was also monitored, which was about 7 meters / second, and remained in an average of three to six meters / second, in the rest of the year. The rate of solar radiation

was 155-357 W / m<sup>2</sup> and did not exceed the maximum of 400 W / m<sup>2</sup> in the studied area.

The reserve was divided to ecological regions according to its topography. These section were the sandy gravel composed mainly of sand and gravel, located in the southern part of the reserve. Particularly in the section adjacent to Mahazat As-Seyed protected area, as well as the northeastern part, covering about a quarter of the protected area. The sandy area which located in most of the northern part of the protected area, near the town of Dholum, and the village of Alhoverah in the southern part, covering an area of about more than a third of the reserve. The third region is the region in the southern part of the reserve and extends to the northern part of the protected area. There are some basalt lines which extended in the northern part of the protected area. The bogs, which were sited at lowlands, are covered with a layer of sand carried by wind. The deposition in the lowlands is dry most of the time, but when it rains water is stagnating on the surface. The bogs area occupies minimal space of the protected area, mostly concentrated in the northern part of the reserve.

The results of the study revealed a good diversity of animal communities of the three classes of vertebrates. Eleven species of mammals; eleven species of reptiles, and forty-eight species of birds were recorded. No amphibians were detected in the area. Mammalian species belonged to three orders. Insectivore, with one species. The order of Rodents contained five species, and five species of carnivore. While there are eleven species of reptiles belong to one order, which consist of two suborders. The lizards, with nine species fell into five families, namely, the Agamidae, Varanidae, Gekkonidae, Lacertidae, and Scincidae. The second suborder was the Serpents, two types with two families, the Colubridae and Viperidae. Forty eight species of birds were recorded which 22 were resident species, 12 winter visitors species, seven species summer visitor and seven migratory species. Birds species belong to twenty-one families belonging to nine orders.

The family of Turdidae was more prevailing in terms of number of species that have been seen in the reserve. The study recorded eight species belonging to this family. Also, five species of the family Columbidae were recorded. Four species of each family of Accipitridae, Alaudidae and Sylviidae. Three species of each of the Laniidae and

Hirundinidae were noticed, as well as, recording two species of family Meropidae and two species of the Ardeidae family. These findings monitored the quality and quantity limit for each of the other groups that were recorded in the reserve, namely, the family of Strigidae, Glareolidae, Falconidae, Upupidae, Passeridae, Ploceidae, Nectariniidae, Timaliidae, Pycnonotidae, Corvidae, Otidae and the family of Rallidae.

The study showed variation in estimating the abundance of certain species of vertebrate species of the three classes, as the abundance of the different species in their environments and protected areas as well as in seasons of the year. The birds were more abundant in species compared to mammals and reptiles. In terms of the abundance of species in the community, it was higher in birds, namely *Passer domesticus*, *Alaemon alaudipes*, *Ammomanes deserti*, *Galerida cristata*, *Lanius excubitor*, *Corvus ruficollis*, *Streptopelia roseogrisea* and *Columba livia*, while the least was recorded for spotted bird *Ploceus galbula*, *Asio flammeus*, *Egretta garzetta* and *Crex crex*.

The study results showed that the sandy gravel and basalt regions were inhabited with an abundance of species, which were located in the southern and northeast of with moderate arboreal vegetation. This indicates that it is more suitable for nesting birds, while the sandy region is the poorest in the species. Most of the species were recorded on September, November, March and April. The *Ptyodactylus hasselquisti*, *Uromastix egyptius microlepis* and *Acanthodactylus schmidti* were highest in abundance of reptiles. The lowest number was recorded for the *Lytorhynchus diadema* and *Scincus scincus*. Also the study results showed that the sandy environment was characterized with species abundance, and this indicates that it is more appropriate for reptiles. The basalt environment was the poorest in the species, indicating the role of protection, with the exception of *Uromastix egyptius microlepis* and *Acanthodactylus schmidti*, which were found in most seasons of the year. The summer season showed abundance of reptiles and they were few in the rest of the other seasons due to hibernation. The *Vulpes rueppellii* and *Jaculus jaculus* recorded the highest abundance of mammals, while *Gerbillus nanus* and *Mellivora capensis* proved to be the least. The presence of mammals and reptiles were equal in numbers in some environments, especially basaltic, sand gravel and the sand environment. The sandy gravel had an abundance of mammals, which were poorer in other environments, and have mostly similar numbers of some

species, but equal to the numbers registered with the reptiles. This could be due to food relation. These results indicated no link between mammals and vegetation cover, but because of the presence of food. The numbers of mammals in all seasons were similar, especially in the summer. They occupied most parts of the protected area, and it was the highest within the fenced area.

The study also included maps showing the distribution of the studied environments and protected areas. A strategic plan was suggested to manage the protected areas. The plan include the proposed administrative and the objective principles for management, application methods, and proof of effectiveness. The plan includes also the career development of staff, and involvement of local inhabitants to cooperate in its implementation. The study also highlighted some important recommendations to ensure the preservation of living animals, and achieve the objectives of the protected areas.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



كلية التربية

قسم المناهج وطرق التدريس

أثر برنامج تدريبي لمعلمي الرياضيات قائم على مهارات التدريس الإبداعي في تنمية التحصيل الرياضي ومهارات التفكير الابتكاري لدى طلابهم في الجمهورية اليمنية.

*The Effect of a Training Program For Mathematics Teachers Based on Creative Teaching Skills on Developing Mathematical Achievement and Innovative Thinking Skills among Their Students in the Republic of Yemen.*

بحث مقدم من

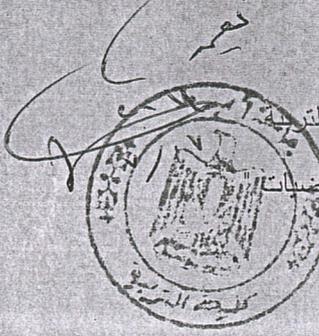
أحمد عبدالله أحمد القحفة

المدرس بقسم العلوم التربوية والنفسية كلية التربية - جامعة إب - الجمهورية اليمنية

للحصول على

درجة دكتوراه الفلسفة في التربية

"مناهج وطرق تدريس الرياضيات"



إشراف

أ.د. / حمدي محمد مرسي

أ.د. / محمود محمد حسن

أستاذ المناهج وطرق تدريس الرياضيات

أستاذ المناهج وطرق تدريس الرياضيات

كلية التربية - جامعة أسيوط

ووكيل كلية التربية للدراسات العليا والبحوث

جامعة أسيوط

١٤٣٢هـ - ٢٠١١م



Assiut University  
Faculty of Education  
Curriculum and Instruction department

*The Effect of a Training Program For Mathematics Teachers Based on Creative Teaching Skills on Developing Mathematical Achievement and Innovative Thinking Skills among Their Students in the Republic of Yemen.*

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## المستخلص

اسم الباحث/ أحمد عبدالله أحمد القحفة.

عمله/ مدرس بكلية التربية - جامعة إب - الجمهورية اليمنية.

جهة الدراسة/ قسم المناهج وطرق التدريس - كلية التربية- جامعة أسيوط - مصر.

عنوان البحث/ "أثر برنامج تدريبي لمعلمي الرياضيات قائم على مهارات التدريس الإبداعي، في تنمية التحصيل الرياضي ومهارات التفكير الابتكاري لدى طلابهم في الجمهورية اليمنية".

لجنة الإشراف:-الأستاذ الدكتور/محمود محمد حسن أستاذ المناهج وطرق تدريس الرياضيات، وكيل كلية التربية للدراسات العليا والبحوث، جامعة أسيوط.

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ملخص البحث:

هدف البحث إلى تنمية مهارات التدريس الإبداعي لدى معلمي الرياضيات بشقيها المعرفي و الأداي، وكذلك تنمية التحصيل ومهارات التفكير الابتكاري في الرياضيات لدى تلاميذ الصف السابع في الجمهورية اليمنية.

وقد تكونت عينة البحث من (٢٠) معلماً ومعلمة من حملة البكالوريوس تخصص رياضيات العاملين في الميدان، كما تكونت عينة التلاميذ من مجموعتين تجريبية وضابطة بعدد (٦٠٠)، كل مجموعة تتكون من (٣٠٠) تلميذاً وتلميذة من تلاميذ الصف السابع الأساسي في مدارس محافظة إب اليمنية.

أدوات البحث التي تم تطبيقها: تم إعداد اختبار معرفي للمعلمين في الجانب المعرفي لمهارات التدريس الإبداعي، وكذلك بطاقة ملاحظة للملاحظة وقياس مستوى أدائهم في التدريس الإبداعي، كما تم إعداد اختبار تحصيلي لتلاميذ الصف السابع أساسي في مقرر الرياضيات (جزء الهندسة) لقياس مستوى تحصيلهم العلمي، ومقياس لمهارات التفكير الابتكاري لديهم، كما تم إعداد برنامج تدريبي متكامل مكون من موديوالات تعليمية وأنشطة تدريبية، و على دليل للمعلم ووحدات تعليمية للتلاميذ في مقرر الهندسة المقرر عليهم، إلى جانب استبانة لتحديد الاحتياجات التدريسية قبل بناء وتنفيذ البرنامج.

نتائج البحث: أسفرت نتائج الدراسة الميدانية بعد إجراء التجربة عن وجود فروق دالة إحصائية عند مستوى الدلالة (٠,٠٥) بين متوسطي درجات معلمي الرياضيات في كل من الاختبار المعرفي وبطاقة الملاحظة بين التطبيقين القبلي والبعدي ولصالح التطبيق البعدي في الجانبين المعرفي والأدائي لمهارات التدريس الإبداعي وقد أعزى الباحث هذه الفروق إلى تأثير البرنامج التدريبي الذي تم تدريبهم من خلاله على تنفيذ مهارات التدريس الإبداعي بكفاءة عالية، كما وجدت فروق دالة إحصائية عند مستوى الدلالة (٠,٠٥) بين متوسطي درجات تلاميذ المجموعتين التجريبية والضابطة في الصف السابع أساسي في كل من اختبار التحصيل العلمي ومقياس مهارات التفكير الابتكاري وذلك لصالح درجات تلاميذ المجموعة التجريبية في كلا الحالتين وهذا يؤكد أن التدريس الإبداعي وفقاً للبرنامج التدريبي المقترح كان له أثر كبير في تنمية التحصيل العلمي ومهارات التفكير الابتكاري في الرياضيات لدى التلاميذ، مما يشجع على الاهتمام بمثل هذه البرامج في تدريس الرياضيات.

## Abstract

**Researcher's Name:** Ahmed Abdullah Ahmed Al-Qohfah

**Researcher's Job:** Assistant Lecturer at the Faculty of Education,  
Al-Naderah, Ibb University, Yemen.

**Research Place:** Curricula & Methodology Department, Faculty of  
Education, Assiut University, Egypt

**Title of the Dissertation:**

*The Effect of a Training Program For Mathematics Teachers Based on Creative Teaching Skills on Developing Mathematical Achievement and Innovative Thinking Skills among Their Students in the Republic of Yemen.*

**Supervised by:**

- Prof. Mahmoud Mohammed Hasan

Professor of Curricula and Methods of teaching Mathematics, the Deputy Dean of Higher Studies, Faculty of Education, Assiut University

- Prof. Hamdy Mohammed Morsy

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The current research aims at developing the skills of creative teaching for teachers of Mathematics with their two sides: Cognitive and performance, along with developing the educational attainment and the skills of creative thinking in the students of the  $v^{\text{th}}$  grade in Republic of Yemen.

The sample of the study consisted of (70) in-service mathematics teachers, males and females. The student sample consisted of two groups: one control and one experimental, including (70) students each; these students were chosen from the  $v^{\text{th}}$  grade students in public schools of Ibb governorate.

**Research Tools:**

A cognitive test was prepared for teachers in the cognitive side of the creative teaching skills, an observation checklist was designed to observe and measure the

teachers' performance level in creative teaching, an attainment test in Mathematics and a scale were prepared for the students of the  $v^{\text{th}}$  grade to measure their scientific attainment and the skills of creative thinking they have, and an integrated training program consisting of educational modules and training activities and including a teacher's book, educational units in the Geometry curriculum which is part of the mathematics curriculum, and a questionnaire to identify the training needs before building the program and during its application.

### **The Results of the study:**

The results of the study revealed that there were statistically significant differences at the significance level ( $\dots$ ) between the means of the mathematics teachers' scores in the cognitive test and the observation checklist in the pre and post applications favoring the post one in the cognitive and performance sides of the creative teaching skills. According to the researcher, these differences were due to the effect of the training program on the application of the creative teaching skills with high quality.

Besides, there were statistically significant differences at the significance level ( $\dots$ ) between the means of the students' scores in the control and experimental groups in both the scientific attainment test and the scale of the creative teaching skills favoring the scores of the experimental group students. This was also due to the large effect of the suggested training program on developing the students' scientific attainment and their skills of creativity in mathematics, which, in turn, encouraged giving more concern to such programs in teaching mathematics.

## Appendix 2

	Source Language Text	Target Language Text	Suggested Translation
1	مستوى الذكاء الاجتماعي لدى طلبة جامعة إب أعلى من المتوسط	The level of social intelligence of Ibb University students above average	The level of social intelligence of Ibb University students is above average
2	هدف البحث الحالي إلى التعرف على واقع خدمات الصحة المدرسية	The goal of current research to identify the reality of school health services	The current research aimed to identify the reality of school health services. Or: the goal of the current research is to identify the reality of school health services
3	الدراسة تعتمد على	The analyses depends on	The analysis depends on
4	...ولأجل ذلك تم صياغة مشكلة الدراسة وفرضياتها وأهدافها بشكل مترابط يحقق الفائدة من هذه الدراسة.	For achieving that the problem, hypothesis and the objectives of the study has been formulated coherently to achieve the goal of this study.	For that, the problem, hypotheses and the objectives of the study have been formulated coherently to achieve the goal of this study.
5	انتهت الدراسة بخاتمة ذكرت فيها أهم النتائج والتوصيات	Finally, this study has been ended with summarized the main conclusions and recommendations	Finally, this study has ended with a summary of the main results and recommendations
6	تناولت المقدمة مشكلة الدراسة...	The introduction dealt with the problematic of the study	The introduction dealt with the problem of the study
7	تناول هذا البحث تشابه الأطراف في القصص القرآني دراسة بلاغية	This research takes the party similarity in the quranic stories are rhetorical study.	This research studied / explained rhetorically the parties similarity in the Quranic stories.
8	لتحقيق أهداف البحث تم استخدام المنهج الوصفي المسحي	To achieve the objectives of the research approach was used descriptive survey	To achieve the objectives of the research, the survey descriptive approach has been used.
9	التباين الأحادي	Variance unilateral	Unilateral variance
10	هل توجد فروق ذات دلالة إحصائية تعزى لمتغيرات البحث	Is there a statistically significant due to the differences in the	Is there a statistical differences due to the research variables

		research variables	
11	التصوير اليمني المعاصر من الفترة 1962 حتى عام 2007م	Yemeni contemporary painting-1962m up in 2007	Yemeni contemporary painting from 1962 to 2007
12	هناك انخفاض نسبي لدرجات الحرارة في فصلي الربيع والخريف وكانت درجة الحرارة أعلى ما يمكن خلال فصل الصيف من شهر مايو إلى شهر أغسطس	Temperature is normally low during spring and high during summer especially on July and August	In spring and autumn seasons, temperature is relatively low whereas in summer it is very high.
13	شعر رثاء الام وليد العصر العباسي وازدهر في العصر الحديث	The poetry of mother's lament is born in the Abbasian era and grown in the modern era	The poetry of mother's lament emerged in the Abbasian age and grew in the modern age
14	أما الفصل الثالث: فقد تضمن مظاهر تشابه الأطراف	The third chapter, it is included the phenomenas of the party similarity	The third chapter has included the phenomena of the similarity of parties
15	أما المقدمة فقد حوت أهمية الموضوع	The introduction is included the importance of the subject	The introduction has included the importance of the subject
16	وقد عرضت في التمهيد لمفهوم تشابه الاطراف	In the smoothing it is showed the concept of the party similarity	In the preface, the concept of the parties similarity was shown
17	تناول الفصل الأول عرضا موجزا لأهم النظريات السياسية والنقدية...	Chapter one makes a brief presentation of the most important critical theories and policies...	Chapter one makes a brief presentation of the most important monetary and political theories
18	مقياس مكون من 30 فقرة	Measure consists of 30 paragraphs	scale consists of 30 items
19	ملخص الرسالة	Summary letter	abstract
20	المتوسطات الحسابية و الانحرافات المعيارية	Averages of calculation and standard profession	Means and standard deviation
21	...فهيئات المناخ لاندلاع الثورة في جنوب اليمن	...Since it led to the southern revolution	... since it created the atmosphere to breakout the revolution in the southern Yemen

22	تناول هذا البحث تشابه الأطراف في القصص القرآني دراسة بلاغية في السور المئين	This research takes the party similarity in the quranic stories are rhetorical study in Al mueen suras	This research studied the similarity of parties rhetorically in Almaeen Suras (Suras of the Holy Qur'an which contain one hundred or more verses).
23	وقد أستخدم الباحث في الدراسة الحالية أداتين هما: مقياس مفهوم الذات الجسدي من إعداد سمير منصور (2015) تم تكيفه على البيئة الفلسطينية والمصرية	The researcher used two tools in the current study they are: measure of self-concept physical numbers Samir Mansour (2015) has been adapted to the Palestinian and Egyptian environment	In the current study, the researcher used two tools: scale of physical self-concept which was prepared by Sameer Mansour (2015) and was adapted to the Palestinian and Egyptian environment
24	تقديم الدعم المالي لمركز الإرشاد النفسي والتربوي ليقدم خدماته المختلفة	Activating the role of the psychological and educational counseling center in Ibb University	Financial support to the Center for Psychological and Educational Counseling in order to introduce its different services
25	هدفت هذه الرسالة إلى دراسة رثاء الأم في الشعر العربي دراسة موضوعية فنية وصفية تحليلية	This thesis aims to study the poetry of mother's lament as a part of Arabic poetry using the descriptive analysis.	This thesis aimed to study mother's lament as a part of the Arabic poetry. It was analytical, descriptive, aesthetic and objective study
26	يقوم هذا البحث بتسليط الضوء على واقع الحركة التشكيلية اليمنية المعاصرة في اليمن، ابتداء باستعراض الحالة السياسية والاجتماعية التي كانت تعيشها اليمن قبل العام (1962م)، حتى قيام الثورة اليمنية في شمال اليمن وجنوبه	The research light upon the contemporary Yemeni plastic movement, starting in Yemen before 1962 till the revelation in northern and southern Yemen	This research sheds light on the reality of contemporary Yemeni fine arts movement. It reviews the social and political situations in Yemen before the year 1962 till the revolution in northern and southern Yemen
27	أما الفصل الثاني : فقد أنصرف الحديث فيه إلى الظواهر البلاغية لتشابه الأطراف في القصص القرآني على مستوى الآيات في السورة، وانتظم تشابه الأطراف فيه من خلال براعة الاستهلال، وحسن	The second chapter the talk apout it was gone to the rhetorical phenomenas of the party similarity in the quranic stories at the level of the verses	The second chapter focused on the rhetorical features of the parties similarity in the Quranic stories at the verses level. The similarity of parties was

	<p>التخلص، وحسن الختام، وتم اختيار قصة يوسف، وقصة إبراهيم في سورة الشعراء، كنماذج صالحة لهذه المقاربة، مع إجلالنا للقصص القرآنية الأخرى، وكذا أنتظم تشابه الأطراف فيه من خلال التسويم والتحجيل، باعتبار أن التسويم مدخل من مداخل حسن الابتداء، والتحجيل مدخل من مداخل حسن الختام، وتم اختيار قصة موسى والعبد الصالح، كنموذج صالح لهذه المقاربة</p>	<p>in sura and the party similarity in sura was regulated through the initialization ingenuity, the well-disposal and the well-end moses story and Abraham story were chosen as good models of this approach, with glorifying the other quranic stories and also the party similarity was regulated in it through altoem and althadjil, considering that Altoam was entrance of entrances of the well-beginning and Althadjil was entrance of entrances of the well -end, moses story and the good servant were chosen as a good model of this approac</p>	<p>regulated by initiation ingenuity and good-end. Thus, Joseph and Abraham stories have been chosen as good models for this approach. The similarity of parties was also regulated by Altasweem (side of good initiation) and Althajjeel (side of good end) so Moses and good servant stories have been chosen as good models for this approach.</p>
28	<p>وفي الأخير الخاتمة التي احتوت على مجموعة من النتائج التي توصل إليها الباحث وكان من أبرزها أن السياسات النقدية خلال فترة ما قبل برنامج الإصلاح الاقتصادي كانت غير فعالة في تحقيق أي من الاستقرار والتنمية في اليمن</p>	<p>At last is the conclusions of the study and the main results that the researcher reached; the most important of which was assessing the effect of program on the economic stability and development in Yemen</p>	<p>Finally, the conclusion confirmed that the monetary policies before the period of economic reform program were ineffective in achieving stability and development in Yemen.</p>
29	<p>قام الباحث ببناء مقياس للذكاء الاجتماعي يتكون من 55 فقرة موزعة على مجالين هما: مجال القدرة على التعامل مع الآخرين ومجال مهارة التصرف في المواقف الاجتماعية</p>	<p>The researcher build a measure of social intelligence consisting of 55 clauses, distributed on two sides: ability of dealing with others, and another side, behavior skill in social attitude</p>	<p>The researcher built a scale for the social intelligence consisting of 55 items, distributed on two sides: ability of dealing with others and the field of behavior skill in social situations</p>
30	<p>إن واقع تطبيق مجال الصحة النفسية في مدارس التعليم العام الحكومي بمحافظة إب كان بدرجة ضعيفة</p>	<p>The fact that the application field of mental health in the public schools of general</p>	<p>The reality of mental health field application in public schools in Ibb Governorate was</p>

		education province in August was too weak	weak.
31	وتكون مجتمع البحث من جميع المشرفين الصحيين ومديري المدارس الأساسية والثانوية الحكومية في جميع مديريات المحافظة، البالغ عددهم (1324) فرداً منهم (67) مشرفاً صحياً	And the research community from all health supervisors and managers of basic schools, government and secondary schools in all districts and the province's (1324) find one of them (67) caretaker	The research community consisted of all health supervisors and primary and secondary schools headmasters in all districts of Ibb governorate, there are (1324). (67) of them are health supervisors.
32	من أهم النتائج التي توصل إليها الباحث ما يلي:-	it was the most important research results reached by the researcher as follows:	The most important results that the researcher arrived at are as follows:
33	ركز على الظواهر البلاغية لتشابه الاطراف	Tocused on phenomena of the rhetorical phenomenas of the party similarity	Focused on the rhetorical features for similarity of parties
34	متطلبات تطبيق الإدارة الالكترونية	The administration requirements for the application of electronic administration	The requirements of electronic administration application
35	وقد عرضت في التمهيد لمفهوم تشابه الأطراف ونشأته وسماته البديعية وأهميته، كما تناولت مفهوم القصص القرآني ومفهوم المئين	in the smoothing it is showed the con cept of the party similarity and its origin, alibdieih characteristics and its importance and it takes the concept of quranic stories and almueen concept	In the preface, the researcher has discussed the concept of parties similarity, its origin, its rhetoric features and its importance. The researcher has also tackled the concepts of the Quranic stories and Almaeen.
36	والدراسة الحالية تحاول تسليط الضوء على المهارات العملية التي يتوجب توافرها لدى مدرس مادة علم الأحياء في مدارس اليمن	The present study attempts to shed light on the practical skills that a teacher of biology in the Yemen secondary schools, should be acquainted with	The present study attempts to shed light on the practical skills that the teachers of biology subject in Yemeni schools should have.
37	...على المستوى الاجتماعي والثقافي والاقتصادي..	upon the social cultural and economical sides	At the social, cultural and economic levels
38	استعرض الباحث في هذا الباب وضمن	In this part the researcher	In this part, the researcher

	<p>المدخل التاريخي، الواقع السياسي الذي كانت تعيشه اليمن قبل ثورة (1962) في الشمال، وثورة (1963) في الجنوب، وما عكسه هذا الواقع المؤلم في ظل هذه الفترة الزمنية على المجتمع اليمني من آثار سلبية على المستوى الاجتماعي والثقافي والاقتصادي</p>	<p>historically reviewed the political status in Yemen before the 1962 revolution in northern Yemen and the 1963 revolution in southern Yemen the painful status in that time and its negative effects upon the social cultural and economical side</p>	<p>historically reviewed the political status in Yemen before the 1962 revolution in northern Yemen and the 1963 revolution in southern Yemen. This painful reality affected negatively the Yemeni society at the social, cultural and economic levels</p>
39	<p>وبالرغم من أن المحمية تواجه تهديدات داخلية وخارجية متعلقة بآثار العوامل الطبيعية وآثار التنمية الاقتصادية مثل، الجفاف ونشاط السكان المحليين والمشاريع الخدمية والصناعية والرعي والصيد الجائر والاحتطاب وحركة المواصلات والتعدين وشق الطرقات. إلا أن مجموعة من الحيوانات البرية استطاعت العيش في المحمية</p>	<p>The animal communities of the protected area have faced both internal and external threats. Contributing factors were natural and economic development, such as drought sand storm and activities of the local inhabitants, industrial projects, grazing, poaching, firewood collection, transportation, mining and construction of roads</p>	<p>Although the natural protectorate faces internal and external threats of the natural and economic factors influences such as drought, local people activities, industrial projects, overgrazing, poaching, firewood collecting, transportations, mining and construction of roads, a group of wild animals could live in this protectorate.</p>
40	<p>وقد عرضت في التمهيد لمفهوم تشابه الأطراف ونشأته وسماته البديعية وأهميته، كما تناولت مفهوم القصص القرآني ومفهوم المئين</p>	<p>in the smoothing it is showed the concept of the party similarity and its origin, alibdieih characteristics and its importance and it takes the concept of quranic stories and almueen concept</p>	<p>In the preface, it has been discussed the concept of parties similarity, its origin, its rhetoric features, its importance and the concepts of the Qur'an stories and Almaeen.</p>
41	<p>برنامج الحزم الإحصائية للعلوم الاجتماعية SPSS</p>	<p>statistical package program (spss)</p>	<p>Statistical Package for Social Sciences (SPSS)</p>
42	<p>واقع خدمات الصحة المدرسية في مدارس التعليم العام بمحافظة إب من وجهة نظر القيادات التربوية</p>	<p>The reality of school health services in general education school Ibb Governorate, from the standpoint of educational leaders</p>	<p>The reality of school health services in the public schools, Ibb Governorate from the viewpoint of educational leaders</p>

43	دور السياسة النقدية في الاستقرار والتنمية الاقتصادية في الجمهورية اليمنية	The Role of Monetary Policy In Stabilization And Economic Development In The Republic Of Yemen	The Role of Monetary Policy in the stability and economic development in the Republic of Yemen
44	في ضوء هذه النتائج فقد خلص الباحث إلى تقديم بعض النتائج أهمها:	In the light of these results, the researcher concluded to provide some of the most important recommendations	In the light of these results, the researcher concluded with the following important recommendations:
45	ظواهر	Phenomenas	Phenomena
46	على مستوى الآية	Reved of the verse	At the level of the verse
47	مقاربة	Opproac	Approach
48	مفهوم	The con cept	concept
49	شملت عينة البحث لأغراض تطبيق برنامج تعديل السلوك والتعرف إلى فاعليته من (22) طفلاً وطفلة منهم (15) ذكراً و (7) إناث مثلوا عينة الأطفال المضطربين يتوزعون بين (6) روضات تم اختيارها بالطريقة العشوائية البسيطة من بين مجموع الروضات البالغ عددها (34) روضة حكومية وأهلية شخص فيها الأطفال المضطربين	The research sample includes (22) children: (15) males and (7) females distributed for six kindergartens, randomly selected from 34 ones considered as ADHD children.	For the purpose of applying behavior adjustment program and knowing its influence, the research sample included (22) children, (15) males and (7) females. This sample is distributed on 6 kindergartens which were selected randomly
50	تألفت عينة البحث من 120 فرداً من المشرفين الصحيين ومديري المدارس، وقد تم اختيارهم بالطريقة العشوائية البسيطة من 8 مديريات، وفقاً لمعايير خاصة بذلك	The research sample consisted of 220 individuals from supervisors Asahan and governorating schools, has been chosen randomly simple way of 8 districts, according to private so titrated	The sample which consists of (120) health supervisors and school managers, has been chosen randomly from (8) districts according to special standards
51	يهدف إلى تأصيل مفهوم تشابه الأطراف وتطوره، وانتظامه في القصص القرآني في السور المثني، على مستوى الآية والآيات في السورة الواحدة والسور المتعددة، وهو بذلك يكشف عن جانب من جوانب الإعجاز البلاغي في القرآن الكريم	It aims to consolidate the concept of the party similarity its development and regularity in the quranic stories in Almueen suras and multi suras that reveal aspect of aspects of	The research aims to originate the concept of parties similarity, its development and its regularity in the Qur'anic stories in Almaeen suras at the level of verse and verses within single

		the rhetorical miracles in the Holy quran	sura and multi suras. This reveals one aspect of the rhetorical miracles in the Holy Quran
52	ولتحقيق أهداف البحث أستخدم الباحث في المعالجة الإحصائية عدد من الأساليب وهي:(التكرارات والنسب المئوية و اختبار T.Test ، وتحليل التباين و المتوسطات الحسابية و معامل ارتباط بيرسون ومعادلة جتمان و معامل ارتباط الفا كرونباخ	To achieve the objectives of the research the researcher used in the statistical treatment of a number of methods, namely: (frequencies, percentages and test T. Test, and analysis of variance, and the arithmetical averages Pearson correlation coefficient, and Spearman Brown, and the equation of Jetman, and the correlation coefficient alpha Cronbach)	To achieve the objectives of the research, the researcher used in the statistical treatment the following methods: frequencies, percentages , T. Test, variance analysis, means, Pearson correlation coefficient, Jetman equation, and the Alpha Cronbach correlation coefficient
53	وتهدف هذه الدراسة إلى تقدير دوال الطلب والعرض لهذه السلع من خلال معرفة العوامل المؤثرة على الإنتاج والاستهلاك، ومن ثم التنبؤ بالإنتاج والاستهلاك لهذه السلع وقياس الفجوة الغذائية للتعرف على حجم المشكلة	Therefore, this study intends to estimate supply and demand functions for such foodstuffs by detecting the factors which affect production and consumption and later on by predicting the production and consumption of such foodstuffs and also by measuring the food gap in order to realize the size of the problem	Therefore, this study aims to estimate supply and demand functions for such foodstuffs by detecting the factors which affect production and consumption , then predicting the production and consumption and by measuring the food gap in order to realize the size of the problem
54	وقد تكونت عينة البحث من (20) معلماً ومعلمة من حملة البكالوريوس تخصص رياضيات العاملين في الميدان، كما تكونت عينة التلاميذ من مجموعتين تجريبية وضابطة بعدد (600)، كل مجموعة تتكون من (300) تلميذاً وتلميذة من تلاميذ الصف السابع الأساسي في مدارس	The sample of the study consisted of (20) in-service mathematics teachers, males and females. The student sample consisted of two groups: one control and one experimental, including (300)	The sample of the study consisted of (20) in-service mathematics teachers, males and females. The students sample consisted of two groups: controlled group and experimental group, each group

	محافظة إب اليمنية	students each; these students were chosen from the 7 <sup>th</sup> grade students in public schools of Ibb governorate	consists of (300) students from the 7 <sup>th</sup> grade at public schools of Ibb governorate
55	تقديم الدعم المالي لمركز الإرشاد النفسي والتربوي ليقدم خدماته المختلفة	Activating the role of the psychological and educational counseling center in Ibb University	Financial support to the Center for Psychological and Educational Counseling in order to introduce its different services

Alandalus University

Faculty of Arts & Humanities

Department of English & Translation



### Translator Questionnaire

Dear translator,

I'm Saleh Abduh Naji Ali Khoshafah, a translation MA research scholar. The title of my thesis is: *Difficulties of Translating Arabic MA and PhD Theses Abstracts into English: A Case Study of Ibb University Central Library Theses* under the supervision of Associate Professor Dr. Mohammed Shormani. This research tries to identify the difficulties translators encounter in translating abstracts of MA and PhD dissertations from Arabic into English. It requires a field responses from you. The researcher would be so thankful if you could kindly do as indicated against each item. Your participation in this questionnaire is *VOLUNTARY* and all your responses will be confidential and used only for the sake of scientific purposes.

*Thank you for your cooperation in advance!*

*Your Sincerely,*

*The Researcher*

#### **Part (A): Personal Information:**

1. Experience: ..... year(s)
2. Qualification:

Diploma (two years after secondary school)	BE	BA	MA	PhD	Others

#### **Part (B):**

1. Have you translated Arabic MA or PhD thesis abstract into English?

Yes  No

If yes, have you found difficulties/problems during the process of translating?

Yes  No

Please state them:

.....

.....

.....

### Part (C):

What are the problems that encounter translators during translating Arabic MA and PhD theses abstracts into English?

Please put a tick (√) in the box provided against each item.

#### I. Syntactic Problems:

No.	Syntactic problem	Usually	Sometimes	Seldom	Never
1.	Translation of verb (Be)				
2.	Word order				
3.	Translation of tenses				
4.	The change of word class				
5.	Translation of prepositions				

#### II. Lexical Problems:

No.	Lexical problem	Usually	Sometimes	Seldom	Never
1.	Literal translation				
2.	Synonymy				
3.	Polysemy				
4.	Collocations				
5.	Acronyms				
6.	Equivalent				

#### III. Stylistic Problems:

No.	Stylistic problem	Usually	Sometimes	Seldom	Never
1.	Style of ambiguity				
2.	Complex style				
3.	Style of long sentences				
4.	Style of repetition				
5.	Style of redundancy				

#### IV. Writing Problems:

No.	Writing Problem	Usually	Sometimes	Seldom	Never
1.	Punctuation Marks				
2.	Spelling problems				

### V. Discourse Problems:

No.	Discourse Problem	Usually	Sometimes	Seldom	Never
1.	Cohesion				
2.	Coherence				
3.	Ellipsis				

#### Other problems:

1. ....
2. ....
3. ....

#### Part (D):

What are the causes that make translators commit errors/mistakes during translating Arabic MA and PhD theses abstracts into English?

Please put a tick (✓) in the box provided against each item.

No.	Reasons of errors	Yes	No	Don't know
1.	Lack of linguistic competence in both source language (SL) and target language (TL).			
2.	Inadequate academic qualifications.			
3.	Translators depend completely on machine translation (MT).			
4.	Structural differences between languages			
5.	Lack of experience			
6.	Difficulty of the SL text			
7.	Cultural differences between languages			
8.	Some words are not found in the TL			
9.	Translators are not specialized in specific fields/types of translation, such as, religious translation, technical translation, literary translation, etc.			

#### Other reasons:

1. ....
2. ....
3. ....

*Thank you for your cooperation!*

Saleh Abduh Naji Ali Khoshafah

MA Candidate, Alandalus University

## Appendix 4

Alandalus University

Faculty of Arts & Humanities

Department of English & Translation



### Referee Form

Dear Sir,

I'm Saleh Abduh Naji Ali Khoshafah, a translation MA research scholar. The title of my thesis is: *Difficulties of Translating Arabic MA and PhD Theses Abstracts into English: A Case Study of Ibb University Central Library Theses* under the supervision of Associate Professor Dr. Mohammed Shormani. This research aims to identify the difficulties translators encounter in translating abstracts of MA and PhD dissertations from Arabic into English. It requires a field responses from translators in Ibb City. Following is a questionnaire which going to be applied on a sample of translators in Ibb city, Yemen as a part of the research methodology. You are kindly required to state your opinion in terms of both the reliability and validity of each item. Your valuable and insightful comments will be of great value to the researcher.

*Thank you for your cooperation in advance!*

*Your Sincerely,  
The Researcher*

---

Name: .....

Title: .....

University: .....

**Part (A): Personal Information:**

1. Experience: ..... year(s)
2. Qualification:

Diploma (two years after secondary school)	BE	BA	MA	PhD	Others

**Part (B):**

1. Have you translated Arabic MA or PhD thesis abstracts into English?

Yes  No

If yes, have you found difficulties/problems during the process of translating?

Yes  No

Please state them:

.....

.....

.....

**Part (C):**

**What are the problems that encounter translators during translating Arabic MA and PhD theses abstracts into English?**

**Please put a tick (✓) in the box provided against each item.**

**I. Syntactic Problems:**

No.	Syntactic problem	Usually	Sometimes	Seldom	Never	Your opinion
1.	Translation of verb (Be)					
2.	Word order					
3.	Translation of tenses					
4.	The change of word class					
5.	Translation of prepositions					

**II. Lexical Problems:**

No.	Lexical problem	Usually	Sometimes	Seldom	Never	Your opinion
1.	Literal translation					
2.	Synonymy					
3.	Polysemy					
4.	Collocations					

5.	Acronyms					
6.	Equivalent					

### III. Stylistic Problems:

No.	Stylistic problem	Usually	Sometimes	Seldom	Never	Your opinion
1.	Style of ambiguity					
2.	Complex style					
3.	Style of long sentences					
4.	Style of repetition					
5.	Style of redundancy					

### IV. Writing Problems:

No.	Writing Problem	Usually	Sometimes	Seldom	Never	Your opinion
1.	Punctuation Marks					
2.	Spelling problems					

### V. Discourse Problems:

No.	Discourse Problem	Usually	Sometimes	Seldom	Never	Your opinion
1.	Cohesion					
2.	Coherence					
3.	Ellipsis					

#### Other problems:

1. ....
2. ....
3. ....

#### Part (D):

What are the causes that make translators commit errors during translating Arabic MA and PhD theses abstracts into English?

Please put a tick (✓) in the box under the appropriate choice.

No.	Reasons of errors	Yes	No	Don't know	Your opinion
1.	Lack of linguistic competence in both source language (SL) and target language (TL).				
2.	Inadequate of academic qualifications.				
3.	Translators depend completely on machine translation (MT).				
4.	Structural differences between languages				

5.	Lack of experience				
6.	Difficulty of the SL text				
7.	Cultural differences between languages				
8.	Some words are not found in the TL				
9.	Translators are not specialized in specific fields/types of translation, such as, religious translation, technical translation, literary translation, etc.				

**Other reasons:**

1. ....
2. ....
3. ....

*Thank you for your cooperation!*

Saleh Abduh Naji Ali Khoshafah

MA Candidate, Alandalus University