

مراجعة ابو الحارث 'ترجمة الانماط النصية ' للدكتور يحيى الربابعة المراجعة شاملة
الخمس محاضرات الاولى رابط الموضوع:

<http://www.entsab.com/vb/showthread.php?t=92410>

تجميع وتنسيق اسرار

أول ٥ محاضرات هي أهم المحاضرات وأكثر الأسئلة بتجي منها.

محاضرة ٦ مراجعة؛ ومحاضرة ١٤ مراجعة؛ يعني نقدر نقول المادة عبارة عن ١٢ محاضرة .

المحاضرات من ١ إلى ٥؛ شرح نظري عن ترجمة الأنماط النصية، لابد يبذل أكبر الجهد عليها.

دراسة المحاضرات من ١ إلى ٥ لازم تكون دراسة دقيقة جداً.

المحاضرات من ٧ إلى ١٣ هي تطبيقات على ترجمة نصوص من أنواع مختلفة .

المادة ما تغير محتواها بمعنى أننا نقدر نستفيد من نماذج الاختبارات السابقة لفهم أسلوب الدكتور في الاختبار .

الأسئلة اللي تجي بالمحاضرات المباشرة مهمة جداً، وقد يجيبها الدكتور بالنص في الاختبار؛ بالذات الثالثة
(والرابعة إن نزله)

الأسئلة اللي تجي بنهاية كل محاضرة مهمة جداً، وقد يتكرر منها بالاختبار .

أسئلة الواجبات أيضاً مهمة، لا تهملها وراجعها ولو قبل الاختبار.

ما يميز الدكتور أنه صياغته للأسئلة وإجاباتها تساعد الطالب، لأن الإجابات تكون مختلفة، وتقدر تخمن الإجابة

الصحيحة لو كنت دارس دراسة عادية؛ يعني الخيارات تكون واضحة .

تقريباً هذا كل شي تحتاج تعرفه قبل تبدأ الدراسة .

هدفي بإذن الله بهذي المراجعة أني أtdارس أول ٥ محاضرات بشكل مفصل؛

ملاحظة : لا أبيع تجميع المراجعة لهدف المتاجرة،

TRANSLATION: Importance and Definition

الترجمة

الأهمية والتعريف

المحاضرة الاولى :

(هالمحاضرة مهمة جداً، لا تستغرب يجي منها من ١٠ إلى ١٥ سؤال بالاختبار)

Language, Communication and Translation

اللغة ، الاتصال والترجمة

A certain language system has its own features and norms that people use to communicate with each other.

لكل نظام لغة ميزاته ومعايير الخاصة التي يستخدمها الناس من أجل التواصل مع بعضهم بعضاً

Any language system has its own:

features and norms

Communication is the main purpose of:

Language.

People communicate with each other by using:

Language.

A certain _____ system has its own features and norms that people use to communicate with each other.

Language

A certain language system has its own _____
that people use to communicate with each other.

features and norms

A certain language system has its own features and norms
that people use to _____ with each other.

communicate

An Arabic language speaker can understand what is spoken as he
listens to somebody speaking Arabic and, of course, he can
understand what is written as he reads an Arabic text.

المتحدث باللغة العربية يمكن فهم ما يُتحدَّث (حديث شخص ما، ما يُنطق به) لأنه يستمع
لشخص يتحدث اللغة العربية؛ وبالطبع فإن يستطيع فهم ما يُكتب لأنه يقرأ نصاً مكتوباً باللغة
العربية

Arabic language speakers can _____ Arabic.

say, understand, and write

An Arabic language speaker can understand what is
_____ as he listens to somebody speaking Arabic

spoken

An Arabic language speaker can understand what is
_____ as he reads an Arabic text.

written

This is obviously logical because the speakers of a certain language
can communicate with each other and understand the spoken and
written texts of this language.

بالتأكيد هذا أمرٌ منطقي لأن المتحدثين بلغة معينة يمكنهم التواصل مع بعضهم البعض ويمكنهم
فهم النصوص المنطوقة والمكتوبة بهذه اللغة

This is obviously logical because the speakers of a certain

language can communicate with each other and understand the _____ texts of this language.

spoken and written

This is obviously logical because the speakers of a certain language can communicate with each other and understand the spoken and written texts of this _____.

language

BUT What if two sides who are speakers of two different languages need to communicate with each other for a certain purpose?

لكن ماذا لو كان الجانبين -وهما متحدثين من لغتين مختلفتين- يحتاجان أن يتوصلا مع بعضهما البعض من أجل غرضٍ (أو هدفٍ) معين؟

Example 1: Company (A) speak only English
Company (B) speak only Arabic

على سبيل المثال، تخيل لو كان عندك شركتين؛ شركة (أ) تتحدث الإنجليزية فقط، وشركة (ب) تتحدث العربية فقط.

**Both companies need services from each other....
How can they communicate?
How can they achieve their mutual goals?**

وكلاً الشركتين تحتاجان لخدماتٍ من بعضهما البعض،
كيف يمكن للشركتين التواصل؟
كيف يمكن للشركتين إنجاز (تحقيق) أهدافهما المشتركة؟

- **Example 2:** Suppose that you are in China. You need to buy one million SR goods.
 - The Chinese company gave you a contract written in Chinese and asked you to sign it?
 - Have a look at the contract, please...
 - You need a person who totally knows the two languages (Chinese and Arabic) to transfer the meaning of this contract to you.
- Translator**

مثال آخر: افرض أنك في الصين. وأنت تحتاج لشراء منتجات بمليون ريال سعودي وقامت الشركة الصينية بإعطائك عقداً مكتوباً باللغة الصينية، طالبين منك التوقيع عليه؟

ألق نظرة على العقد من فضلك؟
هنا أنت تحتاج لشخص يعرف كلاً من اللغتين (الصينية والعربية) بشكل كامل كي ينقل المعنى
الموجود في هذا العقد لك (هذا الشخص هو المترجم)

How can two companies -which speak different languages- communicate with others?

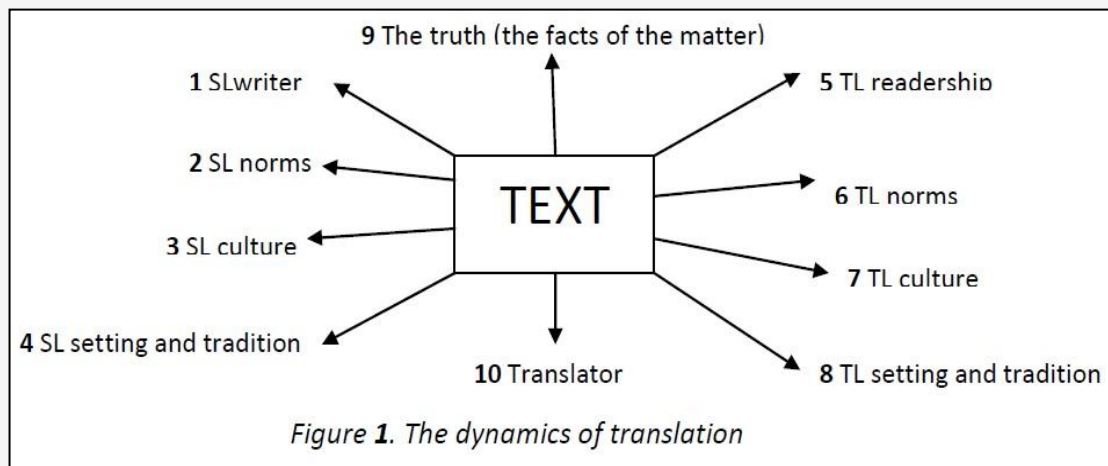
By using translation.

You can understand Chinese text with the help of a _____.

translator (knows both Arabic and Chinese languages)

The dynamics of translation

حركات (ديناميات، ديناميكيات) الترجمة



According to Newmark, one of the dynamics of translation is:

SL writer

According to Newmark, one of the dynamics of translation is:

SL norms

According to Newmark, one of the dynamics of translation is:

SL culture

According to Newmark, one of the dynamics of translation is:

SL setting and tradition

According to Newmark, one of the dynamics of translation is:

TL readership

According to Newmark, one of the dynamics of translation is:

TL norms

According to Newmark, one of the dynamics of translation is:

TL culture

According to Newmark, one of the dynamics of translation is:

TL setting and tradition

According to Newmark, one of the dynamics of translation is:

The truth (the facts of the matter)

Opposing forces pull the translation activity on opposite directions.

القوى المتعارضة تسحب نشاط الترجمة في اتجاهات متعاكسة

_____ pull the translation activity on opposite directions.

Opposing forces

Opposing forces pull the translation activity on _____.

opposite directions

According to Newmark, the dynamics of translation are the _____ pull the translation activity on opposite directions.

opposing forces

According to Newmark, the dynamics of translation
are the opposing forces pull the translation activity on
_____.

opposite directions

SL = Source Language

TL = Target Language

What does "Translation" mean?

ماذا تعني "الترجمة"؟

The term "translation" can refer to:
the general subject field

the product (the text that had been translated)
the process (the act of producing the translation) (Munday: 2008)

المصطلح "ترجمة" قد يشير إلى
(المجال العام للموضوع (الموضوع أي الترجمة
المنتج، النص الذي تم ترجمته
العملية، فعل أو ممارسة إنتاج الترجمة

According to Jeremy Munday, translation can refer to:

the general subject field

According to Jeremy Munday, translation can refer to:

the product (the text that had been translated)

According to Jeremy Munday, translation can refer to:

the process (the act of producing the translation) (Munday : 2008)

The general term of translation can refer to (the product) that means:

The text that had been translated.

The general term of translation can refer to (the process) that means:

The act of producing the translation.

Many authors tried to define "Translation".

“Rendering the meaning of a text into another language in the way that the author intended the text.” (Newmark :1988)

“author = the originator of the text whether it is oral or written”

Translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form; whether the languages have established orthographies or do not have such standardization or whether one or both languages is based on signs, as with sign languages of the deaf. (Brislin, 1976)

Translation is often regarded as a project for transferring meaning from one language to another. (Farghal, 1999)

All the previous mentioned definitions of the term “translation” talk about two key words:

transfer (interlingual communication)

meaning (denotative and connotative)

حاول العديد من المؤلفين تعريف مصطلح "ترجمة".
فقال نيومارك في عام ١٩٨٨ : الترجمة هي استخلاص معنى نص إلى لغة أخرى بنفس
الطريقة التي قصدها مؤلف النص

Related Basic Definitions

تعاريف أساسية مرتبطة بتعريف الترجمة

Text: Any given stretch of speech or writing assumed to make coherent whole. (Dickins: 2002)

النص: هو أي امتداد منطوق أو مكتوب مفترض به أن يشكل كلاً متماسكاً .

So.. A text may be

فالنص قد يكون :

(قف) a single word like the sign:

كلمة مفردة مثل إشارة "قف"

which consists of thousands of pages like: (many volumes)

أو آلاف من الصفحات ككتاب تاريخ الرسل والملوك الذي يتألف من مجلدات كثيرة .

Source Text (ST): The text requiring translation.

النص المصدر: هو النص الذي يحتاج للترجمة

Target Text (TT): The text which is a translation of the ST.

النص الهدف: نص ترجمة النص المصدر .

Source Language (SL): The language in which the ST is written.

اللغة المصدر: هي اللغة التي كتب بها النص المصدر .

Target Language (TL): The language into which the ST is translated.

اللغة الهدف: هي اللغة التي يُترجم إليها النص المصدر .

Strategy: The translator's overall plan consisting of a set of strategic decisions taken after an initial reading of the ST, but before starting detailed translation.

الاستراتيجية: هي خطة المترجمة الشاملة التي تتألف من مجموعة من القرارات الاستراتيجية تُتخذ بعد القراءة الأولية للنص المصدر، وقبل البت في الترجمة التفصيلية.

According to James Dickins, a _____ is any given stretch of speech or writing assumed to make coherent whole.

Text

According to James Dickins, a text is any given _____ of speech or writing assumed to make coherent whole.

stretch

According to James Dickins, a text is any given stretch of _____ assumed to make coherent whole.

speech or writing

The (ST) is the:

text requiring translation

The text requiring translation, is the:

ST

The short form (ST) stands for:

Source text.

The text which is a translation of the ST is the:

Target Text (TT)

The (TT) is the:

text which is a translation of the ST.

The (SL) is the:

language in which the ST is written.

The language in which the _____ is written, is the SL.

ST

The language in which the ST is written, is the:

SL

The language into which the ST is translated, is:

TL

The language into which the _____ is translated, is TL.

ST

_____ is the translator's overall plan consisting of a set of strategic decisions taken after an initial reading of the ST, but before starting detailed translation.

A strategy

A strategy is the translator's overall plan consisting of a set of strategic decisions taken after an initial reading of the ST, but _____.

Before starting detailed translation

A certain language system has its own features and norms that people use to _____ with each other.

communicate

You need a _____ who totally knows both Chinese and Arabic languages to transfer to you the meaning of a certain contract written in Chinese language.

Translator

According to Newmark, SL writer and TL readership are two components of the _____.

translation

SL and TL stand for: _____ and _____.

The language in which the ST is written

The language into which the ST is translated

“Rendering the meaning of a text into another language in the way that the author intended the text.” This is the definition of " _____ " according to Newmark.

translation

المحاضرة الثانية :

Translation Studies and Samples of Text Types

دراسات الترجمة وأمثلة على أنماط (أنواع) النصوص

Translation Studies

دراسات الترجمة

Translation studies is now understood to refer to the academic discipline concerned with the study of translation at large,

including literary and non-literary translation, various forms of oral interpreting as well as dubbing and subtitling. (Baker, M. (ed.) 1998/2008)

دراسات الترجمة مصطلح يُفهم الآن أنه يُشير إلى التخصص الأكاديمي المتعلق بدراسة الترجمة أشكال كثيرة متنوعة من الترجمة الشفوية إضافة إلى الدبلجة ووضع الحاشية المترجمة للفيلم؛ بما في ذلك الترجمة الأدبية وغير الأدبية

So, what is the relation between the Translation Studies and Text Types?

إذن، ما هي العلاقة بين دراسات الترجمة وأنماط الترجمة

_____ is now understood to refer to the academic discipline concerned with the study of translation at large,

including literary and non-literary translation, various forms of oral interpreting as well as dubbing and subtitling.
(Baker, M. (ed.) 1998/2008)

Translation studies

Translation studies is now understood to refer to the academic discipline concerned with the study of _____ at large, including literary and non-literary translation, various forms of oral interpreting as well as dubbing and subtitling.
(Baker, M. (ed.) 1998/2008)

translation

Translation studies is now understood to refer to the academic discipline concerned with the study of translation at large, including _____ translation, various forms of oral interpreting as well as dubbing and subtitling.
(Baker, M. (ed.) 1998/2008)

literary and non-literary

Translation studies is now understood to refer to the academic discipline concerned with the study of translation at large, including literary and non-literary translation, various forms of _____ as well as dubbing and subtitling.
(Baker, M. (ed.) 1998/2008)

oral interpreting

Translation studies is now understood to refer to the academic discipline concerned with the study of translation at large, including literary and non-literary translation, various forms of oral interpreting as well as _____ and subtitling.
(Baker, M. (ed.) 1998/2008)

dubbing

Translation studies is now understood to refer to the academic discipline concerned with the study of translation at large, including literary and non-literary translation, various forms of oral interpreting as well as dubbing and _____.

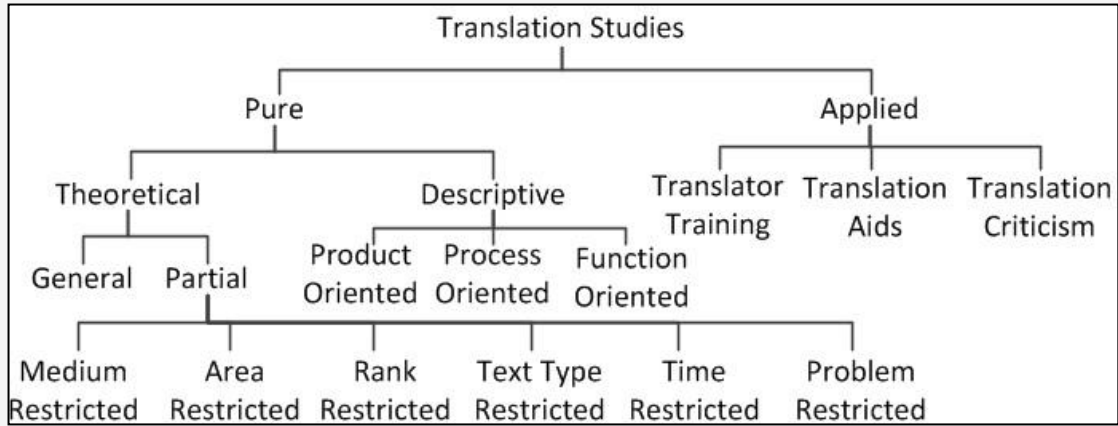
(Baker, M. (ed.) 1998/2008)

subtitling

James Holmes's Map

خارطة جيمس هولمز

James Holmes's Map



حسبت ما مر علي، المخطط ماجا عليه أسئلة؛ لكن بأحاول أشرحه عالسريع .

دراسات الترجمة، تنقسم إلى :

دراسات بحثية .

دراسات تطبيقية.

دراسات الترجمة البحثية تنقسم إلى :

دراسات نظرية .

دراسات وصفية .

دراسات الترجمة النظرية تنقسم إلى :

دراسات عامة .

دراسات جزئية .

دراسات الترجمة الجزئية، تنقسم إلى :

دراسات مقيدة بالوسط (المحيط)

دراسات مقيدة بالمنطقة (أو المكان)

دراسات مقيدة بالرتبة (المكانة)

دراسات مقيدة بنمط (نوع) النص .
 دراسات مقيدة بالوقت .
 دراسات مقيدة بالمشكلة .

دراسات الترجمة الوصفية، تنقسم إلى :
 دراسات مقيدة بالمنتج (منتجية الوجهة)
 دراسات مقيدة بالعملية .
 دراسات مقيدة بالوظيفة .

دراسات الترجمة التطبيقية، تنقسم إلى :
 تدريب المترجم .
 مساعدات (عُدّة) الترجمة .
 نقد الترجمة

Text type

نمط النص

المطلوب الآن هو معرفة نوع (نمط) كل نص من النصوص التالية، بآكتبها تحت النص مباشرة.

Text 1

قل هو الله أحد
 الله الصمد
 لم يلد ولم يولد
 ولم يكن له كفواً أحد

a religious text taken from the Holy Quran.

Text 2

Dear Valued Customer In order to make your online banking experience more secure, we have improved the username and password rules. If you are facing difficulties logging into our internet and mobile banking, then perhaps your user name and password does not comply to the rules that we have applied. In such a case please contact the call center 920003344 to reset your Al Mubasher access. This would require you to register for online banking again by accessing the following

link <https://www.almubasher.com.sa/registration/> and comply to the username and password rules that are mentioned below.

a bank leaflet

Text 3

الزحار العصوي
مرض انتاني يمتاز تشريحيا بالتهاب الامعاء الغليظة يسببه عصيات من نوع شيفلا وتدخل إلى الجسم بالطريق المعدي المعوي بواسطة الطعام والماء والأصابع الملوثة. وتنطرح الجراثيم بعدد وافر أثناء الدور الحاد للمرض مع البراز السائل. وقد يكون ذلك خلال دور النقاهة وحتى بعد شفاء المريض تماماً وقد يظهر الزحار بشكل وبائي حيث يجتمع الناس وتتعدم الشروط الصحية والنظافة. وتساعد شروط الطقس الحار في البلاد الاستوائية على انتشار المرض بواسطة الذباب.

a technical text describing a certain disease.

Text 4

<<Hareton returned no answer. <<Hareton! Hareton! Hareton! Do you hear?>> <<Get off with you! he said fiercely. Let me take that pipe>> she said, cautiously advancing her hand, and removing it from his mouth. Before he could attempt to get it back, it was broken, and thrown in the fire. He swore at her, and seized another. <<Stop! she cried. You must listen to me first, and I can't speak with those clouds floating in my face>.

a literary text taken from the novel “Wuthering Heights” by Emily Bronte

Text 5

بسم الله الرحمن الرحيم، والصلاة والسلام على رسول الله الهادي الأمين وعلى آله وصحبه أجمعين.
..أيها الإخوة الكرام في مشارق الأرض ومغاربها
:السلام عليكم ورحمة الله وبركاته

أهنتكم بعيد الفطر المبارك وبصيام وقيام الشهر الفضيل، وأخاطبكم من رحاب البلد الحرام ومهد رسالة الإسلام، وقبله المسلمين التي انطلق منها نور الهداية الربانية ليضيء للبشرية طريق الخير والسلام، لتشكل حضارته أهم روافد التحضر الإنساني والإبداع البشري، ولا غاية لهذا الخير الذي أجراه الله تعالى على يد معلم البشرية وهاديتها نبينا محمد، صلى الله عليه وسلم، سوى إخراج العالم من غياهب الظلام والاستبداد والجهالة إلى نور الحق والمساواة والعدالة، مع رفع راية التسامح والتعايش والحكمة والرشد، والدعوة إلى كلمة سواء تخرج بها البشرية من ظلمات جهلها وشحنائها وتناحرها إلى نور ربها الهادي إلى سواء الصراط

an official speech by The Custodian of the Two Holy Mosques

Text 6

She dwelt among the untrodden ways Beside the springs of Dove, A
Maid whom there were none to praise And very few to love: A violet
by a mossy stone Half hidden from the eye! —Fair as a star, when
only one Is shining in the sky. She lived unknown, and few could
know When Lucy ceased to be; But she is in her grave, and, oh, The
difference to me!

William Wordsworth.

a poem by the famous English poet William Wordsworth.

Text 7

هدف هذا البحث إلى تعرّف أهم مهارات التعبير الفني في التربية الفنية المناسبة لطلاب الصف السادس الابتدائي، وإعداد برنامج حاسوبي مقترح في التربية الفنية لتنمية مهارات التعبير الفني لدى طلاب الصف السادس الابتدائي، وتعرّف أثر استخدام البرنامج الحاسوبي المقترح في التربية الفنية على تنمية مهارات التعبير الفني لدى طلاب الصف السادس الابتدائي.

واتبع البحث المنهج التجريبي، على عينة من طلاب الصف السادس الابتدائي بلغ عددهم (٣٨) طالباً، تم تقسيمهم إلى مجموعتين: المجموعة التجريبية درست باستخدام البرنامج الحاسوبي وعددها (١٩) طالباً، بينما المجموعة الضابطة درست بالطريقة المعتادة وعددها (١٩) طالباً، وتم تطبيق التجربة وفق برنامج حاسوبي مقترح من إعداد الباحث، بعدما تم تحديد مهارات التعبير الفني المناسبة لعينة البحث، وقام الباحث بإعداد مقياس مهارات التعبير الفني.

وأظهرت نتائج البحث بأنه وجدت فروق دالة إحصائية بين المجموعة التجريبية والضابطة في المهارات الست، لصالح المجموعة التجريبية، كان للبرنامج الحاسوبي المقترح فاعلية عالية ناتجة عن أثر كبير في تنمية مهارات التعبير الفني لدى طلاب الصف السادس الابتدائي.

an academic text - thesis abstract

Text 8

:

Small Change HOPES deferred rather than hopes dashed: that sums up the reaction of the transport lobby to the £1.8 billion in additional funding over the next three years that was announced this week.

Representing a 25% increase in comparison with a 25% cut in the last parliament. The concession is an important breakthrough, for which local authorities have long campaigned. London First, a business pressure group, estimated in a study, published last month, that a non-residential parking tax levied at an average of £750 per parking space in central and outer London could raise £300m per year, enough, for example, to bridge the investment backlog of

London's Underground. From The Economist Jul 16th 1998.

a financial text taken from The Economist Newspaper - 1998

Text 9:

إن وادي رم ذو الجمال الطبيعي الفاتن يلخص رومانسية الصحراء بأوديتها القديمة الشبيهة بسطح القمر والتلال الرملية التي ترتفع فوق الأرض. وعلاوة على ذلك فوادي رم يعتبر مسكناً للعديد من القبائل البدوية التي تعيش في مخيمات متناثرة في المنطقة.

taken from a tourist brochure

It's obvious that _____ are the same text type.

not all texts

A certain text taken from a novel is considered as a _____.

literary

A novel is an example of a _____ text.

Literary

It is obvious that not all texts are the same type.

واضح أن النصوص ليست من نفس النمط .

We may distinguish between political texts, legal texts and medical texts; fairy tales, novels and short stories differ from newspaper reports, essays and scientific papers; food recipes, instructions booklets and advertisements may show similarities but they are not the same, expository texts differ from argumentative texts, etc.

يمكننا التفريق بين النصوص السياسية والقانونية والطبية؛ وحكايات الأساطير، والروايات والقصص تختلف عن تحقیقات الصحف، المقالات والأوراق العلمية؛ ووصفات الطعام وكتيبات التعليم والإعلانات قد تبدي تشابهاً إلا أنها ليست نفس الشيء، والنصوص التفسيرية تختلف عن النصوص النصوص الجدلية، إلخ...

All these types of text differ in ways that are somewhat obvious, intuitively, but which nevertheless invite detailed analysis" (Trosborg, 1998)

كل هذه الأنواع تختلف بطرق واضحة وبديهية إلى حد ما، إلا أنها مع ذلك تستدعي تحليلاً مفصلاً.

Katharina Reiss (1979/1989) views the text, rather than the word or sentence, as the level at which communication is achieved and at which equi valence must be sought.

كاثرينا ريس تنظر إلى النص لا على أنه كلمة وجملة، بل على أنه المستوى الذي عن طريقة يتحقق الاتصال بالتالي يجب أن يكون البحث عن تكافؤ لهذا المستوى.

It is obvious that _____ texts are the same type.

not all

Political texts, legal texts and medical texts; are:

Different in types.

Fairy tales, novels and short stories _____ from newspaper reports, essays and scientific papers.

differ

Food recipes, instructions booklets and advertisements are _____.

not the same

Expository texts _____ argumentative texts, etc.

differ from

All these types of text differ in ways that are somewhat obvious, intuitively, but which nevertheless invite _____.

detailed analysis

Katharina Reiss (1979/1989) views the text, rather than the word or sentence, as the _____ at which communication is achieved and at which equi valence must be sought.

level

Katharina Reiss (1979/1989) views the text, rather than the word or sentence, as the level at which _____ is achieved and at which equi valence must be sought.

communication

Katharina Reiss (1979/1989) views the text, rather than the word or sentence, as the level at which communication is achieved and at which _____ must be sought.

equivalence

_____ (1979/1989) views the text, rather than the word or sentence, as the level at which communication is achieved and at which equi valence must be sought.

Katharina Reiss

Katharina Reiss (1979/1989) views the _____, rather than the word or sentence, as the level at which communication is achieved and at which equi valence must be sought.

text

Katharina Reiss (1979/1989) views the text, rather than the word or sentence, as the level at which _____.

communication is achieved and at which equi valence must be sought

A short story is an example of a (religious / literary / technical) text.

literary

A religious text is like a (Quran Surah/ poem / short story).

Quran Surah

The Custodian of the Two Holy Mosques has addressed the nation with a speech which is considered as a (technical / literary / religious) text.

كل الإجابات خطأ

الإجابة الصحيحة

Official speech

خطاب رسمي

A certain text talking about a certain disease is considered as (religious / literary / technical) text.

technical

Katharina Reiss views the (word / sentence / text) as the level at which communication is achieved and at which equi valence must be sought.

text

المحاضرة الثالثة :

Text Types as Seen by Scholars – Part 1

الأنماط النصية كما يراها العلماء - الجزء الأول

Importance of Text Type

أهمية نوع (نمط) النص

Both translators and those who write about translation have recognized the importance of the relationship between text type and translation process.

كُلًّا من المترجمين وأولئك الذين يكتبون عن الترجمة لديهم إدراك ووعي حول العلاقة بين نوع النص وعملية الترجمة.

The first and important step towards a suitable and considerable translation of any text is to identify the typology to which that text belongs.

الخطوة الأولى والمهمة من أجل ترجمة مناسبة وجديرة بالاعتبار لأي نص هي عبر تحديد النمط الذي ينتمي إليه هذا النص.

There are several classifications put by several scholars concerning text types.

هنالك العديد من التصنيفات المختصة بالأنماط النصية الموضوعة من قبل العديد من العلماء.

A translator of any text necessarily needs to know which text type and what nature is that text, in order to be able to adequately produce a suitable target text.

مترجم أي نص يحتاج بالضرورة إلى أن يعرف ماهو نمط وطبيعة النص الذي يترجمه، من أجل أن يكون قادراً بنحوٍ كافٍ على إنتاج نص هدف ملائم.

Both translators and those who write about translation have recognized _____ of the relationship between text type and translation process.

the importance

Both translators and those who write about translation have recognized the importance of _____ between text type and translation process.

the relationship

Both translators and those who write about translation have

recognized the importance of the relationship between _____ and translation process.

text typ

Both translators and those who write about translation have recognized the importance of the relationship between text type and _____.

translation process

The first and important step towards a suitable and considerable translation of any text is to identify _____ to which that text belongs.

the typology

There are several classifications put by several scholars concerning _____.

text types

A translator of any text necessarily needs to know _____ is that text, in order to be able to adequately produce a suitable target text.

which text type and what nature

A translator of any text necessarily needs to know which text type and what nature is that text, in order to be able to _____.

adequately produce a suitable target text

Text Type Classifications

تصنيفات الأنماط النصية

There are several classifications put by several scholars concerning text types.

هنالك العديد من التصنيفات الموضوعة من قبل العديد من العلماء فيما يخص الأنماط النصية

باسل حاتم وإيان ماسون (1990) Basil Hatim & Ian Mason

Hatim and Mason (1990) classified text types according to their rhetorical purposes:

:حاتم وماسون صنفوا الأنماط النصية وفقاً لأغراضها البلاغية، إلى

جدلية Argumentative
تفسيرية Expositive
تعليمية instruction-based.

They divide instructional texts into two types: instruction without option, and instruction with option.

قاما بتقسيم النصوص التعليمية إلى نوعين: تعليمية من غير خيار، وتعليمية مع خيار

Instruction without option includes texts such as laws.

.النصوص التعليمية من غير خيار تتضمن نصوصاً مثل القانون

One is required to follow the 'instructions' (law, for instance); otherwise there may be a punishment.

النصوص من غير خيار هي المطلوب فيها اتباع التعليمات (القانون مثلاً)، وعدم اتباع التعليمات يؤدي بك إلى الجزاء أو العقاب

.

Hatim and Mason classified text types according to their rhetorical purposes:

Argumentative Expositive instruction-based.

Hatim and Mason classified text types into three major categories:

Argumentative Expositive instruction-based

Argumentative, expositive, and instruction-based text types are suggested by:

Basil Hatim and Ian Manson

Basil Hatim and Ian Manson divide instructional texts into two types:

Instruction without option.

Instruction with option.

Instruction without option includes texts such as _____.

laws

Instruction without option is required to follow the 'instructions'; otherwise there may be _____.

a punishment

Peter Newmark (1988)

Newmark depends on Bühler's functions of language to deal with text types.

اعتمد نيومارك على وظائف اللغة التي حددها بولر للتعامل مع أنماط النصوص

According to Bühler, there are three language functions:

وفقاً لبولر، هناك ثلاث وظائف للغة

Expressive: Originator writer

تعبيرية أو دلالية: كاتب منشئ أو مؤلف

serious imaginative literature, authoritative statements, autobiography, essays and personal correspondence

النصوص التعبيرية، مثل: أدب الخيال الجدّي، بيانات السلطوية، السير الذاتية، المقالات، والمراسلات الشخصية.

Informative: topic of knowledge
النصوص الإخبارية: موضوع عن المعرفة

a textbook, a technical report, a scientific paper or agenda of a meeting
مثل الكتب الدراسية، التحقيق الفني، الأوراق العلمية، جدول أعمال للقاء

Vocative: readership
الندائية: القراء

notices, publicity, propaganda, persuasive writing and advertisements
ملاحظات، عامة، دعائية، كتابة مقنعة، إعلانات

Few texts are purely expressive informative or vocative:
قليل من النصوص تكون تعبيرية، إخبارية، أو ندائية

most include all three functions, with an emphasis on one of the three" (Newmark,1988: 42)
الغالب أنها تتضمن الثلاث وظائف، مع التركيز على واحدة منها

According to Buhler, there are three language functions:

Expressive, informative, and vocative.

According to Newmark, serious imaginative literature is a text type which is:

Expressive.

According to Newmark, authoritative statements is a text type which is:

Expressive.

According to Newmark, autobiography is a text type which is:

Expressive.

According to Newmark, essays is a text type which is:

Expressive.

According to Newmark, personal correspondence is a text type which is:

Expressive.

According to Newmark, a textbook is a text type which is:

Informative.

According to Newmark, a technical report is a text type which is:

Informative.

According to Newmark, a scientific paper is a text type which is:

Informative.

According to Newmark, an agenda of a meeting is a text type which is:

Informative.

According to Newmark, notices is a text type which is:

Vocative

According to Newmark, publicity is a text type which is:

Vocative

According to Newmark, propaganda is a text type which is:

Vocative

According to Newmark, persuasive writing is a text type which is:

Vocative

According to Newmark, advertisements is a text type which is:

Vocative

According to Newmark, Few texts are purely expressive, informative or vocative: most include all three functions, _____.

with an emphasis on one of the three

Katharina Reiss (1970s)

In the 1970s and depending on Buhler's typology, Katherina Reiss classified text types as follows:

في السبعينات واعتماداً على أنماط بولر، صنفت كاثرينا ريس الأنماط النصية إلى

Informative إخبارية
Expressive تعبيرية
Operative تشغيلية، عملياتية
Audiomedial سمعية بصرية

Katharina Riess (1979/1989) views the text, rather than the word or sentence, as the level at which communication is achieved and at which equi valence must be sought.

لا تستعرض كاثرينا ريس النص ككلمة وجملة بل كمستوى عن طريقه يتم التواصل، وهذا المستوى الذي عن طريقه يتم التواصل هو ما يجب النظر إليه والبحث عن مكافئ له عند الترجمة.

In the 1970s and depending on _____ typology, Katherina Reiss classified text types as follows:

Informative
Expressive
Operative
Audiomedial

Buhler's

In the 1970s and depending on Buhler's typology,

Katherina Reiss classified text types as follows:

Informative Expressive Operative Audiomedial

Choose the right answer:

All texts are (different / the same / argumentative).

different

We can distinguish between political and medical texts. (True/ False)

True

Advertisements and scientific papers
(don't / always / usually) show similarities.

usually

هذا السؤال مائي متأكد من إجابته،
always الأكيد أن الإجابة ماهي
الخيار الصحيح إما usually أو don't

The first step to suitably translate a text is to :
(determine the long and short sentences /
identify the text type / recognize the title)

identify the text type

Hatim and Mason classified text types according to their
(rhetorical purposes / length of paragraphs
/ language functions)

rhetorical purposes

Hatim and Mason classified text types into
three major categories. One of them is:
(appellative / vocative / argumentative)

argumentative

According to Newmark, serious imaginative literature is a text type which is:
(expressive / vocative / informative)

expressive

The core of an expressive text type is:
(the topic / the readership / the writer)

the writer

أسئلة إضافية

The core of an informative text type is:

The topic

The core of vocative text type is:

The readership

One of the function of language that Buhler suggests is the _____ function of language in which the readership is the core of it.

Vocative

المحاضرة الرابعة :

Text Types as Seen by Scholars Part 2

الأنماط النصية كما يراها العلماء - الجزء الثاني

Text Type Classifications

تصنيفات الأنماط النصية

Katharina Reiss (1970s)

In the 1970s and depending on Bühler's three-way categorization of the functions of language,
في السبعينيات واعتماداً على طريقة تصنيف بولر الثلاثية لوظائف اللغة،

Katharina Reiss links the three functions to their corresponding language dimensions and to the text types or communicative situations in which they are used:
كاثرينا ريبس ربطت الوظائف الثلاثة مع أبعادها اللغوية ذات العلاقة ومع الأنماط النصية أو المواقف التواصلية التي تُستخدم فيها :

إخبارية Informative

'Plain communication of facts':
information, knowledge, opinions, etc. اتصال الحقائق الصريح: معلومة، معرفة، آراء... إلخ.

The language dimension used to transmit the information is logical or referential,

بُعد اللغة المُستخدم في نقل المعلومات منطقي وومرجعي (منسوب للمرجع)

the content or 'topic' is the main focus of the communication,
المحتوى أو الموضوع هو ما يكون عليه التركيز الأساسي في الاتصال،

and the text type is informative.

والنمط النصي إخباري.

تعبيرية Expressive

'Creative composition':

تركيب (توليف) إبداعي :

the author uses the aesthetic dimension of language.

يستخدم المؤلف البعد الجمالي في اللغة.

The author or 'sender' is foregrounded, as well as the form of the message,

المؤلف أو المرسل مُقدَّم (أمامي)، كما هو حال صياغة الرسالة،

and the text type is expressive.

والنمط النصي تعبري

Operative

تشغيلي أو عملياتي

'Inducing behavioral responses':

يُحدث (يحرص، يستدعي) الاستجابات السلوكية

the aim of the appellative function is to appeal to or persuade the reader or 'receiver' of the text to act in a certain way.
الهدف من وظيفة الاستمالة هو مطالبة أو إقناع القارئ أو المستقبل للنص أن يتصرف بطريقة معينة .

The form of language is dialogic, the focus is appellative and Reiss calls this text type operative.

صيغة (شكل) اللغة هي الحوار، التركيز هو على الاستمالة، وكاثرينا ريس تدعوا هذا النمط النصي بالتشغيلي (العملياتي).

Audiomedial texts

النصوص السمعية البصرية

such as films and visual and spoken advertisements which supplement the other three functions with visual images, music, etc.
مثل الأفلام والإعلانات المرئية والمنطوقة التي تلحق (تتبع) الوظائف الأخرى بالصور المرئية والموسيقى... إلخ.

In the 1970s and depending on Bühler's three-way categorization of the functions of language, Katharina Reiss links the three functions to their _____ and to the text types

or communicative situations in which they are used.

corresponding language dimensions

In the 1970s and depending on Bühler's three-way categorization of the functions of language, Katharina Reiss links the three functions to their corresponding language dimensions and to the _____ in which they are used.

text types or communicative situations

In the 1970s and depending on Bühler's three-way categorization of the functions of language, Katharina Reiss links the three functions to their corresponding language dimensions and to the text types or communicative situations in which they are _____.

Used

The language dimension used to _____ in an informative text type.

transmit the information

The language dimension used to transmit the information is _____.

logical or referential

According to Reiss, _____ is the main focus of the communication, and the text type is informative.

the content

According to Reiss, _____ is the main focus of the communication, and the text type is informative.

the topic

According to Reiss, the topic is the main focus of the communication, and the text type is _____.

informative

According to Reiss, in 'Creative composition': the author uses the _____.

aesthetic dimension of language

According to Reiss, in 'Creative composition': _____ is foregrounded, as well as the form of the message.

The author or 'sender'

According to Reiss, in 'Creative composition': The author or 'sender' is _____ as well as the form of the message.

Foregrounded ,

According to Reiss, in 'Creative composition': The author or 'sender' is foregrounded, as well as _____.

the form of the message

The aim of the _____ is to appeal to or persuade the reader or 'receiver' of the text to act in a certain way.

appellative function

The aim of the appellative function is to _____ to or persuade the reader or 'receiver' of the text to act in a certain way.

appeal

The aim of the appellative function is to appeal to or _____ the reader or 'receiver' of the text to act in a certain way.

persuade

The aim of the appellative function is to appeal to or persuade _____ of the text to act in a certain way.

the reader or 'receiver'

The aim of the appellative function is to appeal to or persuade the reader or 'receiver' of the text to _____.

act in a certain way

The form of language in the appellative function (operative function) is _____.

dialogic

The focus of language in the operative function is _____.

appellative

_____ such as films and visual and spoken advertisements.

Audiomedial texts

Audiomedial texts such as _____.

films and visual and spoken advertisements

"Feel magic and imagine what you can experience in 4 days", according to Katharina Reiss, this text belongs to text type:

Audiomedial texts

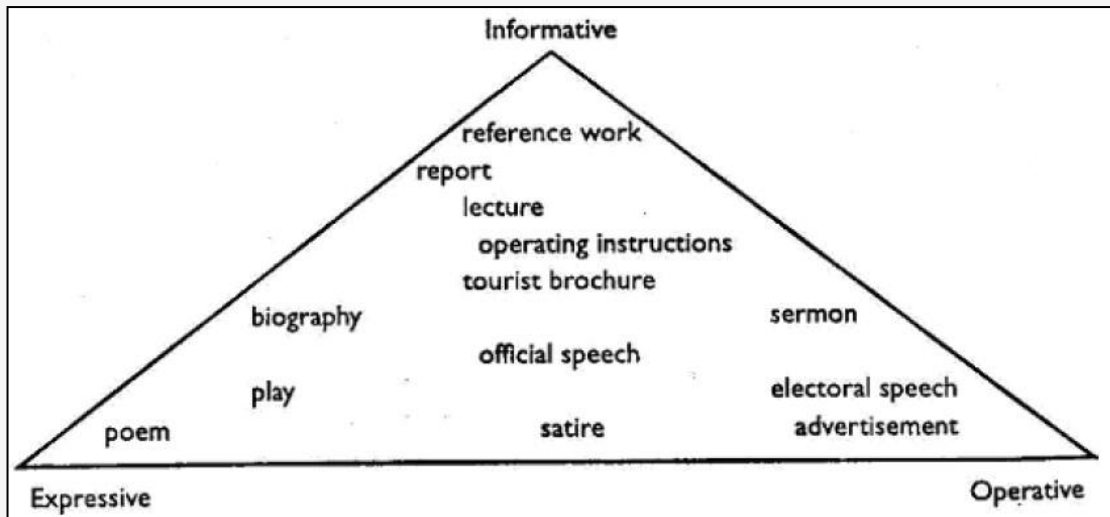


Figure 5.1 Reiss's text types and text varieties (Chesterman 1989: 105, based on a handout prepared by Roland Freihoff).

According to Reiss, an electoral speech is mostly _____ text type.

an operative

According to Reiss, reference work is mostly _____ text type.

an informative

According to Reiss, poem is mostly _____ text type.

an expressive

According to Reiss, advertisement is mostly _____ text type.

an operative

The poem is a _____.

highly expressive, form-focused type

The reference work is the text variety which is _____ as Reiss suggest.

the most fully informative text type

The electoral speech is the test variety which is _____ as Reiss suggest.

the most fully operative text type

The advertisement is the test variety which is _____ as Reiss suggest.

the most fully operative text type

An advertisement is _____ text type.

the clearest operative

The poem is the test variety which is _____ as Reiss suggest.

the most fully expressive

Sermon and biography are:

hybrid of types هجين من الأنماط النصية

Satire is _____.

a hybrid of types

Reiss (1971) Text types

Functional characteristics of text types and links to translation methods(adapted form Reiss 1971)

الأنماط النصية حسب كاثرينا ريس
الخصائص الوظيفية للأنماط النصية وربطها بأساليب الترجمة
وعبر الرد القادم بنحاول نستخلص أشكال الأسئلة من هذا الجدول

Text type	<i>Informative</i>	<i>Expressive</i>	<i>Vocative</i>
Language function	Informative (representing objects and facts)	Expressive (expressing sender's attitude)	Appellative (making an appeal to text receiver)
Language dimension	Logical	Aesthetic	Dialogic
Text focus	Content-focused	Form-based	Appellative- focused
TT should	Transmit referential Content	Transmit aesthetic form	Elicit desired response
Translation method	'Plain prose', explicitation as required	'Identifying' method, adopt perspective of ST author	'Adaptive', equivalent effect

The language function of an informative text is:

Informative (representing objects and facts).

The language function of an expressive text is:

Expressive (expressing sender's attitude).

The language function of an operative text is:

Appellative (making an appeal to text receiver).

The language dimension of an informative text is:

Logical.

The language dimension of an expressive text is:

Aesthetic.

The language dimension of an operative text is:

Dialogic.

The text focus of an informative text is:

Content-focused

The text focus of an expressive text is:

Form-based

The text focus of an operative text is:

Appelative-focused

The TT of an informative text should:

Transmit referential content of the ST.

The TT of an expressive text should:

Transmit aesthetic form of the ST.

The TT of an operative text should:

Elicit desired response of the ST.

The translation method of an informative text should be in:

Plain prose (explicitation as required).

The translation method of an informative text should:

Identifying method (adopt perspective of ST author).

The translation method of an informative text should:

Adaptive method (***alent effect).**

The translation method of an audio-medial text should:

supplementary method (written words with visual images and music).

According to Reiss, in an informative text type the _____ is the main focus of the communication.

dimension

content

communication

text type

content

According to Reiss, in an informative text type the language dimension used to transmit the information is _____

logical

theoretical

communicative

numerical

logical

المحاضرة الخامسة :

Text Type and Genre

نمط النص والصنف

Text Type and Genre

نمط النص والصنف

The term “text type” is often used in a similar sense of “genre”.
مصطلح نمط النص غالباً ما يستخدم بنفس معنى استخدام مصطلح صنف

Dickins, Hervey and Higgins opted for using the term “genre” instead of “text type”.
ديكينز، هارفي، وهيجينز اختاروا أن يستخدموا مصطلح صنف عوضاً عن مصطلح نمط نص

According to Dickins, the term _____ is often used in a similar sense of “genre”.

“text type”

According to Dickins, the term “text type” is often used in a similar sense of _____.

“genre”

Dickins, Hervey and Higgins opted for using the term _____ instead of “text type”.

“genre”

Dickins, Hervey and Higgins opted for using the term “genre” instead of _____.

“text type”

Genre

Dickins, Hervey and Higgins distinguished five broad categories of “genre”:

صنف ديكنز، هارفي، وديجينز خمس أقسام واسعة من الصنف:

Literary	Religious	Philosophical	Empirical	Persuasive
أدبي	ديني	فلسفي	تجريبي	إقناعي

Dickins, Hervey and Higgins distinguished _____ broad categories of “genre”:

Five

Dickins, Hervey and Higgins distinguished

five broad categories of _____:

“genre”

The five categories distinguished by Dickens, Harvey, and Higgins of genre are:

Literary. Religious. Philosophical. Empirical. Persuasive.

Literary Genres:

الأصناف الأدبية

poetry, fiction and drama

الشعر، القصة، والمسرحية

Features of Texts in This Category:

مواصفات النصوص من هذا الصنف :

these texts concern a world autonomously but not controlled by the physical world outside they contain features of “expression” which create features of “content”.

تتعلق هذه النصوص بعالمٍ مستقل لكن لا يُسيطر عليه العالم المادي في الخارج فهي تحوي مواصفات التعبير الذي يخلق مواصفات المحتوى .

Poetry, fiction and drama are examples of:

Literary genre.

_____ genre texts concern a world autonomously but not controlled by the physical world outside.

Literary

Literary genre texts concern a world _____ but not controlled by the physical world outside.

autonomously

Literary genre texts concern a world autonomously but _____ by the physical world outside.

not controlled

Literary genre texts concern a world autonomously but not controlled by the _____ world outside.
physical

_____ genre texts contain features of “expression” which create features of “content”.
Literary

Literary genre texts contain features of _____ which create features of “content”.
“expression”

Literary genre texts contain features of “expression” which create features of _____.
“content”

Religious Genres:

الأصناف الدينية

Features of Texts in This Category: مواصفات النصوص في هذا القسم

These texts imply the existence of a religious world that is not fictive, but has its own realities and truths.
تُعنى هذه النصوص بوجود عالمٍ ديني غير مُتخيل، له وقائعه وحقائقه الخاصة

So the author is not free to create the world that animates the subject matter but to be merely instrumental in exploring it.
المؤلف للنصوص الدينية ليس حراً في خلق العالم الذي يُحيي قضية الموضوع إنما عليه أن يكون ويلة مجردة في اكتشافه

_____ genre texts imply the existence of a religious world that is not fictive, but has its own realities and truths.

Religious

Religious genre texts imply the existence of _____ world

that is not fictive, but has its own realities and truths.

a religious

Religious genre texts imply the existence of a religious world that is _____, but has its own realities and truths.

not fictive

Religious genre texts imply the existence of a religious world that is not fictive, but has its own _____.

realities and truths

The author of _____ genre texts is not free to create the world that animates the subject matter but to be merely instrumental in exploring it.

religious

The author of religious genre texts is _____ to create the world that animates the subject matter but to be merely instrumental in exploring it.

not free

The author of religious genre texts is not free to create the world that animates the subject matter but to be _____ in exploring it.

merely instrumental

Philosophical Genres:

الأصناف الفلسفية

Features of Texts in This Category:

مواصفات النصوص من هذا الصنف

These texts have a “world” of ideas.

النصوص الفلسفية لها عالم من الأفكار.

Pure mathematics is the best example of philosophical genres.

الرياضيات البحتة هي أفضل مثال على الأصناف الفلسفية.

_____ texts have a “world” of ideas.

Philosophical

Philosophical texts have a “world” of _____.

ideas

_____ is the best example of philosophical genres.

Pure mathematics

Empirical Genres:

الأصناف التجريبية

Features of Texts in This Category:

مواصفات النصوص التجريبية

These texts purports to deal with the real world as it is experienced by observers.

يروم هذا الصنف من النصوص التعامل مع العالم الحقيقي كونه أُخْتَبِرَ من قبل المراقبين ((الملاحظين)).

They are more or less informative, and it is understood to take an objective view of observable phenomena.

النصوص التجريبية إخبارية، وتأخذ نظرة موضوعية للظواهر الملحوظة.

Examples: scientific and technological.

من أمثلها: النصوص العلمية والتكنولوجية.

_____ texts purports to deal with the real world as it is experienced by observers.

Empirical

Empirical texts purports to deal with _____
as it is experienced by observers.
the real world

Empirical texts purports to deal with the real world
as it is _____ by observers.
experienced

Empirical texts purports to deal with the real world
as it is experienced by _____.
observers

_____ text is understood to take an objective view
of observable phenomena.
Empirical

Empirical text is understood to take _____ view
of observable phenomena.
an objective

Empirical text is understood to take an objective view
of _____.
observable phenomena

Empirical text examples:
Scientific and technological.

Persuasive Genres:

Features of Texts in This Category:
مواصفات النصوص الإقناعية

These texts aim at getting listeners or readers to behave in prescribed
or suggested ways, that is: getting an audience to take a certain
course of action, and perhaps explaining how to take it.

النصوص الإقناعية تهدف لجعل المستمع أو القارئ يتصرف بطريق مقترحة منصوص عليها،
ومنها: جعل الجمهور أن يتخذ مسار معين في التصرف، وربما يتم شرح كيف يقوم بذلك

Examples: instruction manuals, laws, rules and regulations, propaganda leaflets, newspaper opinion columns and editorials, and advertisements.

من أمثلة نصوص الإقناع: أدلة التعليمات، القوانين، اللوائح والنظم، المنشورات الدعائية، أعمد الرأي في الصحف، والافتتاحيات، والإعلانات.

_____ texts aim at getting listeners or readers to behave in prescribed or suggested ways.

Persuasive

Persuasive texts aim at getting listeners or readers to _____.

behave in prescribed or suggested ways

_____ texts aim at getting an audience to take a certain course of action.

Persuasive

Persuasive texts aim at getting an audience to _____.

take a certain course of action.

_____ texts perhaps aim at explaining how an audience to take a certain course of action.

Persuasive

Persuasive texts examples:
instruction manuals.

Laws.

Rules.

Regulations.

Propaganda leaflets.

Newspaper opinion columns.

Editorials.

Advertisements.

Before Beginning to Translate a Text

ما يتوجب القيام به قبل ترجمة أي نص

Before you begin translating any text, you need to ask yourself the following important questions:

قبل أن تبدأ بترجمة أي نص تحتاج لأن تسأل نفس الأسئلة المهمة التالية :

What is the message content of this particular ST?

ما هو مضمون (محتوى) الرسالة من هذا النص المصدر بالتحديد؟

What are its salient linguistic features?

ماهي معالمه اللغوية البارزة؟

What are its principal effects?

ماهي تأثيراته الرئيسية؟

What genre does it belong to and what audience is it aimed at?

ما الصنف الذي ينتمي له وما هو الجمهور الذي يقصده؟

What are the functions and intended audience of my translation?

ماهي وظائف ترجمتي؟ وما هو الجمهور المقصود من هذه الترجمة؟

These questions are strategic decisions which are the first set of reasoned decisions taken by the translator before starting the translation in detail.

هذه الأسئلة هي قرارات استراتيجية والتي تعتبر أول مجموعة من القرارات المنطقية (معللة، لها أسبابها) المتخذة من قبل المترجم قبل بدايته في عملية الترجمة بالتفصيل.

Decisions of Detail:

قرارات التفاصيل

Reasoned decisions concerning the specific problems of grammar, vocabulary encountered in translating particular expressions in their particular context.

قرارات منطقية تُعنى بمشاكل محددة مثل النحو (قواعد اللغة)، المفردات التي تتلخص في ترجمة تعبيرات معينة في سياقاتها المحددة.

Poetry, fiction and drama are part of _____ genre.

religious

empirical

literary

persuasive

literary

With regard to religious genre, the author _____
to create the world that animates the subject matter but to be
merely instrumental in exploring it.

totally free

partially free

not free

all mentioned

not free

إلى هنا تقريباً تتوقف المراجعة .

بقية المحاضرات من ٧ إلى ١٣ هي نماذج على ترجمة نصوص من أنماط وأصناف مختلفة .
إلى حد كبير خطتي بدراسة المادة الحين بتكون إنني أخصص يومين قبل الاختبار (التي سيكون
أول اختبار حسب الجدول)؛

يوم لمراجعة الخمس محاضرات الأولى والحمد لله إن شاء الله أن المراجعة بتكون وافية بها
لنقطة لأنني استعرضت مضمون الخمس محاضرات الأولى بالتفصيل؛

ويوم لقراءة بقية المحاضرات بتركيز شديد وتوقع أن يجيب أي نص ويطلب ترجمته الصحيحة
(النص وترجمته موجود بالمحتوى)

لا تنسونا من صالح دعاؤكم