ATILIM UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

DEPARTMENT OF TRANSLATION AND INTERPRETATION

TRANSLATION STUDIES MASTER'S PROGRAMME

THE SIGNIFICANCE OF THE COMMUNICATIVE AND PRAGMATIC COMPETENCE FOR THE TRANSLATOR

Master's Thesis

Najem Awtraqje

Ankara- 2020

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GCPS

ACCEPTANCE AND APPROVAL

This is to certify that this thesis titled “The Significance of The Communicative and Pragmatic Competence for The Translator” and prepared by Najem Mohammed Awtraqje meets with the committee’s approval unanimously as Master’s Thesis in the field of School of Translation Studies following the successful defense of the thesis conducted in 19/06/2020.

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[Najem Awtraqje]

ÖZ

AWTRAQJE, Najem.

Çevirmenler için İletişimsel ve İşlevsel Yetkinliğin Önemi, Yüksek Lisans Tezi, Ankara, 2020.

Doğru çeviri yapabilmek için çevirmenlerin çeviri edincine sahip olmanın önemini bilmeleri gerekmektedir. Bu çalışmanın amacı, çeviri alanında iletişimsel ve edimsel edincin ve iletişimsel edincin dört alt kategorisi olan dilbilimsel, toplumdilbilimsel ve stratejik edincin ve söylem edincinin gerekliliğini vurgulamaktır. Ayrıca bu çalışma, bu edinçlere sahip olmanın çeviri sürecinde çevirmene ne şekilde yardımcı olduğunu ve çevirmenlerin bu yeterliliklerin eksikliği nedeniyle karşılaştıkları sorunları göstermeyi hedeflemektedir. Bunu yapabilmek için, İngilizce'den Arapça'ya yapılmış çeviri örnekleri toplanmıştır ve her bir örnek betimleyici bir yöntem kullanılarak incelenmiştir. Her örnek için iletişimsel ve edimsel edincin gözlemlenemediği bir çeviri ve bu edinçlere sahip olan bir çevirmen tarafından yapılmış olan bir çeviri sunulmuştur. İki farklı çeviriyi karşılaştıran bu çalışma, bu edinçlerin hedef kitlenin akıcı bir şekilde okuyabileceği ve kolaylıkla anlayabileceği doğru ve uygun çeviriyi ortaya çıkartmak için gerekli olduğunu ortaya çıkartmıştır.

Anahtar Kelimeler: Çeviri edinci, İletişimsel edinç, Edimsel edinç,

ABSTRACT

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For achieving accurate translations, it is necessary for translators to be aware of the significance of translation competencies. This study aims to emphasize the importance of pragmatic and communicative competence in the translation field and the four sub-categories of communicative competence that are grammatical, sociolinguistic, discourse, and strategic competence. The study also targets at showing how these competencies help the translator in the translation process and revealing the problems faced by translators while translating because of the lack of these competencies. In order to do so, samples of translation from English into Arabic are collected and each sample is investigated by adopting a qualitative method. For every sample, a translation which is lack of these competencies and a translation conducted by a translator who adopts these competencies are provided. By comparing two different translations, this study reveals that pragmatic and communicative competence are required for conducting accurate and appropriate translations which are for the target readers fluent to read, easy to understand.

Keywords: Translation competence, Communicative competence, Pragmatic competence

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TABLE OF CONTENT

ÖZ.....i

ABSTRACT.....ii

ACKNOWLEDGEMENTS.....iii

TABLE OF CONTENT.....iv

CHAPTER I. INTRODUCTION

1.1 Introduction.....1

1.2 Background of The Study.....2

1.3 Statement of The Problem……..……..3

1.4 Purpose of The Study…….3

1.5 Hypothesis……...……4

1.6 Scope of The Study…….4

1.7 Assumptions and Limitations……4

1.8 Duration of The Study……5

1.9 Importance of The Study……...5

1.10 Definitions……6

CHAPTER II. LITERATURE REVIEW

2. Review of Literature……9

2.1 competence……..9

2.2 The Communicative Competence……11

2.2.1 Gramatical competence……..17

2.2.2 Sociolinguistic competence……19

2.2.3 Discourse competence……20

2.2.4 Strategic competence……..21

2.2.5 The significance of the communicative competence in translation studies….23

2.3 The Pragmatic Competence…….24

2.3.1 The significance of the pragmatic competence in translation studies……..26

2.4 The Impact of The Communicative and Pragmatic on Translation Performance……29

CHAPTER III. METHODOLOGY

3.1 METHODOLOGY 33

CHAPTER IV. DATA ANALYSIS

4. DATA ANALYSIS 35

CHAPTER V. CONCLUSION

CONCLUSION 67

BIBLIOGRAPHY 71

CURRICULUM VITAE..... 78

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CHAPTER I.

INTRODUCTION

1.1 Introduction

Achieving accurate translation is not an easy process to achieve as it requires a variety of competencies to accomplish. According to M. Brandes, "translation is a kind of language mediation where the content of the foreign text (original) is transferred to other languages by way of creating a communicatively equivalent text in this language" (p. 6). Regardless of what the field is, skills and competencies are required to be an employee or to get a position or to be a translator. competencies are behaviors, the person learns how to fix a car just as the doctor learns to perform open-heart surgery. Those are the skills. Competencies determine how the person executes the skills they have. Erton (2017, p. 157) described the competencies as one of the most controversial topics in linguistic history, as it constitutes knowledge of languages. This indicates that translators do not have conscious access to the concepts and laws that govern the combination of sounds, words, and sentences and the hidden meaning; nevertheless, they spy out when rules and guidelines are violated.

Harris (1977, p. 99) stated that over time, after the birth of translation studies as a separate discipline, training has become necessary for translators. Carrasco (2014, p. 24) also discussed the importance of training for the translator, and stated that translation was required as a proper work for bilingual individuals, and this kind of translation was considered to be a natural translation since it was conducted every day and under any circumstances without special training. Nida (2012) agreed that bilingualism is not enough to be a good translator since special training is needed for the translation process. He (2014, p. 148) also emphasized that. He said that if a person wants to be a translator, he/she needs to have experience and deep knowledge in the language then he/she can switch between the two languages. In order to gain this knowledge in language, a translator should achieve competence of linguistic in the first place.

Carrasco (2014, p. 27) described the competencies as the abilities in language considering pragmatic, sociolinguistic, textual, grammatical, and lexical components, in this respect, all these elements have an impact on the translation accuracy directly. Moving from this brief background, this study suggests the skills required to achieve accuracy in translation. The aim of this study is to reveal the significance of the communicative and pragmatic competence and the four sub-categories of communicative competence, grammatical, sociolinguistic, discourse, and strategic competence which are required to achieve accurate translation. It shows in what sense these competencies are important for translators in the process of translating from one language to another by providing translation samples from English into Arabic.

1.2 Background of The Study

Chomsky (1965), created a distinction between competence and performance. Competence represents the person's knowledge of the language. While performance, represents how to use that knowledge. Competencies in linguistic consists of rules that enable learners or language speakers to produce and interpret sentences. Performance in contrast, is consists of a set of actual sentences of an ideal speaker/hearer. The Competence usually allows speakers to generate and comprehend an infinite number of sentences in their language and to distinguish the grammatical sentence from the non-grammatical sentences. In Chomsky's view, these competencies can be studied independently from language use. He claimed that the implicit network of linguistic interactions, which Ferdinand de Saussure called "langue," is still wrongly correlated with intelligence or capacity (or know-how).

Hymes (1972) was inspired by Chomsky's distinction of competencies in linguistic and performance. Hymes emphasized the importance of studying people's knowledge when they communicate. His notion of communicative competence consists of four competencies: grammatical, sociolinguistic, discourse and strategic competence. Just like linguistic competence which shows whether a sentence is grammatical or not, communicative competence demonstrates whether the speech is appropriate or not within a specific situation (p. 35-71).

Within the framework of the above mentioned background information, this study intends to show the significance of the communicative and pragmatic competence and the four sub-categories of communicative competence that are grammatical, sociolinguistic, discourse, and strategic competence in the translation process in order to create an accurate translation for the target reader.

ultaneously or consecutively, between two or more users of different languages

1.3 Statement of the Problem

The problem of this study is concerned with the problems translators encounter during the translation process when they lack the knowledge of the language's hidden meaning and features. Translators tend to misinterpret the source text without the knowledge of the competencies, and they focus on the surface meaning without diving behind the message and cannot distinguish what is the hidden meaning, what the writer wants to convey in his work, in general. In the first place, pragmatic competence helps translators to find deep meanings rather than only depending on the surface level or the semantic level. Moreover, communicative competence, with its four subdivisions, which are grammatical, discourse, strategic and sociolinguistic, helps translators to establish communication that is grammatically correct, coherent, and without communication breakdowns. If translators lack these competencies, they might change the exact meaning, furthermore, they may not establish cognitive, social, linguistic, cultural equivalence.

1.4 Purpose of the Study

The purpose of this research is to describe the significance of the communicative and pragmatic competence and the four sub-categories of communicative competence that are grammatical, sociolinguistic, discourse, and strategic competence for the translators. It aims to provide the description for each competence and discuss the significance of the communicative and pragmatic competence for achieving accuracy in translation from English by presenting translation examples. The study tends to reveal the necessity of considering the

communicative and pragmatic competence because each type represents an important factor for the translator. So, in this study, it is aimed to reveal that if the translator is aware of the significance of these competencies and if he applies them during the act of translation, it is easier to achieve linguistic, social, and cognitive equivalence in the target language.

1.5 Hypotheses

This study hypothesizes that to achieve equivalence and accuracy in target texts, translators should consider the communicative and pragmatic competence. Achieving cultural, cognitive, linguistic, and social equivalence is only possible by making the translator be aware of the significance of these competencies and developing the translator's competencies.

1.6 Scope of The Study

This study is a descriptive one on the relationship between communicative and pragmatic competence and accurate translations. Furthermore, this study investigates the subcategories of communicative competence which are grammatical, sociolinguistic, discourse, and strategic competence and deals with each one in relation to translation.

1.7 Assumptions and Limitations

The main assumption of this study is that with the knowledge of the necessity and skills of applying communicative and pragmatic competence in their act of translating, translators can achieve accurate and acceptable translations for the target group.

This study limits itself to the communicative and pragmatic competence and the four categories of communicative competence that are grammatical, sociolinguistic, discourse, and strategic competence. This study doesn't contain other competencies such as extra-linguistic competence, transfer competence, semiotic competence, professional, bilingual sub-competence, instrumental competence, information mining competence, language competence, thematic competence, technological competence, intercultural competence, translation service provision competence, and psychophysiological competence which are also important

competencies that can be the focus of other studies. Another limitation is that the study examines samples which are accurate and inaccurate and are translated from the English language to Arabic language.

1.8 Duration of the Study

This study includes one year of researching starting in September 2019 to May 2020. The duration and steps of the study are as follows:

No.	Month/Year	Study Steps
1	September-October 2019	Chapter one which includes writing the introduction, giving a general background
2	November-December 2019	Chapter two which includes the literature review part
3	January-February 2020	Chapter three which includes the methodology
4	March 2020	Chapter three and chapter four which includes methodology and data analysis
5	April 2020	Chapter five which includes the conclusion part
6	May 2020	Finalizing the thesis
7	June 2020	Masters jury

1.9 Importance of the Study

This study provides a description of each competence that is the focus of this thesis: communicative and pragmatic competence, and the sub-categories of communicative competence that are grammatical, sociolinguistic, discourse, and

strategic competence. It also discusses the significance of these competencies for achieving cognitive, social, equivalence, cultural, and linguistic accuracy and equivalence in translation by presenting translations examples from English to the Arabic language and comparing the accurate and inaccurate ones. Through this way, this study can demonstrate translators and translation students the importance to develop their skills in this manner and achieve accuracy in translation.

1.10. Definitions of Specific Terms

- **Communicative competence:** Savignon (1972, p. 8) defined communicative competence as the capacity to operate in a genuinely communicative circumstance that is, in a dynamic interaction in which linguistic ability must tailor itself to the overall informational input, both linguistic and paralinguistic, of one or more interlocutors.
- **Grammatical competence:** Canale (1983) asserted that grammatical competence represents the abstract dimensions of the language, in other terms, the understanding of the vocabulary invented by Chomsky 1965.
- **Sociolinguistic competence:** Erton (2017) defined this competence as a competence that reflects on human experience in natural environments; the words as they are created and used in various socio-cultural settings. Sociolinguistic knowledge is relevant since it is intended for actual conversation.
- **Discourse competence:** Yule (2010, p. 142) defined discourse competence as the language beyond the sentence and the analysis of discourse is usually correlated with the study of language in texts and conversation.
- **Strategic competence:** According to Erton, (2017, p. 160) the strategic competence is the ability to combine non-verbal and verbal engagement techniques in order to prevent communication breakdowns. Strategic integrity ensures coordination across techniques for performance, efficacy and fluidity.

- **Pragmatic competence:** Yule (1996, p. 4) defined pragmatic competence as the study of the relationship between linguistic types and consumers of these specific forms. It's an analysis of the intangible context of how to understand what's said even though it's not clearly spoken or published.

- Oller (1970) defined pragmatics as "the relationship between linguistic contexts and extralinguistic contexts. It embraces the traditional subject matter of psycholinguistics and also that of Sociolinguistics" (p. 19).

CHAPTER II.

LITERATURE REVIEW

This chapter presents an overview of the communicative and pragmatic competence and the sub-categories of communicative competence that are grammatical, sociolinguistic, discourse, and strategic competence and tends to shed some light on the importance of these competencies within the field of translation studies.

2.1. Competence

The term 'competence' is considered to be one of the most contentious concepts in the world of linguistics. It's an introduction to linguistic discourse and generally identified with Chomsky and his famous and powerful work "*Aspect of the Theory of Syntax*" in which the line between competence which means the monolingual speaker-listener's awareness of language and performance which means the real usage of language is drawn. The concept of competence was introduced by Chomsky (1965) in the elaboration of generative grammar, where it has been generally accepted and competence is the only standard of the language that is studied. It is also known as the knowledge of a language and the ability to use that specific knowledge to interpret and create acceptable, accurate, and meaningful texts. Also, it is at the same time the knowledge of using language appropriately.

According to Chomsky (1965, p. 4) competence is the perfect language structure that lets speakers generate and comprehend an unlimited number of sentences in his/her particular language, and to recognize grammatical phrases from the non-grammatical phrases. Competence is the native speaker's mastery of his/her language and their capacity to generate and comprehend a large number of sentences. According to him:

> Linguistic theory is concerned primarily with an ideal speaker listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. (1965, p. 3)

According to Savignon (1972), general competence provides the theoretical foundation for language learning, teaching and training, and the framework for an operation that cannot be restricted to either the potential language consumers or homogeneous speech cultures. For her, there are many significant points to discuss in terms of competence and its functions in human real interaction.

Erton (2017, p. 157) stated that competence is one of the most controversial terms ever existed in linguistics history. Competence can be adopted as some type of subconscious formation that exists in the mind of the individuals. It is a kind of basic organization pattern, a structure, a conceptual framework that empowers people to carry out everyday actions. Erton compared competence and how it works in the mind to a computer system by emphasizing that computers know everything and can perform systematically so is the mind of the human which is ready for the unexpected with full of skills and solutions.

Similarly, Wales and Marshall (1966, p. 30) declared that the principle of competence in linguistic limits other verbal mechanisms which led the way for further practical human communication. Furthermore, Fodor and Garrett (1966, p. 138) put an emphasis on the simplicity and the necessity of psychological mechanisms, which helped the language users create and produce accurate linguistic chains at the cogitative level. They indicated that both linguistic and psychological structures are a model of competence. In this respect, Fodor and Garret's vision was a model of competence that not only limited to linguistic views, but also a psychological view of the formation of speech (Hatim: 1997, p. 30). For example, Arabic argumentation uses a lot of elements such as repetition for emphasis and stylistic effectiveness, while in the English language, repetition can also make the argument weaker. For that reason, "differences in persuasive strategy within the same language or between languages must be seen in both social and linguistic terms" (Hatim & Mason: 1997, p. 127).

2.2. The Communicative Competence

Mounin (1973, p. 61) emphasized that it is unacceptable to talk about linguistic competence without taking into consideration the communicative competence. Mounin insisted that the translation work becomes challenging when the translator acquires language without using it in the communicative context. Similarly, Nordquist (2019) stated that the communicative competence contains both, the implied knowledge of a language and the capacity to put it in use in the language efficiently. Hatim and Mason (1990) stated that communicative competence attuned to what is communicatively acceptable in both source language and target language.

Hatim and Mason (1990, p. 33) declared that communicative competence enables translators to figure out what is appropriate to communicate in the source language and target language communities acts of translation perhaps evaluated regarding how the context is appropriate for the use in a certain situation. Translators need to overcome syntactic and lexical competence so they can establish communication in two different linguistic worlds. Mansouri (2005, p. 20) said that in order to translate accurately and without distorting any meaning, they should know the limits in each language, in this respect, they should have the mastery of textual features and at the same time, they should use effective writing tools, be aware of where the differences and similarities lie. After all of these, translators can establish effective communication, which means communicative competence is ready to put in work.

Erton (2017, p. 158) described the communicative competence as the application of the language system correctly in any situation with connection to functions and varieties of language with shared sociocultural assumption. The systematic concealment of statements and is carried out by language users, the appropriate way of the prompt in connecting with the context in which it is produced, the probability in implementation, and the grade of incidence scope the basis of the nature of communication. (p. 159)

Savignon (1972) viewed communicative competence as “the ability to function in a truly communicative setting” (p. 8). It is fair to define communicative competence as an activity between humans.

Hymes (1972) *On Communicative Competence* stated that native speakers, in particular, not just the use of grammatical types properly and adequately, but are often

knowledgeable of the way of how and when to use such types. Hyme stated that communicative ability can be learned via the comparison and social context of a term. Communication skill is the capacity to interact in daily circumstances. Hyme said that communicative competence can be studied through, the referential and social meaning of a language. Communicative competence is the capacity to interact in daily circumstances. It contains both structural and functional side of the language. This competence contains the knowledge of grammar, vocabulary, rules of speaking, and how to respond by using the language system appropriately in different situations. For instance, "open the door" is an imperative sentence from the grammatical side but functionally, perhaps it represents an order, a request, agreement, etc. In this way, the sentence can function differently in various social environments, but its form is constant.

Moreover, Hymes believed that communicative competence can be combined with linguistic competence and the knowledge of sociolinguistic protocols. He stated that, *"*the most general term for speaking and hearing capabilities of a person – competence is understood to be dependent on two things: (tacit) knowledge and (ability for) use*"* (p. 277). He added that:

> A normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others. (Hymes 1972, p. 277)

Hymes reached beyond the speaker-hearer's comprehension of language and concentrated on human perception and behavior through which expression and contact take place in an uncountable, unanticipated dialogue that represents various socio-cultural types and structures. He researched the interrelationship of what is understood, done and interpreted, and his research contributed to more research in sociology, philosophy, information engineering, and many more. Thus, the communicative competence refers to the grammatical, social, and cultural use of rules. That means, it contains the knowledge of grammar, structure, word-formation, and pronunciation of the language. In order to learn how to start a conversation and how to end,

communicative competence is the key and it enables to use the language appropriately in a speech community (p. 269-293).

Canale and Swain (1980, 1981), initially, split the communicative competence into three: grammatical, sociolinguistic and strategic competence. In the later version of the same model, Canale (1983, 1984) drove some into from sociolinguistic competence into the fourth component and named it as discourse competence.

Similar to Canale and Swain (1980, p. 8), Savignon (1983) viewed communicative competence as the capacity to work in a sufficiently communicative setting. She divided communicative competence into four sub-components. She also suggested that sociolinguistic and strategic competence are essential for learners to check the ability of communication even before learning the grammatical or structural competence. She believed that strategic competence is always present in the learner's mind even before the period of learning. Thus, she stated that learners do not need to learn these components separately. She presented the following model of communicative competence:

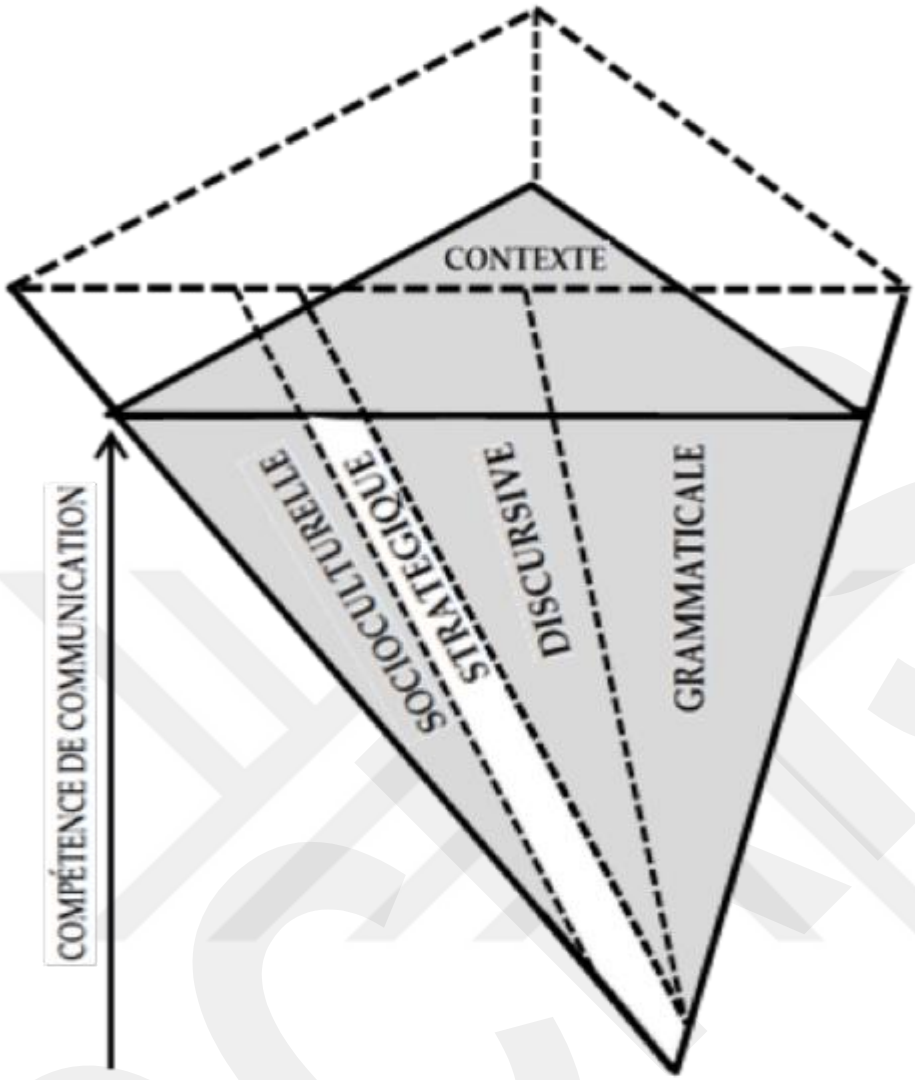


Figure1.**The components of communicative competence model of S, Savignon's 1983**

As it is shown in Figure 1, all four competencies combined represent the communicative competence and eventually lead to context. It is relevant to remember that almost all scholars have given attention to the social dimension of communicative competence. Savignon stated that communicative competence can improve learners' communication skills and allow them to participate in discussion ability, and direct them to preserve the meaning of interaction depending on the circumstance. She added that all the components of communicative competence depend on each other and at the same time each participant often relies on the support of all other participants. She said

that communicative competence implies the ability of how to function indeed in a communicative setting and it's also a dynamic exchange in which linguistic competence should adjust itself to the input information. She added that communicative competence contains grammatical competence which is the sentence-level grammar, while sociolinguistic competence represents the understanding of the social context in which language used and the discourse competence represents the understanding of how the utterance well-built together from a meaningful side, and lastly the strategic competence is about how to use strategies to make the best of what learners know about language in order to communicate and address meaning in a specific sense (p. 130).

Backlund (1977, p. 16) offered a wider view of communicative competence, as it is not just restricted to the language application. He claimed that communicative competence is like an art enabling speakers to choose the correct communicative behavior in order to accurately accomplish the interpersonal aims during an encounter while sustaining the face and line and follow the interacting steps within the constraints of the situations.

Bachman's model for the communicative competence extended Canale and Swain's view on this competence. Bachman (1987 and 1990) provided a model for communicative competence and divided it into two main categories:1. language competence 2. psychomotor skills. Language competence in his model, was elaborated and further subdivided into organizational and pragmatic competence.

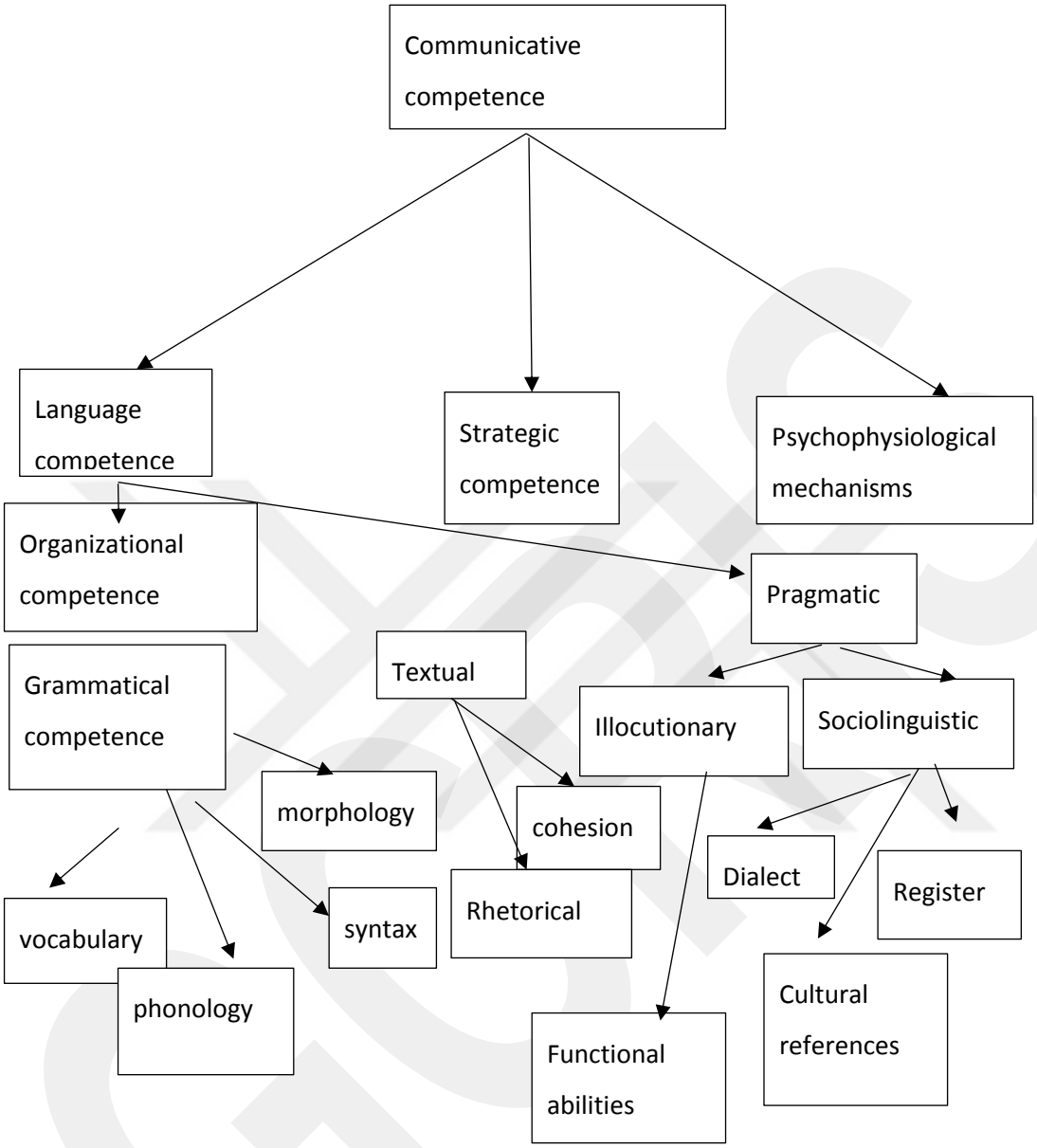


Figure 2. **A Framework for Communicative Language Proficiency 1990**

The organizational competence contains grammatical and textual competence, and pragmatic competence subsumes illocutionary and sociolinguistic competence. Bachman's organizational competence is similar to Canale and Swain's grammatical model which includes lexis, morphology, syntax, and discourse which includes the

textual: coherence and cohesion competence (p. 89). Organizational competence is how to coordinate a language at various stages, and pragmatic competence is how to use language in an appropriate way in ant given situation. In this respect, developing pragmatic competence and its two components are necessary for communicating in that particular language. 1. illocutionary competence is known for the capacity to understand speech acts, and 2. Sociolinguistic competence enables learners to use types of speech differently in a social context. Speech acts are in the middle of the spoken and written modes (p. 94)

Canale and Swain (1980) and Canale (1983) considered communicative competence as a synthesis of the fundamental information framework and skills that are needed to establish communication. Canale presented one of the most preferred models on communicative competence. According to Canale, in order to communicate, four elements are required. He asserted that communicative competence is divided into four subdivisions (p. 39-40):1. Grammatical competence 2. Sociolinguistic competence 3. Discourse competence 4. Strategic competence.

2.2.1. Grammatical Competence

Canale and Swain (1980,1981) emphasized that grammatical competence is primarily linked to the mastery of the linguistic code (verbal or non-verbal) which often requires vocabulary knowledge and awareness of morphological, syntactic, semantic, phonetic and orthographic rules. Grammatical competence allows speakers to use knowledge and skills that are required for interpreting and expressing the literal and direct meaning of the utterances.

Erton (2017) stated that grammatical competence encompasses the theoretical sides of language, which is the knowledge of language introduced by Chomsky in 1965. The term grammatical competence is calculated Through the language learning system, the inherent intellectual capability allows the kid the power to understand and generate the language in a grammatical manner. In this case, grammatical skill is the knowledge of rules of grammar, to be more specific, it is the structural grammar

(phonetics, phonology, morphology, syntax, and semantics). The combination of all of the elements mentioned above results in grammatical competence. “Promoting a strong linguistic competence fosters communicative practices in the learner’s communicative competence” (p. 181).

According to Khamesian (2016, p. 23), grammatical competence can be useful in the scientific departments since science tends to be informative rather than aesthetic, as grammatical competence is based on the function of the message. In this type of utterance, the style should be clear and unambiguous because it serves the information and it should be easy to understand in order to be translated from one language to another. While translating, the exact meaning of the source text should be translated to the target language audience and translators should avoid losing meaning. In this respect, translators should keep in mind that grammatical rules of the target language cannot be separated from the expression of the meaning, which means they have an important role to make the work meaningful. In this respect, any particular translation work cannot be inadequate in itself, however, maybe it can be inadequate concerning the communicative function that is supposed to serve. As Nord (1991) stated, “If the purpose of a translation is to achieve a particular function for the target addressee, anything that obstructs the achievement of this purpose is a translation error” (pp. 73-74). The grammatical side of the language, is known as the rules governing the conventional arrangement, it is known as the relationship between words in a sentence, it covers morphology and syntax. The former concern was with the structure of the individual words, which means the way their form varies to the specific expression. He added that grammar is very important in the translation of an informative type of translation style. Thus, Gasparyan (2010) put,

The thing is that the translation of factive texts, where there is a one-to-one correspondence of the content plane and the expression plane of the linguistic units, is rationally regulated and presupposes the ability of the translator to find the appropriate words in the target language. Thus, what he actually does is choosing the verbal way of expressing the ideas of the original text. (p. 107)

According to Campbell (1998), translation competence is one aspect of textuality which can be characterized by grasping the grammatical transformation. Furthermore, Haegeman and Gueron (1999, p. 16) explained grammar as "a system of rules and principles which is at the basis of all sentences of a language enabling speakers to produce well-formed sentences, to evaluate sentences, and to replace unacceptable sentences by an acceptable variant". Farghal (2009) stated that differences in the structure, vocabulary, and syntax of the source language can cause linguistic problems in the target language. He claimed that these problems may occur due to the reduction of the knowledge of the grammar of the source language or the target language. As Harmer (2003) put "grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language." (p. 142). According to Brown (2004), "Before the learner becomes familiar with the system of the second language, the native language is the only linguistic system upon which the learner can draw. Therefore, not having enough knowledge in this sense will lead learners to use their own system of syntax in the TL and this interference (s) makes them Erroneous" (p. 298). In this respect, grammatical competence represents an important factor for translators as they are seeking to achieve accuracy in the target text.

Yule (2010, p. 81) gave an example of grammatical competence. The phrase, "The lucky boys" is a phrase that is well-formed in English, but in the following phrases "Boys the lucky" or "Lucky boys the" is not well-formed. These examples showed that the English language has specific rules for gathering words into phrases or sentences. If these rules are violated, that shows there is a lack of grammatical competence.

2.2.2. Sociolinguistic Competence

As for sociolinguistic competence, Erton (2017, p. 160) explained that it is the human interaction in a natural context, and humans develop in different socio-cultural contexts. Sociolinguistic competence is important for communication and analyzing a text since each text has a sociocultural context. In the translation process, not only two languages communicate, but also two communities that share common features and

regional specificity. When researching intercultural communication and interpretation, disclosing this complexity is essential. In this respect, translators play a significant function for the intercultural communication system, since they not only translate words, but also explain the cultures of communicants.

Hymes (1972) talked about the appropriateness usage of language and how it should be utilized in a set of social situations. The sociolinguistic competence model requires knowledge of rules and norms that promote the suitable comprehension and language use in various sociolinguistic and sociocultural environments.

Canale and Swain's (1980-1983, p. 6-7) model of communicative competence ensures that nonlinguistic sides of the language are also covered and sociolinguistic competence cannot be abandoned in the operation of understanding the communicative competence. They stated that sociolinguistic competence is the learner's ability to use the language in a suitable way in different social contexts. The cross-cultural factor in communication is one of the challenges of acquiring sociolinguistic competence. In order to achieve accuracy, cross-cultural communication element is a distinctive feature especially when the translator considers all the potential areas where the cultures with different language use.

2.2.3. Discourse Competence

Discourse competence has been an extensive subject since it was discovered in the 1960s and early the 1970s. Discourse knowledge has also been the topic of debate within the area of second language learning. Zellig Harris stated in his paper (1952, p. 1-30) "Discourse Analysis" that discourse is connected to the text itself and the social context. For him, discourse competence is the use of communicative knowledge. Discourse studies a language in practice whether it is written or spoken. Fairclough (2004, p. 3) viewed the discourse competence as a specific understanding of language in use as an aspect of social life, in which it is interlinked with other elements. Further, he stated that discourse is a representation of many aspects in the world relations, processes and, material world, and also feelings, beliefs and so forth. In this respect,

different discourses represent various views of the universe and they are related to different relations that individuals appear to have with the environment (p. 124).

Stubbs (1983) tried to study the structure of language, beyond the sentence level. Thus, this should also use as the complement of grammatical competence. However, discourse competence can be considered as the knowledge of texts and dialogues. It enables learners or translators to use coherent and cohesive texts, whether written or spoken. Discourse knowledge can contain both cultural conventions and appropriate grammatical choices. In conclusion, discourse competence is associated with grammatical competence and at the same time, it overlaps with the sociolinguistic competence.

Canale (1983,1984) described discourse competence as the mastery of laws that describe how concepts and meanings are mixed together in order to fulfill a significant body of work or document. The unity of a paragraph or a text can be enabled by cohesion in form and coherence in meaning. Cohesion helps to link sentences and utterances to the whole structure, while, cohesion can be achieved by the use of cohesive devices such as (pronouns, conjunctions, synonyms, parallel structures, etc.). Coherence enables the organization of meaning and it creates a logical relationship between groups of utterances. It can be achieved, for example, through repetition, progression, consistency, and relevance of the ideas in the paragraph.

2.2.4. Strategic Competence

Canale and Swain (1981) portrayed strategic competence as a mixture of verbal and non-verbal combined, the interaction methods of information used to compensate for the breakdowns that arise in communication because of the lack of competence in one or more elements of communication skills. This competence contains strategies like paraphrasing, guessing, repetition, circumlocution, modifications of messages, etc.

Similar to Canale, Erton (2017, p. 160-161) stated that this competence contains both the non-verbal and verbal engagement techniques to prevent breakdowns

of contact. Strategic competence maintains communication via techniques to supply adequacy, leverage and volubility.

In addition, Canale (1983) found out that strategic competence can also be used for enhancing the overall efficacy of the contact. In this respect, the qualitative sense differs from the other three elements of communicative competence. This is not only a form that stores knowledge and contains non-cognitive aspects just like self-confidence, willingness to take a risk, etc. Since it deals with the other elements, it gives the learners the capacity to manage the shortage of competence successfully in one of the fields of competence.

On the other hand, Widdowson (1983, p. 283) disagreed with Canale and Swain's definition of the competencies. He criticized them by stating that the action to perform and act should not be incorporated within the border of competencies. Later in his article "Knowledge of Language and Ability for Use" (1983), he viewed communicative competence as knowing rules and being able to use these rules to create an expression from nothing. It's not a matter of communicative competence. In this respect, it is more of knowing a stored of the pre-gathered patterns and multi rules; thus, speaking and the ability to apply the rules to create or make an adjustment in any satiation required (p. 135).

Carrasco (2014, p. 29) declared that strategic competence is concerned with the capacity to make up for deficiencies in the other sub competence and solves the problems that occur in the translation process. He added that this competence establishes relations among the other sub competence and at the same time it controls the translation process. The goal of this competence is to plan the process before the process starts and carry it out by following the most adequate method.
For example, "Well it ~ er uhm ... how would you say, it's a piece of furniture which is just near your bed, er where er a bedlamp is staying on it and where I can put my books, for example, my jewellery and all my things …". The person in the example is trying to describe a drawer. This example shows a lack of strategic competence; it's almost a broken language because the person who is speaking did not prepare or

develop a plan on how to organize the ideas or choose the right words for the right situation.

2.2.5 The Significance of the Communicative Competence in Translation Studies

In the translation process, the translator facilitates the act of communication between the source language and goal language. What matters in this process, is the choice of the combination of words, the grammatical structure, the contextual meaning, and above all the purpose of communication. Translation is not a simple job to accomplish, it's not a matter of simple conversation between the speakers of languages or a proper meaning of an utterance, but it contains cultural and aesthetic tendencies. The key to an accurate translation is initially decoding the proper meaning of the utterance. What makes the communicative competence approach to translation unique, it is oriented toward the need of the target language audience. When the translator uses the communicative approach in translation, it gives him/her greater freedom to interpret from the source language and it will create a smooth style, easy to read, remove ambiguities, also fix the mistakes of the author. For example, "I painted the walls white" or "I painted the white walls" are not the same sentence, in the first example the person painted the walls with the white color, but, in the second example the walls are already were white-colored. for this reason, translators should be careful when they tend to translate from one language to another (Shuttelworth-Cowie,2007, p. 22). Communicative competence overall refers to the ability to sense communication to interact with other individuals and use of the language in an effective way for communication goals. In a more simplified idea, House stated that (2009, p. 71-72) "Translation is both a linguistic and a cultural activity involving communication across cultures ". It means the translation process is not just the replacement of source language words into target language structure or words. In fact, it is an act of communication between the author of the source text and the translator and the receivers of the target language. In this respect, the simple idea of translation is to start communication between representatives of different backgrounds and cultures and the translator works a mediator. Eventually, communicative translation is a method attempting to give the same contextual interpretation of the source language

in order to be considered content and language reader friendly, simpler, clearer, smoother, more direct, acceptable and, comprehensible to the target audience. What makes this approach unique is that communicative translation is more fixable and gives the priority to the effectiveness of the message to be communicated and the impact on the target language audience.

2.3. The Pragmatic Competence

In terms of pragmatic competence, Erton (2017, p. 164) stated that it functions just like an umbrella term which covers both linguistic and communicative competence. Pragmatic competence considers users of language and their perception of their environment through a multi-dimensional view. In this respect, sociocultural and conventions are important in pragmatic competence. Erton added that many Linguists tend to research the pragmatics of users of a communicative case of various socio-cultural environments. Pragmatics also includes the Extra linguistic influences that have a strong or indirect effect on the speech production. Extra-linguistic factors are subdivided into three categories:

- Language functions also called expressive and receptive includes (phonology, vocabulary, syntax, and morphology)

- Social cognition functions (Emotion recognition, inferencing, theory of mind, alexithymia)

- Executive functions (Attention, planning, organization, self-monitoring, working memory, impulse control)

All these factors help forming the pragmatic competence and there are more elements to be involved and to support the development of the pragmatic competence which are:

- Psychological factors (Affect regulation, self-esteem, coping styles, self-efficiency for communication)

- Social and environmental contexts for learning and using language (Community, home and family, work, school, culture)

Hansen (1997, p. 206) described pragmatic competence as an implicit ability in language and how language can be used appropriately in certain situations. In this respect, the translator has to understand a text and dive deep into the text and appreciate the author's intentions since pragmatics investigates the deep meaning of the text. It entails the ability of how to create a coherent text in connection with the aim of the text.

According to Oller (1970, p. 19), pragmatics represents the relationship between extralinguistic contexts and linguistic contexts. Oller emphasized that how people communicate about emotions to other people, or how they typically show themselves by language is considered as pragmatics. Pragmatics also defines the "goal of teaching a language as inducing the student not merely to manipulate meaningless sound sequences, but to send and receive messages in the language"(p. 507). Whereas, for Fraser et al. (1980, p. 78), pragmatic competence is only viewed as a subcomponent of the more general degree of communicative competence. It is associated with the willingness of the second-language learner to use the vocabulary in a social sense and execute the numerous apologizing expression actions and the like. Chomsky (1981) stated that Pragmatics views the language form the eyes of the language users which means language in its natural setting. Pragmatic competence is an umbrella expression which contains communicative competence as one of its elements (p. 225).

Bachman (1990) suggested a general language competence which includes two main parts: organizational competence and pragmatic competence. The first part is the organizational competence that includes linguistic knowledge such as syntax, morphology, vocabulary. This is called grammatical competence and it's similar to other scholars' term such as Chomsky's and Canale and Swain's. Organizational competence also includes textual competence which is about cohesion and coherence.

The second competence that Bachman suggested is the pragmatic competence and it consists of illocutionary competence and sociolinguistic competence. The first element is illocutionary competence and it contains four major components: Ideational function, manipulative function, heuristic function and, imaginative function. The ideational function enables language users to express their thoughts and feelings. The manipulative function helps people to get what they want. While heuristic function creates chances to learn new things and how to use language as a solving-problem tool. Imaginative function rises the level of people's creativity.

Crystal (2008) stated that in modern linguistics is applied to the study of the language from the perspective of the users, specifically the choices they make and the constraints they face in using language in the social interaction. Pragmatics is the analysis of language from the perspective of the people, in particular, the choices and actions they make, the constraints they face in the usage of language in social contact, and the impact on other members in the conversation function on the use of language (P.240). Pragmatics focuses on parts that are between semantics, sociolinguistic and extra-linguistic factors. Crystal added that no coherent pragmatic theory has been achieved, due to the number of topics including aspects of deixis, conversational implicatures, presuppositions, speech acts, and discourse structure. In a narrow linguistic view, pragmatics deals with only the aspects of context in which they are formally encoded in the structure of a language. It deals with the hidden meaning and dives behind the message to find the real meaning behind it. Pragmatics is considered as the deep structure, unlike semantics which represents the surface structure of a language. In other words, pragmatics is the analysis of elements of meaning that have not established by the semantic theory.

2.3.1. The Significance of the Pragmatic Competence in Translation Studies

Pragmatic competence is the ability to create coherent texts and find out the intentions of the author. Nagy (2016, p. 209) talked about the relationship between pragmatic and translation studies. Pragmatic deals with the language within a wider

social and cultural setting and behavioral patterns which means extra-linguistic factors. Thus, pragmatics deals with meaning but not as a mental representation, nor a relation between a symbol. It deals with how people use words and a combination of words in the act of communication. Sorea (2007, p. 23-24) stated that interactions like greetings, praying, figurative language, telling jokes, giving orders, describing people, and objects, idioms, making assumptions, speculations, curses, narrating events, and stories, and hypotheses can be troublesome for translators. For translators, pragmatic competence is very important to situate words and phrases in to a specific context. To avoid mistranslation and misinterpretation in translation. Special contextual locations may provide different readings. For example, if its April 1, and someone asks "who are you trying to kid?" This counts as an honest question which means who is the target of tour mystification? In different contexts who are you trying to kid? Can be perceived as an expression of disbelief (Sorea,2007, p. 27). Sorea added that the translation problem is connected to the pragmatic meaning of the utterance which fails to distinguish the context and makes it clear even if the meaning is literal or figurative. When the context about winter and people are complaining about it, utterance such as "you've got cold feet" could simply mean an expression of thoughtfulness and sympathy. On the other hand, if the context about a wedding, asking the groom the same expression "you've got cold feet" could mean something else entirely, it means that the groom is nervous, eve fright (p. 27).In this respect, pragmatic competence helps translators to distinguish the hidden meaning and the hidden messages behind the texts which are very beneficial, since every translator seeks to translate in the most accurate way and give the meaning that the original author intends in the source language. At the same time, pragmatics helps to produce a reader-friendly text which is readable, effective, simpler, and acceptable for the target language audience. According to Shuttelworth and Cowie (2007, p. 128) pragmatics is a type of translation that pays attention not just for the denotative meaning but at the same time concentrate on the manner that the words are used in communicative circumstances and the way to view them in the sentence. Pragmatics also takes into account the connotative meaning and aspects of communication such as implicature and tone.

Nord (1997, p. 76) mentioned that the main issue with the pragmatic translation mistakes manifest in that the target language consumers of the translation tend not to recognize they are receiving false information. This is because the first step in the translation was made in a wrong way and the process applies to the form of language best suited to the intent of the project, and this decision should direct each of the following steps. Once these logical mistakes are created by translators, the whole translation phase becomes inaccurate. The way they will resolve such mistakes is by having someone with translation abilities to evaluate the source and target text in the light of the communication.

Yule (1996, p. 4) said that pragmatics is the study of the purpose, in which the sentences are used for. It tackles the hidden meaning behind the messages. Pragmatics enables the analyses of the contextual meaning and distinguishes the real meaning behind the utterance. It is essential in pragmatic to talk about the implied and intended meaning, purpose, assumptions, and goals of people in communication and multi kinds of actions. In this respect, pragmatics is a discourse in action, an action determined by the society. When the action is determined by society, it more or less becomes related to sociolinguistics. So competencies are interfering with each other and cannot be separated. All of these aspects are effective in translation studies and they tend to enable translators to achieve accuracy.

2.4. The Impact of the Communicative and Pragmatic Competence on Translation Performance

Translation is not an easy task to carry out, the translator works like a key to unlock the jail of language, the translator helps the text to emerge from its original language, culture, and audience. For delivering a readable text and achieving accuracy, the translator should be able to:

1. Read and comprehend the root of the text in the original language.

2. Write in a comprehensive way in the target language.

3. Choose the corresponding term in the target language that can deliver full meaning and ideally suits the intended meaning in the original language, Belloc (1931) believed that a good translation must possess the likely of being evaluated. This leads to how wide and how suitable the translator's linguistic knowledge should be.

Carrasco (2014, p. 14) shed some light on English for Special Purposes (ESP) and its importance in the translation field. He stated that the use of English for special purposes in the last few decades has gained momentum and become a topic of growing interest. The development in this field has met the need of many professional and academic contexts. At the same time, many scholars attempted to create a framework for linguistic competence required for translators (Beeby,2004, Lopez et al.,2009). Nevertheless, the studies they conducted are descriptive and do not go into the details, in doing so that left the door open for more detailed research on the issue. The point that needs to be adopted should include both translation on one hand and linguistics on the other hand, so a bridge should be built to link these two fields.

Hansen (1997, p. 204) talked about how to be successful in translation and how the translator can achieve accuracy while translating. According to him, the translator should know the methodological tools and knowledge in a specific domain mainly in communication and linguistics and at the same time, cultural studies is also required.

Furthermore, he stated the translator must possess general abilities and special skills in his mother tongue language which means talent, open-mindedness, productivity, the ability to choose, judgment, and critical attitude. He said, all of these with the competencies combined, can provide a professional background knowledge for the translator. He described the competence as the combination of abilities, and added that translators cannot focus or master on one type and leave the others. In fact, these competencies cannot be separated and they complete each other. He stated that the most important types of competence are communicative, pragmatic and semiotic (p. 205).

Hatim and Mason (1990, p. 169) explained the difficulty of the process of understanding. It is incorrect to suppose that the meaning of any text consists of the meaning of the individual lexical items so at this level any attempt to translate restricted to miss many important components of meaning. In this respect, a study of language should take into including several social, cultural, and situational factors by taking into consideration that these factors affect language use and its features. The translator's skills should be developed before the productive part, the development should happen in a systematic, deep, precise, subtle, and controlled way. Al-Darawish (1983, p. 46) indicated that translation is "interpreting speech into another tongue". Pym (1992, p. 271) defined translation problems as "a linguistic element that becomes a translation problem when the translator has to decide between more than one way of rendering it".

Carrasco (2014, p. 31) talked about the relationship between translators and competence and said that on one hand, translators need to understand many specific registers and have the ability to comprehend not only the text meaning and information but, also the fine shades of meaning as represented by the selection of words and expressions. On the other hand, several things in the language should be interpreted such as registers and varieties and at the same time respond to this spoken language to transfer the meaning in the target language in a fast way possible and to be faithful as much as possible. He said good active knowledge is also important in professionals, a good active knowledge required to make a speech at a language quality level of the source spoken discourse and to achieve the writing that publishable texts in connection

with the communicative situation. In this regard, the knowledge of linguistics can provide, more accurate and better approach to master the meaning. For that reason, a deep linguistic knowledge can empower the comprehension and transfer the meaning in an accurate way. For instance, translators may have to deal with texts such as law or science, the competencies required for these types of texts are usually acquired in the specialized translation courses. Nevertheless, it should be said that translators and interpreters need to be trained in language and especially a deep linguistic competence knowledge to make them able to produce better texts in the language (p. 32). Moreover, he stated that the original classic linguistic skills are not enough to read, write, listen, and speak. There are more specific skills and competencies used for translation if the translator wants to achieve success and accuracy in the translation field. The notion of linguistic competence is important for translators and interpreters in order to have a proper methodology of the English language specifically (p. 33). Nord (1997, p. 75) stated that if a translation error is described as non-execution of the instructions in the translation brief and as insufficient solutions to a translation issue, translation mistakes can be divided into four groups:

1. Pragmatic translation mistakes, caused by inadequate approaches to pragmatic translation issues such as a lack of receiver orientations.

2. Errors in cultural translation as a consequence of an inadequate decision with regard to recreation or adaptation to particular culture norms conventions.

3. Errors in linguistics translations due to the lack of understanding while the emphasis is on language structures.

4. Errors in text-specific translation, which are related to a text-specific translation problem and, like the corresponding translation problems, which can be usually evaluated from a functional or pragmatic point of view.

CHAPTER III.

METHODOLOGY

3. Methodology

This study aims to demonstrate the significance of the communicative and pragmatic competence and the sub-competencies which are grammatical, sociolinguistic, discourse, and strategic competence. In order to do so, this study presents translation examples between Arabic language and English language and they are analyzed in a descriptive way in order to find which competence the translation is lacking. It shows the strategies which are used in translation and distinguishes between the inaccurate and accurate translation depending on the communicative and pragmatic skills and the sub-division of the communicative competence which are grammatical, sociolinguistic, discourse, and strategic competence. The samples are chosen purposely based on the communicative and pragmatic competence in order to show the difference between a translation that lacks these competencies and the translation in which the competencies are present. The samples contain paragraphs related to technology, religion and literature, each English paragraph contains two translations in Arabic, one of them inaccurate and the other one more accurate. The samples are chosen from a book called أسس الترجمة *The Foundation of Translation* by د/عز الدين محمد نجيب Izz al-Din Mohammed Najep.

The design of this thesis is a descriptive research, which draws its principles for research from the qualitative model. A qualitative approach is selected because a primary goal of this study is to address the issues in translation especially when translating from English language to Arabic language. So that, a text can achieve a particular communicative purpose for a specific audience in a specific environment. The need of establishing a link between the source language and target language becomes necessary and it is also important to avoid using literal translation because in some cases it destroys the meaning and produces inaccurate translation that is hard to understand which does not guarantee a referential and pragmatic equivalence to the original text by any means.

CHAPTER IV.

DATA ANALYSIS

This section provides an analysis of samples from the English language to the Arabic language:

Source Text 1.

The Government Inspector

It is morning, about 8 o'clock. At curtain rise, the judge, the charity commissioner, and the school superintendent are discovered, in various attitudes of waiting; they should convey a feeling of uneasy anticipation; (Najeeb, 2005: 118)

Target Text 1.

الوقت: صباح أحد الأيام في نحو الثامنة. يظهر القاضي و المسئول عن المستشفى و مدير المدرسة، و كلهم في حالة انتظار وكأنهم جاءوا على مضض.

In this translation there are missing words and translation can be considered as incorrect because of the fact that the translator does not fully understand the meaning and what the author wants to convey. In the first place, the translator does not translate the title of the text which is "The Government Inspector" and this can be considers as a miscommunication. 'Superintendent' means like supervisor although the translator translates as مدير which is acceptable but not fully accurate. In various attitudes of waiting في مواقف انتظار مختلفة is missing in the translation. 'They should convey a feeling of uneasy anticipation' translates as وكأنهم جاءوا على مضض which is incorrect because 'should' means ينبغي, 'convey' means transfer but the context forces the word to mean as suggests or seems like which means in Arabic ينقل أو يفضى لكن في سياق تاتي بمعنى يوحي, 'uneasy anticipation' means التوقع القلقnot على مضض

Target Text 2.

المفتش العام

الوقت: صباحا في حوالي الثامنة. عند ارتفاع الستار، يظهر القاضي والمسئول الأعمال الخيرية والمشرف على المدرسة وقد اتخذوا أوضاع انتظار مختلفة، ينبغي أن يوحى مظهرهم بالترقب و الاضطراب

In this translation, the intended meaning is delivered accurately. Since the intended meaning is delivered and the target audience can read and understand it, this can be interpreted as the translator is aware of the significance of achieving pragmatic

Source Text 2.

The judge is sprawling in a chair, and for him and Hlopov this is clearly "morning after"; he strives to focus on his watch but cannot manage it; Hlopov paces nervously; his dress has been rather hastily put on; the charity commissioner stands by the window with a more confident air; but even he, like the others, glances uneasily now and then at the door, left. Enter the Mayor; he is in uniform; the judge rises at once, and all three pay respectful attention. (Najeeb. 2005: 119)

Target Text 1.

القاضي ممد على الكرسي، وهولوبوف (مدير المدرسة) يحاول أن يركز في نظر إلى الساعة، ولكنه لا يستطيع وكان في حالة عصبية حتى أنه ارتدى ملابسه على عجل، أما المسئول عن المستشفى فكان يقف بجوار النافذة يبحث عن بعض الهواء ولكنه مثل الأخرين يشعر بالتوتر ، ثم فتح الباب الذي على اليسار، و دخل العمدة دون زي رسمي، فهب القاضي واقفا و بدا على الجميع اهتمام ممزوج بالاحترام.

In this example 'the morning after' refers to what a person feels like when spending a night drunk, and it explains why the judge is unable to focus on his watch and it's missing in the translation. It is clear that the translator does not understand what the phrase means. 'Confident air' never means looking for some air and it is translated as يبحث عن بعض الهواء which is wrong because 'air' here means appearance or body, and 'confident' means confident. 'now and then' means from time to time or between time and time, and the translator does not translate this entire sentence.

'Mayor' means the mayor of a city. In uniform means that he is wearing his official clothes and it translates as دون الزي الرسمي. The translator needs to take into consideration pragmatic/strategic competence since the translator does not grasp the meaning behind the words, he cannot produce clear and fluent work.

Target Text 2.

القاضي ممد على الكرسي، وبالنسبة له وهولوبوف (مشرف المدرسة) يبدو واضحا أن هذا هو اليوم التالي لليلة صاخبة قضياها بالسكر والعربدة. يُحاول القاضي أن يركز النظر الى ساعته، ولكنه لا يتمكن من ذلك. أما هولوبوف فيذرع الغرفة بطريقة عصبية، ويبدو على ملابسه أنه ارتداها على عجل. أما مسئول الاعمال الخيرية فيقف بجوار النافذة، وهيئته توحي بأنه أكثر ثقة بنفسه، ولكن حتى هو _مثل الاخرين_ أخذ بين الحين والاخر يرمق بقلق الباب الذي الى اليسار. يدخل العمدة مرتديا زيه الرسمي، فينهض القاضي على الفور، ويبدو على الثلاثة جميعهم اهتمام ممزوج بالاحترام .

The second translation seems more readable, understandable and more enjoyable to read. The translator understands the hidden meaning which means pragmatic competence is present. The language is fluent and the text is connected that means the strategic competence is also present. The grammatical competence is present since the translation is grammatically correct. When all these competencies are included in the translation, they help the translator to deliver a better and more effective piece of translation.

Source Text 3.

SS: Tell me please, Anton Antonovitch, why this has happened. Why send an Inspector to us? Our town is so far away. Why should they care about us?

Mayor: Why? It must be fate. Up to now, God has been good to us, they have pried into other towns; we never had anything like this. Well now, it's our turn.

Judge: I believe, Anton Antonovitch, there is some deep, far reaching political reason for this. I have it! Russia is going to war, and the Ministry has sent this man to find out…… Yes! To find out if there is treason anywhere! (Najeeb, 2005: 120)

Target Text 1.

مدير المدرسة: أخبرني من فضلك يا أنطون أنتونوفيتش لماذا يحدث ذلك ؟ لماذا يُرسلون مفتشا لنا؟ إن مدينتنا بعيدة جدا، ما الذي لدنيا ليتهموا به؟

العمدة: لماذا؟ لابد أنه قَدَرُنا، حتى الأن كان الله رحيما بنا، إن هؤلاء الفتشين افترسوا مدنا اخرى و لم يحدث لنا أبدا شيء من هذا القبيل، حسنا الآن جاء دورنا.

القاضي: إنني اعتقد يا أنطون أنتونوفيتش أن هناك سببا سياسيا عويصا وهناك أبعاد بعيدة المدى لهذا التفتيش. عرفته! إن روسيا ستدخل الحرب و الوزارة ارسلت ذلك الرجل ليكتشف .... نعم! ليكتشف إذا كان هناك خيانة في أي مكان!

In terms of the phrase 'Pried into' the translator must have thought the word is the past of prey on in the sense of prey or robbing يفترس او يسطو على but in fact, that is the past of present verb 'pry into' which means intrusive consideration or checking with curiosity or look carefullyدقق النظر أو متطفلا أو فحص بفضول . In this case, there is a grammatical mistake or it can also be pointed out that the translator is not aware of grammatical competence.

Target Text 2.

مشرف المدرسة: أخبرني من فضلك يا أنطون أنطونوفيتش، لماذا حدث هذا؟ لماذا يُرسلون مفتشا لنا؟ إن مدينتنا بعيدة للغاية، فلماذا يهتمون بنا؟

العمدة: لماذا؟ لابد أنه القدر، فحتى الآن كان الله رحيما بنا، فقد دسوا أنوفهم في شئون مدن أخرى، و لم يحدث لنا أبدا شيء من هذا القبيل, حسنا، الآن حان دورنا.

القاضي: أعتقد يا أنطون أنطونوفيتش أن هناك سببا سياسيا عميقا بعيد الغور لهذا التفتيش. عرفته! إن روسيا ستدخل الحرب، والوزارة أرسلت هذا الرجل ليكتشف .... نعم، ليكتشف ما إذا كانت هناك خيانة في أي مكان.

In the second translation 'pried into' is translated as دسوا أنوفهم في شئون which is grammatically correct, at the same time, the selection of words is more consistent with the context than the first translation especially with the word عويصا in the first translation and عميقا in the second translation. That shows the translator in the second

translation is more aware of pragmatic competence since he chooses the words that fit the context and are more effective.

Source Text 4.

Mayor: (uneasily) Well, they may, or they may not. That doesn't matter now. This Inspector may even now be undoing us all behind our own backs. As to my own special responsibilities, the police and the general good order of the town, I have already taken some steps, and I advise you to do the same. (swinging round to the CC) Especially you, Artemy Filipovitch; this official will certainly inspect your institutions, and you had better see they look decent! Get some clean nightcaps, and bedclothes, they once you've got are enough for a report in themselves. And the patients might look a little less like chimney sweeps! (Najeeb, 2005: 121)

Target Text 1.

العمدة: (في ضيق) حسنا ربما، وربما لا، لايهم ذلك الآن. إن المفتش ربما يقوم بالتفتيش الآن من وراء ظهورنا، ووفقا لسلطاتي، الشرطة، وقيادة المدينة فقد اتخذت بعض الاجراءات، وأنصحكم أن تفعلوا مثلي، ويشير الى المسئول عن المستشفى خاصة أنت آرتمي فيليبوفيتش، فإن المفتش بالتأكيد سيفتش على مؤسستك، ومن الافضل أن تطمئنوا على انها على مايُرام! اجعل المرضى يرتدون ملابس نظيفة، وضع على الاسرة ملاءات نظيفة، ربما يبدو المرضى أقل اتساخا من "هباب" المداخن.

In the translation above, there are a number of pragmatic/communicative mistakes. The translator chooses incorrect words depending on the surface meaning or provides the literal meaning instead of dwelling in the deep meaning and choosing words that fit the context more accurately. 'be undoing' the verb undo means spoil, smashed or bad reputation which means in Arabic أساء السمعة, نقض، حطم not search فتش as the translator does in the example. The phrase 'general good order' means a good public order حسن النظام العام not حكم المدينة. 'decent' means suitable or fulfilling not على ما يرام which means in English feeling well. The translator does not translate the word 'nightcaps' which means قلانس او طاقيات also, 'enough for a report' means تقرير, and the translator does not translate it. 'chimney sweeps' means ماسحى المداخن أو منظفي المداخن not, هباب المداخنchimney dust. The translation, in general, lacks coherence since there are a lot of words the translator does not translate. Choosing words that do not fit the

context properly can be interpreted in such a way that there is a lack of pragmatic competence.

Target Text 2.

العمدة: (مضطربا) حسنا، قد يفعلوا ذلك أو لا، لايهم ذلك الآن، فهذا المفتش ربما يقوم الآن بتدميرنا من وراء ظهورنا. أما بخصوص مسئولياتي الخاصة كالشرطة وحسن النظام العام في المدينة، فقد اتخذت بعض الإجراءات، وأنصحكم أن تفعلوا مثلي. (يستدير الى مسئول الأعمال الخيرية) وخاصة أنت يا أرتمي فيليبوفيتش، فإن هذا الموظف سوف يفتش بالتأكيد على مؤسساتك، ومن الأفضل لك أن تتأكد أنها تبدو على شكل مُرضٍ. احصل على بعض الطاقيات وملابس النوم، لأن تلك التي لديك كافية بذاتها لكتابة تقرير ضدك، وقد يبدو المرضى أقل شبها بمنظفي المداخن.

The second translation seems more effective and it is rich with wording. All the competencies are present in the second translation. Grammatical competence exists since the translation is grammatically correct. The translation seems more natural and doesn't offend the target audience which means sociolinguistic competence is present, furthermore, the second translation is coherent and cohesive demonstrating the existence of discourse competence. Strategic competence is present since the translation is more effective, fluent and doesn't contain language breakdowns. Since grammatical, strategic, discourse, and sociolinguistic competencies are present, that means the communicative competence is present also. Lastly, pragmatic competence can also be observed since the words are chosen correctly and there is no ambiguous meaning or word, and fits the context properly.

Source Text 5.

The teacher asked the student to draw a right angle, but insisted that student draw it with his right hand, while the student was left handed. Of course he didn't draw it right and the teacher gave him low marks. Right away the student went to the headmaster and complained that it was his right to draw with whichever hand he liked. The headmaster who was an upright mad agreed that he was right and that the teacher did not treat him right and ordered the teacher to right the student's marks. (Najeeb, 2005: 25)

Target Text 1.

طلب المعلم من الطالب رسم الزاوية الصحيحة، لكنه أصر على أن يقوم برسمها بيده الصحيحة، بما أنه تم ترك الطالب بيده، بالطبع لم يرسمها بشكل صحيح وأعطاه المعلم علامات منخفضة. على الفور ذهب الطالب واشتكى عند المدير انه من حقه السحب بايديهم، وافق المدير المدرسة الذي كان صحيحا على أنه على صواب وأن المعلم لم يعامله بشكل صحيح، وأمر المعلم بتصحيح علامات الطالب

This example shows how the words in the English language can gain different meanings depending on the context and it can be confusing for the translator. The word 'right' in the paragraph carries a different meaning in each line depending on the context. The translator in the example translates the word 'right' as صحيح which is the literal meaning of the word and the translation seems odd for the target language user. The word 'right' means حق, and it's the literal meaning, however, in the example, the word 'right' has at least six different meanings. The first meaning, 'right angle' means زاوية قائمة, second meaning, 'right hand' يده اليمنى, third meaning, 'didn't draw it right' لم يرسمها مضبوطة او بشكل صحيح, forth meaning, 'right away' على الفور, fifth meaning, 'right' حقه, sixth meaning, 'upright man' رجل عادل, seventh meaning, 'he was right' على حق , eighth meaning, 'did not treat him right' يعامله بالعدل او كما ينبغي, ninth meaning, 'the teacher to right the student's marks', يصحح .

Target Text 2.

طلب المعلم من الطالب رسم الزاوية القائمة، لكنه أصر على أن يقوم الطالب برسمها بيده اليمنى، بينما الطالب كان يستخدم يده اليسرى، بالطبع لم يرسمها بشكل صحيح والمعلم أعطاه علامات متدنية، على الفور ذهب الطالب ألى مدير المدرسة واشتكى على أن من حقه أن يرسم باي يد يريد، وافق مدير المدرسة الذي كان رجل عادل على أن الطالب على حق وأن المعلم لم يعامله بالعدل كما ينبغي وأمر المعلم بتصحيح علامات الطالب.

In the second translation, the translator seems to understand the meaning of the word 'right', resulting in a clearer and understandable text that the target audience can understand without feeling odd. Since the text is smooth, clear, grammatically correct the grammatical, strategic and pragmatic competence are present. The translator should be aware of and investigate the meaning before translating. If the translator comes across a word that he/she knows its meaning but, it is not giving the meaning

that goes in line with the context, the translator should return to the dictionary and search a new meaning, and sometimes he may not find it in a dictionary, so, he/she should think about the meaning that is intended in the particular context. The English language is full of words that contain multiple meanings according to the context. In this case pragmatic competence is needed to figure out the meaning of the words since in pragmatics the context contains a strong effect on what the translator thinks the word probably means.

Source Text 6.

The Three Musketeers

His steed deserves description, for upon its qualities or rather peculiarities hangs the tale. (Najeeb, 2005: 111)

Target Text 1.

وكان الجواد الذي يمتطيه يستحق شيئا من الوصف لأنه بالاضافة إلى مزاياه -أو بالأحرى خصائصه التي يمتاز بها عن غيره من الجياد - كان هناك ذيله أيضا.

In the translation, first of all the translator does not translate the title which is "The Three Musketeers". 'quality' means nature or feature صفة مميزة أو طبيعيةbut the translator uses the word مزاياه. The word 'Peculiarity' means a unique or special صفة خاصة أو فريدة and the translator translates it as خصائصه التي يمتاز بها عن غيره which means the characteristics that are distinguished from others. 'tale' means a story or a lie حكاية او اكذوبة and not ذيل

Target Text 2.

الفرسان الثلاث

وكان جواده يستحق الوصف لأن على صفاته -أو بالأحرى على خصائصه الفريدة -تعتمد الحكاية.

The second translation is more precise since the translator seems to comprehend the meaning of the words. The translator translates the title unlike the first translation in which considers as a miscommunication.

Source Text 7.

It was a pony, about thirteen years of age, with a yellow coat and h hairless tail. Owing to its strangely coloured hide and peculiar gait, it excited smiles on the countenances of all who saw it. These smiles, however, were suppressed when the passers-by saw the respectable-looking sword hanging at the pony's side, and the fierce eye of the rider which gleamed above it. (Najeeb, 2005: 112)

Target Text 1.

كان الجواد الذي يمتطيه دارتانيان حصانا ضامر الجسم، يبلغ الثالثة عشرة من العمر، فوق ظهره سرج أصفر اللون، وذيله خال من الشعر. ونظرا للونه الغريب غير مألوف، وخفه حركته، كانت مُشاهدته تُثير الابتسام على شفاه كل من يرونه. و كانت هذا الابتسامات تتلاشى عندما كان الناس يُشاهدون السيف الجدير بالاحترام المُعلق الى جانب الحصان، ويُشاهدون نظرات عينى الفارس الذي يمتطيه وهي تلمع في قوة ومضاء.

The word 'pony' means a small horse حصان صغير and not حصانا ضامر الجسم.'coat' jacket, fur or robe رداء أو فروة أو سترة not سراج which means saddle. 'gait' means walking or a certain way of wakingمشيه أو جريةbut with the word 'peculiar' it means "his strange walk" and not خفه حركته as the translator translates in the translation. The translator mistranslates a number of words showing that he/she does not adopt pragmatic competence because he fails to translate certain words according to the context.

Target Text 2.

كان الجواد صغير الحجم، يبلغ من العمر ثلاثة عشر عاما، وكان جلده أصفر اللون، وذيله اجرد من الشعر. ونظرا للون جلده غير المألوف، ومشيته الغريبة فقد كان يُثير الابتسام على شفاه كل من رآه. ولكن تلك الابتسامات كانت تتلاشى من على شفاه المارة عندما يلمحون السيف الضخم المُعلق على جانب الجواد ونظرات عينى الفارس الذي يمتطيه وهي تلمع في قوة ومضاء.

The second translation is more effective and fluent than the first one. In the first translation, the translator even mentions the name of the person who is riding the pony which is not available in the original English text. In the second translation, the words are chosen properly and there are no language breakdowns that means strategic competence is present. The meaning of the translation is clear and ambiguity free which can be interprets as pragmatic competence is present. The translation is grammatically correct which means the translator is aware of grammatical competence. When the translator uses the language appropriately with regard to functions and delivers a piece of work that is acceptable by the target language users that means he/she successfully establishes communication via translation.

Source Text 8.

D'Artagnan the elder, thereupon girded his own sword round his son, kissed him tenderly on both cheeks, and gave him his blessing.

"Remember, above all, you are a D'Artagnan." Were his parting words. "Your honour is your treasure. Endure nothing from any man. I've taught you the sword all-right! The slightest insult….. The smallest smirk….." (Najeeb, 2005: 113)

Target Text 1.

وأدار دارتنيان الأب السيف في الهواء حول ابنه ثم طبع قلبة على جبينه ثم على وجنتيه كلتيهما، وباركه بكلمات كان يُتمتم بها بصوت خفيف ثم قال: " تذكر أولا و قبل كل شيء أنك أحد أفراد أسرة دارتنيان. شرفك هو الكنز الذي تمتلكه. لا تقبل أي إهانة من أي رجل . لقد علمتك فنون استخدام السيف على أتم مايرام. أقل إهانة بأسرع طعنة و ابتسامة."

The word 'Gird' means ready for or hoop أستعد أو طوق but never means دار and the word air is not included but the author says 'round his son'. 'on both cheeks' means only on his cheeks, there is no mention of his forehead in the original text as the translator translates. 'part' means piece, separated, retire or a portion but in the context it means farewell but the translator does not translate it. 'smirk' means smirk smile ابتسامة متكلفة also it does not translate precisely. The translator does not include the multiple periods in the translation.

Target Text 2.

و قلد دارتنيان الأب سيفه لابنه حول وسطه، ثم قبله بحنو على وجنتيه، ومنحه بركاته. وكانت آخر كلمات ابيه له هي: "تذكر -وقبل أي شيء -أنك أحد أفراد أسرة دارتنيان. إن شرفك هو كنزك الذي تحرص عليه. لاتقبل إهانة من أي شخص. لقد علمتك فنون استخدام السيف كما يجب . أقل إهانة..... أقل ابتسامة هازئة....."

In the second translation, the translator seems to be aware of pragmatic competence since the translator understands the meaning of the words and how it's going to fit the context properly. Pragmatic/communicative translation is more clear and reader-friendly because when the translator knows the culture and what the writer wants to convey, the translation becomes more fluent and the target audience tends to enjoy it since it's not ambiguous and it is reader-centered. In comparison with the first translation, the second one is more accurate since it is more detailed which makes it more understandable.

Source Text 9.

D'Artagnan, seeing him approach, drew his sword a foot out of the scabbard. "Thus horse is decidedly, or rather has been in his youth, a buttercup" said the stranger, continuing the remarks he had begun to his companions, without seeming in any way to notice the exasperation of D'Artagnan. "It is a colour well known in botany, till now very rare among horses." (Najeeb, 2005: 114)

Target Text 1.

وعندما رآه دارتنيان يقترب إلى هذا الحد سحب سيفه قليلا من جرابه.
وعندئذ قال الرجل الغريب موجها كلامه إلى رفاقه دون أن يأبه لوجود دارتنيان: "هذا الحصان بالتأكيد كان ذبابة. هذا النوع من الخيل معروف ومألوف في إقليم بوتاني. وكلنه نوع نادر بين الخيل في الوقت الراهن."

In this translation, the word 'buttercup' means raven flower or yellow flower زهرة رجل الغراب او زهرة صفراء اللون but it never means ذبابة a fly. 'continue' means resume or continuation of something استمر او استانف but it never means وجه face. 'exasperation' means anger or outrage اغتياظ شديد but it does not mean وجود presence. 'colour' means color لون it does not mean here نوع which means type. 'botany' means the scientific

study of plants علم النبات and it does not mean region of botany because there is no region with this name in France.

Target Text 2.

وعندما رآه دارتنيان يقترب سحب سيفه قليلا من غمده.

قال الرجل الغريب مستأنفا ملاحظاته لرفاقه بدون أن يبدو عليه بأي شكل أنه لاحظ اغتياظ دارتنيان: "إن هذا الحصان بالتأكيد-أو كان في شبابه -زهرة صفراء اللون، وهو لون معروف جيدا في علم النبات، ولكنه كان الى الآن لونا نادرًا جدا بين الخيل.

The second translation is more accurate in terms of language and the translator is aware of many competencies since the end product is in comparison with the first translation is more fluent and the translator chooses the words according to the context. The communicative competence is present since the translation is more acceptable for the target language users because the translator in the second translation understands the writer's idea and what he wants to convey and that means the translator is also aware of pragmatic competence. In the sense of strategic competence, the translation does not contain language breakdowns. Overall, the second translation is more smooth and clearer in comparison with the first translation.

Source Text 10.

D'Artagnan, hearing the musketeer curse, wished the escape from under the cloak which blinded him, and tried to make his way out of its folds. He was particularly anxious to avoid marring the freshness of the magnificent baldric; but on opening his eyes, he found himself with his nose fixed between the two shoulders of porthos, exactly upon the baldric.

Alas, like most things in this world which have nothing in their favour but appearance, the baldric was glittering with gold in front, but was nothing but simple buff behind. Vainglorious as he was, porthos could not afford to have an entirely gold worked baldric, but had, at least half a one. The pretexts about the cold and the necessity for the cloak was exposed.

Target Text 1.

و حاول دارتنيان أن يلفت من تلافيف العباءة وهو يسمع شتائم الفارس الغاضب، وكان دارتنيان يحرص كل الحرص ان يتلف نقوش الوشي الذهبي المنقوش على العباءة، ولكنه فتح عينيه ليجد نفسه بين كتفي بورتوس فوق الوشي المنقوش في أعلى العباءة
وكان من المؤسف أن يلاحظ دارتنيان أن الوشي موجود في الجانب الامامي فقط من العباءة بينما سقط عنها الى الأرض في الجانب الخلفي.

In the translation, the word 'freshness' means sweetness or youthfulness عذوبة but the translator does not translate it. 'Baldric' means a belt for a sword حمالة أو نضارة, as the translator translates. In this translation, the translator not اعلى العباءة السيف eliminates the difficulty of translating this paragraph by summarizing it and avoiding a lot of words, this work can be considered to be a betrayal of the original text and missing competencies like pragmatic, strategic, discourse and communicative competence, a good translator does his utmost to investigate the deep meaning that the writer intends to.

Target Text 2.

سمع دارتنيان الفارس وهو يسب ويلعن، ورغب في الهرب من تحت العباءة التي أعمت ناظريه، وحاول أن يسلك طريقه من بين طياتها وهو أشد ما يكون حرصا على ألا يُتلف رونق النقوش الموشاة بها حمالة السيف، ولكنه عندما فتح عينه وجد انفه مُثبتا بين كتفي بورتوس، وفوق حمالة السيف بالضبط.
و للأسف فمثل معظم الاشياء في هذا العالم التي لا تتميز بشيء سوى بمظهرها الخارجي كانت حمالة السيف تبرق بالذهب من الأمام ولكنها لم تكن سوى جلد خام من الخلف، فلم يتمكن بورتوس بالرغم من حُبه للمُباهاة أن يشتري حمالة السيف موشاة بالذهب بكاملها، ولكنه امتلك نصف حمالة على الاقل. و هكذا انكشفت ادعاءاته عن بُرودة الجو و ضرورة ارتدائه العباءة.

There is a big difference between the first translation and the second one. The second translation seems more natural to read and understand because of the fact that the language is clear for the target language readers and does not contain vague words or sentences, the flow is glib and clear, furthermore, the reader can understand what the writer wants to convey. That means the translator is aware of the pragmatic competence since he understands the text from the writer's perspective and what he wants to convey. The strategic competence is also present in the translation since there are no language breakdowns and at the same time the language that the translator uses

is effective. The translation is grammatically correct that means grammatical competence is present. The translator is aware of communicative competence and it can be observed in the translation.

Source Text 11.

"My other terms are simple," said Milady. "First, there is a certain estate in the vicinity of lille a barony. It was renounced by its owner some years ago. It now belongs to the throne. I want that estate and the title."

"That's easily done." Said Richelieu. "What else?"

"Second and last, I want the head of Monsieur D'Artagnan delivered to me, preserved in a small box." (Najeeb, 2005: 117)

Target Text 1.

قالت الليدي دي وينتر: "شروطي الأخرى يسيرة جدا، وأولها: توجد إقطاعية في مقاطعة ليل مُخصصة لكي تمتلكها أي سيدة في فرنسا بشرط أن تكون حاصلة على لقب بارونة، أريد أن أمتلك هذه الإقطاعية و هذا اللقب. "فقال ريشيلو: "هذا سهل جدا."

قالت الليدي دي وينتر: "ثانيا و أخيرا أريد رأس السيد دارتنيان بحيث تسلم الى يدي في صندوق صغير لا يسع سوى رأسه فقط بدون أي جزء أخر من أجزاء جسمه."

In this translation, the translator gives plentiful details of some of the sentences as he tries to explain them according to his understanding and leave other sentences without translating at all. The word 'Lille' is a name of a city not a province in France. 'barony' means feudal with a baronial degree اقطاعية بدرجة بارونية. 'renounce' means deny or get rid of ينكر أو يتخلص من. 'throne' means عرش.All the words above are not translated by the translator, which means the translator does not understand the meaning of the paragraph and it is obvious that the translation is weak and hard to understand, and it lacks fluency and effectiveness. The translation contains language breakdowns since it's not fluent to read.

Target Text 2.

قالت ميلادي: " شروطي الأخرى بسيطة، فأولا هناك اقطاعية بدرجة بارونية بالقرب من مدينة ليل كان صاحبها قد هجرها، وهي الآن من أملاك التاج. أريد هذه الاقطاعية و اللقب المُصاحب لها."

فقال ريشيليو: "هذا يُمكن عمله بسهولة . ماذا أيضا؟"

قالت ميلادي: "ثانيا وأخيرا أريد رأس السيد دارتنيان على أن يُسلم إليّ محفوظا في صندوق صغير."

The second translation is easy to read and understand. The translator is aware of pragmatic competence specifically when he translates 'belongs to the throne' to Arabic as ملاك التاج because ملاك العرشis not common in Arabic language and culture, that means the translator is aware of the deep meaning and views the language from the eye of the native speakers so he can avoid odd translation. Sociolinguistic competence is present because the translator is aware of the target culture and he analyzes the language by taking into account the characteristics of the target language. Strategic competence is present because there are no odd words that disturb the flow of the reading action. The translation is cohesive and coherent resulting in the presence of discourse competence. Overall this example demonstrates that there is a big difference if the translator is aware of the competencies or not, in the first translation the reader going it is possible for the readers to face difficulties reading it and understanding it, but the second one solves all the mistakes that are done in the first translation.

Source Text 12.

On arriving at the Louvre, the four friends, with Captain de Treville, went to the audience room, where King Louis XIII was seated on his throne waiting for them. They removed their hats, and bowed. The king rose and walked over to Captain de Treville.

"A fine lot of brainless cut-throats!"

"Yes, your Majesty." Replied de Treville.

"Obviously imbeciles. Which is this one?" and the king pointed to D'Artagnan. (Najeeb, 2005: 116)

Target Text 1.

وعند وصولهم إلى اللوفر، دخل الأصدقاء الأربعة ومعهم السيد دو ترافاي إلى حجرة الملك لويس الثالث عشر الذي كان يجلس فوق عرشه في انتظارهم. ونهض الملك واقفا ومشى نحو السيد دو ترافاي.

ثم قال الملك: "سمعت عن وجود كمية كبيرة من الأخبار التي تقطع اللسان داخل الحلقوم.

"فقال السيد دو ترافاي: " نعم يا مولاي."فقال الملك: "إن رجالك شجعان شجاعة مُنقطعة النظير. "ثم أشار الملك الى دارتنيان وهو يقول: "من هذا"

It seems that in this translation the translator does not understand that King Louis says the opposite of what he means for political reasons, he translates the words of King Louis into what he thought he should say. The term ‘audience room’ means, قاعة مقابلات. The word ‘brainless’ means, بدون عقل أو غبي . ‘cut-throats’ means, قاطعوا الرقاب او سفاحون notاخبار تقطع اللسان داخل الحلقوم !which means news that cuts the tongue inside the mouth which is way off. ‘imbecile’ means, ابلة أو معتوه in English fool or idiot not شجعان شجاعة منقطعة النظير which means, brave. In this translation, the translator either does not translate certain words or understand the words completely wrong. The translator here is not aware of the pragmatic competence since he translates a lot of words incorrect rather than seeking the intended meaning, and that resulting a completely hard to understand translation by the target language audience and at the same time it lacks the strategic competence because the translation is not fluent to read and there are a lot of words that cut the flow of reading and meaning and cause language breakdowns.

Target Text 2.

وعند وصولهم الى اللوفر ذهب الأصدقاء الأربعة – ومعهم قائد الفرسان دو تريفيل- مُباشرة الى قاعة المقابلات حيث كان الملك لويس الثالث عشر جالسا على عرشه في انتظارهم. خلع الفرسان و قائدهم قبعاتهم، و انحنوا أمام الملك. فنهض الملك ومشى إلى القائد دو تريفيل، وقال :

"مجموعة رائعة من قاطعي الرقاب الأغبياء!"

فقال دو تريفيل: "نعم يا مولاي."

فقال الملك: "إن غباءهم واضح للعيان. "وأشار إلى دارتنيان قائلا: "وأيهم هذا؟"

In the second translation, the translator delivers the meaning smoothly and clearly because he is aware of the pragmatic competence as he understands the hidden and intended meaning in comparison with the first translation. The strategic competence is also present because the translation is effective and does not contain language breakdowns which disturbs the reader. The translation is grammatically correct which means grammatical competence is present. Furthermore, the communicative competence is also present because the translator establishes communication between the two languages more accurately.

Source Text 13.

I'll have to work really hard for the theory part of the exam, but the practical part will be a piece of cake, because I've been practicing for so long. (Najeeb, 2005: 75)

Target Text 1.

ساضطر إلى العمل بجد من أجل جزء النظري من الامتحان، لكن الجزء العملي سيكون قطعة من الكعكة، لأنني كنت أمارسها لفترة طويلة .

Pragmatic competence plays a major role in idiomatic translation because of the fact that idiomatic translation needs to distinguish the intended deep meaning.

The phrase "practical part will be piece of cake "is translated as" الجزء العملي سيكون قطعة من الكعكة " instead of هذا عمل سهل جدا.

In this example the idiom is translated literally, instead of delivering the meaning as a whole by taking into consideration the idiom as a single unit. Idioms are completely different from all forms of language uses because the meaning of the idiom cannot be distinguished from a single word, but from the phrase as a unit.

Target Text 2.

ساضطر إلى العمل بجد من أجل الجزء النظري من الامتحان، لكن ألجزء العملي سيكون سهل جدا، لأنني كنت أمارسها لفترة طويلة .

Source Text 14.

In the middle of the picnic it started to rain cats and dogs, and everybody got soaked. (Najeeb, 2005: 75)

Target Text 1.

في منتصف النزهة بدأت تمطر قطط و كلاب، وغرق الجميع .

The intended meaning in the example is to describe heavy rain, which is common in the English language considering the intended meaning but the literal meaning which is translated as انها تمطر قطط وكلاب is an odd expression or sentence by considering the Arabic language and culture.

Target Text 2.

في منتصف النزهة بدأت تمطر بغزارة، وتبلل الجميع

Source Text 15.

Don't tell your little brother anything you want to keep secret because he'll definitely blow the gaff. (Najeeb,2005: 75)

Target Text 1.

لا تخبر أخاك ألصغير بأي شيء تريد أن تبقيه سرا لانه سوف ينفخ الخطاف بالتأكيد.

In terms of the idiom 'to blow the gaff' the translator does not know the hidden meaning that is why he/she translates it literally as ينفخ خطاف اخراج السمك من الماء and this is an incorrect translation, as there is no relationship between the idiom and the translation which is يفشي السر .

Target Text 2.

لا تخبر أخاك الصغير بأي شيء تريد أن تبقيه سرا لانه سوف يفشيه بالتأكيد .

In the second translation, the translator is aware of the pragmatic meaning of the idiom. Strategic competence is also present since the translation seems more natural and fluent in the Arabic language.

Source Text 16.

The old lady had lead a solitary life, but when she kicked the bucket, the whole neighborhood came to her funeral. (Najeeb, 2005: 75)

Target Text 1.

عاشت السيدة العجوزة حياة منعزلة، لكن عندما رفست الدلو، جاء الحي بأكمله الى جنازتها .

The idiom ‘kick the bucket’ is another idiomatic example translated to Arabic in an inaccurate way as يرفس الدلو while the idiomatic meaning is someone died or passed away مات او توفى.

Target Text 2.

عاشت السيدة العجوزة حياة منعزلة، لكن عندما توفت ، جاء الحي بأكمله الى جنازتها

Source Text 17.

Matt, I really want that car, but it costs an arm and a leg. I don’t think I should get it for now. (Najeeb, 2005: 75)

Target Text 1.

مات، أنا حقا أريد هذه السيارة، لكنها تكلف ذراعا و ساقا. لا أعتقد انني يجب أن احصل عليها الأن.

The idiom ‘Costs an arm and a leg’ means when something costs an arm and a leg, you do not literally cut off your arm and leg to buy it. It just means that it is expensive to buy, so it would be as painful (for your wallet) as cutting off an arm and a leg to pay for it. In the example, the translator translates the idiom literally تكلف ذراعا و ساق.

Target Text 2.

مات، أنا حقا أريد هذه السيارة، لكنها مكلفة جدا. لا أعتقد انني يجب أن احصل عليها الأن .

The second translation is readable and understandable since the translator is aware of pragmatic competence and strategic competence.

Source Text 18.

“Religion plays an important role in the life of the individual”
should not be translated to Arabic as

Target Text 1

"يلعب الدين دورا مهما في حياته الأشخاص "

this translation is not appropriate in the target Arabic language audience especially يلعب الدين دورا is not suitable in Arabic instead of that, it can be translated as

Target Text 2

"يقوم الدين بدور مهم في حياة الأشخاص"

The translator should take into consideration the norm and culture of the target language audience and avoid creating meaning that the target audience does not know. The translator should not offend the target culture by any means. The phrase 'a party on his honour' cannot be translated to Arabic as بحفل على شرفه but, the acceptable translation can be حفل اقيم تكريما لفلان. These examples show the importance of sociolinguistic competence since the language is appropriate based on the expectations, norms of the inner circle countries, and culture. Taking into consideration these elements in translation process yields in a more accurate translation, a translation which does not harm or violate the target language audience since the sociolinguistic competence analyses the language from the eye of the native speaker.

Source Text 19.

As Venus and Earth are of about the same size, and have in all probability had the same life histories, we might reasonably have expected to find that their atmospheres would be similar. (Najeeb, 2005: 218)

Target Text 1.

بما أن نجم الزّهرة يتساوى مع الأرض في الحجم، ولهما في جميع الاحتمالات حياة تاريخية مماثلة، فيجب علينا بالبداهة أن نتوقع أن نجد أن الجو المحيط بهما متشابها.

In scientific translation, the translator needs to explain or clarify some terms, and the translator should be proficient in his material so that he does not make mistakes. The source text mentions Venus, which means the planet Venus كوكب الزهرة not نجم الزهرة which means a star. The phrase 'in all probability' is an idiomatic expression that means often غالبا and the translator translates it as in all possibilities في جميع الاحتمالات . 'life-history' means the life history of any record of events that occur during the life of a person or planet as in the text الاحداث التاريخية التي مرت اثناء حياة شخص أو الكوكب كما في النصas for historical life حياة تاريخية as the translator translates, it means that a person's life is worthy of recording in history. Thus, the sentence above can be translating as:

Target Text 2.

بما أن (كوكبى) الزّهرة والأرض لمها نفس الحجم، وحياتهما غالبا لها نفس التاريخ، فمن المعقول أن نتوقع أن يكون الجو المحيط بهما متماثلا.

The second translation seems more understandable than the first one due to the words chosen that fit the context more and it's easy to read and clear for the target language reader. Pragmatic/communicative translation secures the meaning and provides a language that satisfies the target language users because what the target audience wants is a smooth, fluent, clear text and without ambiguity.

Source Text 20.

The Charter recalls the determination of the United Nations "to promote social progress and better standards of life in larger freedom." This should serve as a timely reminder to all of us to rededicate ourselves to the task of making the charter of the United Nations a living hope for all humanity; to eradicate poverty as a prime cause of conflict; and to strive energetically and purposefully towards the general welfare of mankind as a basis for a just and enduring peace. (Najeeb, 2005: 103)

Target Text 1.

يدعو ميثاق الأمم المتحدة بتصميم "بأن يرقى بالتقدم الاجتماعي و بمستوى حياة أفضل و بحرية أكبر" بهذا ينبغي أن يطلب من كل منا في الوقت المناسب بأن نكرس أنفسنا ثانية لجعل ميثاق الأمم المتحدة كأمل حي لكل الإنسانية وأن نستأصل الفقر كحق أساسي للصراع، ولكي نجاهد بكل طاقة وهدف ذو (ذى) معنى نحو الرعاية العامة للناس على أساس من العدل و السلام الطويل.

In this translation, the word 'promote' means يرقي but in this context the meaning of it is publishing or supporting ينشر أو يدعم . 'timely' means he came in the right time or he came at an appropriate time جاء في وقته أو جاء في الوقت المناسب but the translator translates it as يطلب من كل منا في الوقت المناسب each of us is asked at the appropriate time. 'cause' this word contains multiple meanings, but the logical meaning that is in line with the context is 'reason' سبب because it is not reasonable that poverty is a fundamental right of conflict الفقر حق أساسي للصراع. The word 'purposefully' means a person with a specific intent or goal in which he aims to صاحب ولكي نجاهد but the translator translates it inaccurately القصد أو له قصد او هدف معين يرمي أليه it does not fit the context but the word مستهدفين can fit the context بكل طاقة و هدف ذو معنى better. The phrase 'as a basis for' means كاساس ل but on a basis of means على اساس من and the translator mistakenly flips the meaning of the sentence.

Target Text 2.

يعيد الميثاق إلى الأذهان تصميم الأمم المتحدة على "العمل على نشر التقدم الاجتماعي، وعلى تعميم مستوى أفضل للمعيشة في جو أكبر من الحرية". ويجيب أن يكون هذا حافزا لنا –جاء في وقته- لنعيد تكريس أنفسنا لمهمة جعل ميثاق الأمم المتحدة أملا حيا للبشرية جمعاء؛ ولنستأصل الفقر كسبب رئيسي للصراع و لنجاهد بحماس مستهدفين الخير العام للبشرية كأساس للسلام العادل الدائم.

The second translation is more substantial and the translator chooses the words appropriately by taking into account the context. The first translation is weak because it seems that he is not aware of many competencies such as the pragmatic competence because the translator understands a lot of words incorrectly and they do not fit the context, but, in the second translation it is obvious that the translator is aware of the pragmatic competence which means that he chooses the right word for the right context. The second translation is smoother to read and achieves communicative

competence since the translator establishes communication appropriately between the two languages. The strategic competence is also present because the paragraph is fluent to read and because the translator chooses the words accordingly, the reader can read the paragraph without wondering what a word means, which means there are no language breakdowns.

Source Text 21.

Never before in history have there been greater opportunities to meet this challenge. Never before has man held within his grasp the means with which to eliminate progressively want and disease and to build a lasting foundation for a world free from privation and fear. (Najeeb, 2005: 104)

Target Text 1.

لم يحدث في التاريخ من قبل أن هذه الفرصة الكبيرة لمقابلة هذا التحدي، ولم يحدث من قبل للإنسان من خلال تمسكه بالوسيلة التي تمحى بنجاح الحاجة و المرض. ولكي تبنى الأساس الباقي من أجل عالم خال من الحرمان و الخوف .

In this translation, the phrase 'Held within his grasp' means كان بمتناول يده which is in English within the reach of his hand, but it does not mean يتمسك which means hold on. The word 'progressively' means تدريجيا أو بتزايد which is gradually or increasing and it is translated as بنجاح which means success. 'Lasting' means دائم which is permanent, and it fits the context more accurately than باق التي قد تعني ان هناك جزءا تم و الباقي لم يتم بعد

In this example there is a missing communicative competence, strategic competence, discourse competence, and pragmatic competence. It is obvious that the language is not smooth and clear for the target language receivers.

Target Text 2.

لم يحدث في التاريخ من قبل أن أتيحت فرص أعظم من هذه لمواجهة ذلك التحدي. لم يحدث من قبل أن كان بمتناول يد

الإنسان الوسيلة التي تتيح له التخلص المطرّد من الفقر و المرض، وأن يبنى أساسا دائما لعالم يخلو من الحرمان و الخوف

In the second translation, the language is readable and more fluent because of the fact that strategic competence is present which makes the language clear. This translation avoids language breakdowns by choosing the right and more precise words for the context this represents pragmatic competence, since the target audience accepts the translation and the meaning is delivered, that means the communicative competence exists in the translation. The language in the second example is coherent and cohesive and there is consistency between words and meaning, that matches the discourse competence goal.

Source Text 22.

The technological and scientific achievements of the past decades stagger the imagination and stand out as a tribute to man's creative genius. No doubt we are on the threshold of even greater achievements. Yet much of the creative power of man unfortunately continues to be applied in large measure to the deplorable purpose of increasing his destructive potential, thus accentuating existing differences and conflicts. (Najeeb, 2005: 105)

Target Text 1.

وإنجازات التقنية العلمية في العقود الماضية قد أذهلت الخيال تكريما لعبقرية الإنسان والخلاقة، ومما لاشك فيه اننا مقبلين على انجازات أعظم، ومع ذلك فإن قوة الإنسان الخلاقة لسوء حظه سوف تستمر لكونها مطبقة بمقياس كبير للغرض المطلوب لزيادة قوته المدمرة، وهكذا فالخلافات و الصراعات هي التي تعايشه.

In this translation, the term 'technological and scientific' means التقنية و العلمية not التقنية العلمية scientific technology as the translator translates. 'stand out as a tribute' means, تكريم and the translator does not translate it. 'measure' does not mean scale here مقياس but it means limit or amount حد او مقدار. 'deplorable' means, unfortunate or deprecated يؤسف له أو مستنكر and it never means, wanted مطلوب. Its lacks pragmatic competence due to poor words choose. The word مقبلين is grammatically wrong and the correct one is مقبلون .

Target Text 2.

إن الإنجازات التقنية والعلمية المذهلة التي تمت في العقود الماضية تقف شاهدا على عبقرية الإنسان المبدعة. ولا شك في أننا نقف على عتبة إنجازات أعظم. ومع ذلك-ولسوء الحظ- فإن كثيرا من قوى الإنسان المبدعة مازالت موجهة إلى حد كبير لغرض يؤسف له وهو زيادة قدرته التدميرية، وبذلك يزيد من حدة الاختلافات و الصراعات الموجودة.

The second translation is definitely more accurate than the first translation, which can be observed in the selection of words. The translator in the second translation is aware of multiple competencies that can be observed in the translation. Pragmatic competence is present because of the fact that the translator chooses the words according to the context as observed in the example that the word 'existing' means a life or present موجود أو على قيد الحياة and the context forces the translator to use present موجود because it fits the whole meaning more. Furthermore, strategic competence is present since the translation is readable and it gives the same impact that the original paragraph gives in the source language. Grammatical competence is also present in the second translation unlike the first translation. Communicative competence is present in the translation because the translator establishes communication fluently between the two languages and the target language reader can read and understand the whole meaning of the text more easily.

Source Text 23.

The dangers inherent in the continuation of the armaments race and nuclear tests are only too apparent. If this origination is to make the principles enshrined in the preamble of the charter a living reality, there must be no pause in the determined, sincere, and continuing campaign to reduce world tensions and hostility. The people of the world who continue to live in such a tense and surcharged atmosphere, replete with the ever present threat of total destruction, are entitled to look forward to the dawn of a new era in which every man, woman and child in every country can be expected to live above want and in dignity, at peace with themselves and with the rest of mankind. (Najeeb, 2005: 106)

Target Text 1.

والأخطار واضحة جداً في استمرارية سباق التسليح والتجارب النووية، ولو أنهم جعلوا مبادئ الميثاق مقدسة، وكأنها حقيقة حية، فسوف تكون هناك وقت في الحملة المستمرة من العزم والإخلاص لتقليل التوتر والعداوة العالمية. وأن سكان العالم الذين يعيشون حاليا في مثل هذا الزمن ذو المناخ المتقلب امتخم بالتهديدات الحالية الأبدية للدمار الشامل هي ظاهرة للتطلع إلى فجر عصر جديد فيه كل رجل و امرأة وطفل في كل بلد يستطيع أن يتوقع أن يعيش في كرامة ودون حاجة وأن يتعايشوا هؤلاء مع أنفسهم ومع الباقي من الناس .

In this translation, the word 'enshrine 'does not mean holiness, but it's meaning connected with the place, a dear place on the heart. 'pause' means stop, delay, period of time وقف أو تمهل أو فترة , because the translator does not use the negation after 'there must be' he flips the meaning and translates 'pause' as وقت which means time. 'ever present' means permanent or always available الدائم أو الموجود دائما and the translator translates it as الحالية الابدية which is incorrect and also hard to understand from the perspective of the target language reader and that shows the translator is not aware of the pragmatic competence. The translation lacks grammatical competence because the translator translates the word 'armaments' التسليح and it's incorrect. The right word should be التسلح and also when he translates 'surcharged atmosphere' ذو المناخ المتقلب and it's another grammatical mistake and should be ذى المناخ المتقلب. There is also a grammatical mistake specially the words(التسلح) وذو(ذي) ويتعايشوا(يتعايش) تسليح Over all, the translation is not fluent, contains grammatical mistakes and not effective which means the strategic, grammatical, communicative competence are missing.

Target Text 2.

إن الأخطار الكامنة في استمرار سباق التسلح والتجارب النووية لاشك بادية للعيان. وإذا كان على هذه المنظمة أن تجعل مبادئها- المتصدرة مقدمة الميثاق- حقيقة واقعة فلا ينبغي أن يكون هناك اي هوداة في الحملة المخلصة العازمة المستمرة لتخفيض التوتر والصراع العالميين. إن سكان العالم الذين مازالوا يعيشون في جو عصيب ومشحون ومتخم بالتهديدات الدائمة بالدمار الشامل يحق لهم أن يتطلعوا إلى فجر عصر جديد يمكن فيه أن يتوقع كل رجل وامرأة وطفل في كل بلدان العالم أن يعيش بكرامة فوق مستوى الفقر وفي سلام مع أنفسهم ومع باقي البشر.

The second translation seems more natural to read because of the fact that the translator is aware of the characteristics or culture of the languages. The translator in the second translation is aware of the pragmatic competence since he figured out the

deep meaning and what the writer wants to convey in the source language and he chooses the right words and words that fit the context. The strategic competence is present in the second translation unlike the first one because it's effective and more fluent. Sociolinguistic competence is present because the translator analyzes the text from the eye of the target language reader. Over all the translator establishes communication between the two languages and that means the communicative competence is present.

Source Text 24.

The emergence in recent years of scores of territories from colonial rule to independence and the clear prospect that the few remaining colonial areas will shortly take their rightful places among the family of nations lend urgency to the demand upon the international community to provide them with material and technical assistance, if these new nations are to achieve the meaningful through as rapid development of their economic and social potential as possible. (Najeeb, 2005: 107)

Target Text 1.

والطارئ في السنوات العشرين الحديثة أن الأقاليم التي كانت تحت الحكم الاستعماري نالت استقلالها. والدليل الواضح أن هناك قليل من الأقاليم الباقية مستعمرة سوف تأخذ اوضاعها الشرعية بين االعائلة الدولية وتطالب المجتمع الدولي بامدادهم بالمساعدات المادية والفنية. ولو أن هذا الشعوب الجديدة اهتمت بالأعمال الضخمة التي لديها لفازات باستقلالها الجديد الذي له معنى و قد يحدث إنماء سريع في قدراتها الاقتصادية والاجتماعية بقدر المستطاع.

In this translation, the phrase 'in recent years' means في السنوات او الاعوام الاخيرة but the translator translates it as في السنوات الحديثةwhich is not equivalent. 'land urgency' means يجعله عاجلا, but the translator does not translate it. 'if these new nations are to achieve' means إذا كان على هذه الدول الجديدة أن تحقق but the translator commits a mistake in the end of the sentence by reflecting the meaning. Overall, the translation lacks smoothness because the translator depends on the literal meaning which causes ambiguity and language breakdowns meaning that there is a lack of strategic and pragmatic competence.

Target Text 2.

إن استقلال عشرات من الأقاليم وخروجها من تحت الحكم الاستعماري في الأعوام الأخيرة، والتوقع الواضح لقرب حصول باقي الأقاليم القليلة المستعمرة على وضعها الطبيعي في الأسرة الدولية، يجعل مطالبة المجتمع الدولي بتقديم المساعدات المادية والتقنية لها من الأمور العاجلة إذا أردنا لهذه الدول الجديدة أن تحقق المهام الهائلة المطلوبة منها لجعل استقلالها المكتسب حديثا ذا معنى من خلال تنمية اقتصادها وقدراتها الاجتماعية بأسرع ما يُمكن.

The second translation is more accurate than the first translation because the translator is aware of the intended meaning and the translation seems more natural to read and delivers the meaning more accurately. The pragmatic competence is present since the translator chooses the words according to the context and he figures out the connotative meaning especially the last sentence إذا أردنا لهذه الدول الجديدة أن تحقق المهام الهائلة المطلوبة منها لجعل استقلالها المكتسب حديثا ذا معنى من خلال تنمية اقتصادها و قدراتها الاجتماعية بأسرع ما يُمكنThis sentence shows how the translator understands the meaning completely and that creates a fluent and clear peace of translation. Strategic competence is present because the translation is effective and does not lose its meaning. In the second translation, the translator uses the language system appropriately and establishes communication between the two languages, which means communicative competence is present.

Source Text 25.

While much has been accomplished in the past to mobilise resources on international as well as on a bilateral basis to assist in lifting the living standers of two-thirds of the human race living in poverty and want, it is abundantly clear that the rate of development has fallen far short of meeting the needs and hopes of emerging peoples, and the risk cannot be ignored that their disappointment may well overflow to the extent of endangering an orderly pace of development. The present division of the world into rich and poor countries is much more real and much more serious and ultimately much more explosive, than the division of the world on ideological grounds. (Najeeb, 2005: 108)

Target Text 1.

وكما كان في الماضي قد حدث إنجاز كبير لتعبئة الموارد على أساس دولي، مثلما يحدث بين بلدين للمعونة المعنية في رفع مستوى المعيشة لثلثي الجنس البشري الذي يعيش في فقر وعوز – و من الواضح جدا أن معدل التنمية قد زاد قليلا لمقابلة احتياجات و آمال الشعوب المعنية، ولا تستطيع هذه الشعوب أن تجهل المخاطرة في أن خيبة املها يمكن أن تفيض إلى حد التعريض للخطر كخطوة للتنمية والتقسيم الحالي للعالم إلى دول غنية ودول فقيرة وهو أكثر واقعية وأكثر جدية وأكثر جدا انفجارا عن تقسيم العالم الى نظريات فكرية وضعية.

In this translation, the word 'while" means بينما but the translator translates it as كما كان . 'as well as' means و كذلك not مثلما. 'orderly pace' means سرعة منتظمة and the translator does not translate it. Overall, the translation is hard to understand and it's not cohesive. The translation lacks the pragmatic competence since the translator chooses incorrect meanings for the words. Furthermore, it lacks strategic competence, because the text is hard to read and it is not fluent and it contains language breakdowns. Since the text is not cohesive, discourse competence is missing.

Target Text 2.

بينما تم إنجاز الكثير في الماضي لتعبئة الموارد على أساس دولي وكذلك على أساس ثنائي بين الدول لرفع مستوى معيشة ثلثي الجنس البشري الذي يعيش في فقر وحاجة، فمن الواضح جدا أن معدل التنمية لم يتماش مع حاجات وآمال الشعوب المستقلة حديثا. ولا يمكن تجاهل عواقب خيبة أمل هذه الشعوب التي قد تزيد إلى حد تعريض سرعة تنميتها المنتظمة إلى الخطر. فتقسيم
العالم الحالي إلى دول غنية ودول فقيرة هو أكثر واقعية وأكثر خطورة وأكثر تفجرا من تقسيم العالم على أسس أيديولوجية.

The second translation is more accurate and clear to read than the first translation from the perspective of the target language readers. The pragmatic competence is present because the translator understands the deep meaning and chooses the words according to the context. For that reason, the target language audience can understand the core idea of the text effortlessly. Strategic competence is present because the translation does not contain language breakdowns and it is more effective than the first translation. The second translation, unlike the first one, is

cohesive and it glides from one sentence to the other which means the discourse competence is present also. Overall, the second translation is more accurate than the first one because it fulfills the basic translation goal which is to be accepted and effective in the target language.

Source Text 26.

For its part, the United Nations family of organizations is eager and technically and organizationally qualified to assume the responsibilities of facing this challenge. A greater measure of assistance however, is required of the wealthier countries.

Will the required resources be forthcoming for a coherent, constructive program that can lift the development countries to the pace of self-sustaining growth as partners in a dynamic world economy? (Najeeb, 2005: 109)

Target Text 1.

ومن جانب أسرة الأمم المتحدة ومنظماتها فهي شغوفة علميا في أن تاخذ على عاتقها مسئوليات مواجهة هذا التحدي، وعلى أية حال فإن المساعدة من الدول الأكثر ثراء إجراء كبير ومطلوب.

والسؤال: هل ستكون الموارد المطلوبة والمترابطة منطقيا وشيكة الحدوث للبرنامج البناء لكي يستطيع أن يرفع البلاد النامية إلى موضع نمو ومؤازرة نفسها ويجعلها شريكة في الاقتصاد العالمي السريع؟

In this translation, the word ‘eager’ means شديد الرغبة أو متحمس enthusiastic or very desirable, it fits the context more than شغوفة. ‘qualified’ means مؤهل and the translator skips the phrase ‘technically and organizationally qualified’ and he translates it as عمليا practically. ‘measure’ means قياس أو معيار أو مقدار أو حجم أو قدر standard, amount or size but the meaning that the context requires is amount or size مقدار او حجم but the translator does not translate it. ‘forthcoming’ means قريب الصدور أو وشيك أو قريب الحدوث أو الحلول أو حاضر لحين الحاجة أو مقبل أو اقترب أو دنو أو معد but the translator does not translate it. ‘coherent’ means مترابط and the translator translates it correctly but it depends on the program البرنامج not the resources الموارد the translator here commits a grammatical mistake. ‘dynamic’ means مختص بالقوى، نشيط، همام، الحركة but the translator does not translate it. Overall, the translation lacks pragmatic competence because the translator does not choose the right meaning of the words that fit the context more. Furthermore, the translation lacks grammatical competence. The strategic competence does not exist because the translation is not effective because it contains language breakdowns that

affect the reader experience. Sociolinguistic competence is missing because the translator needs to create successful communication and analyzes it from the eyes of the target language readers. Communicative competence does not exist in this translation because communicative competence is about how to use the language systems appropriately in any circumstances and the translator fails to do so.

Target Text 2.

أما من ناحية أسرة منظمات الأمم المتحدة، فهي متحمسة ومؤهلة تقنيا وتنظيميا لتضطلع بمسئوليات مواجهة هذا التحدي. ومع ذلك فمطلوب من الدول الغنية حجم أكبر من المساعدات.

هل في الاستطاعة توفير الموارد المطلوبة لعمل برنامج مترابط وبَنّاء يمكنه رفع الدول النامية إلى موقع النمو الذاتي المستمر كشركاء في اقتصاد عالمي متغير ؟

The second translation is more accurate than the first translation because the translator is aware of the competencies. The pragmatic competence is present because he chooses the right meanings. For example, the word 'forthcoming' has multiple meanings such as قريب الصدور أو وشيك أو قريب الظهور أو معد أو حاضر لحين الحاجة but the translator chooses the word توفير because the translator figures out the deep meaning of the text, so he chooses the words accordingly and also the word 'dynamic' contains multiple meanings as mentioned above but the translator chooses the word متغير because it fits the context more accurately. Grammatical competence is also present because the text is grammatically correct. Strategic competence exists because the translation is effective and fluent to read. Communicative competence is present since the translator uses the language system and functions appropriately. Sociolinguistic competence can be observed because the translator is aware of the target culture. Overall, it fulfills the translation goal which creates the same impact that the original text does in the source language in the target language.

CHAPTER V.

CONCLUSION

5. Conclusion

Accurate translation is not an easy process to achieve, it requires many steps and competencies to accomplish. This study aims to demonstrate the significance of the communicative and pragmatic competence and the subdivisions of the communicative competence which are grammatical competence, sociolinguistic competence, discourse competence, and strategic competence and their relation with the translation studies. All the competencies mentioned are demonstrated by translation samples from the English language to Arabic and distinguishes the inaccurate translation from the accurate one by depending on the communicative and pragmatic competence and to show how these competencies are important in the translation process. Moreover, this study is concerned with how the translator can produce an accurate translation by using the communicative and pragmatic competence and demonstrates the differences between a translation which is produced by a translator who is not aware of the competencies and a translation which is conducted by a translator who is aware of these competencies.

After the analysis of the samples of the translation from the English into Arabic, the results demonstrate that in terms of the communicative competence, it helps the translator to use the language system appropriately during translation and enables the translator to find the appropriate way to communicate in both the source language and the target language resulting in a translation that is fluent to read and reader-centered.

As for the grammatical competence, it helps the translator to produce a translation that is grammatically correct because grammatical competence is the knowledge of the rules of grammar and in the process of the translation, the translator should be aware of it to produce a text that is grammatically correct. Well-formed sentences help produce well-formed translations.

In terms of the sociolinguistic competence, it helps the translator to analyze the language from the native speaker's perspective and taking into consideration the culture because sociolinguistic competence is required for achieving communication. Sociolinguistic competence helps the translator to produce an accurate translation which is appropriate for the cultural and social background of the target language audience.

As for discourse competence, it helps the translator to produce a cohesive and coherent translation by combining both the form and the meaning to achieve a certain body of work. The translator should be aware of the unity of a paragraph or a text which is cohesion and the unity of the meaning which is coherence.

In terms of strategic competence, it helps the translator to produce a translation that is effective and efficient, and the target language users can feel the same impact that the text achieves in the source language. It helps the translator to avoid language breakdowns which makes the translation weak and unenjoyable to read. In other words, strategic competence sustains communication through strategies to produce a fluent translation.

In terms of pragmatic competence, it helps the translator to figure out the deep meaning of the text because there are a lot of words in the English language that contain multiple meanings and the context determines what the word should mean. The pragmatic competence helps the translator to view the target language from the eye of the native speakers which leads to a translation that is clearer and effective in the target language. In this respect, the translator should grasp the meanings in a text and dive deep into the text and appreciate the writer's or the author's intentions.

In conclusion, this study provides a description for the Competencies and demonstrates the importance of these competencies in the translation process and how these competencies can influence the translation process and it can help the translator to produce an accurate translation and to find some appropriate solutions to avoid mistakes and to provide a clear translation that is acceptable in the target language and can carry the same impact that the text is in the source language.

The research results reveals that communicative and pragmatic competence are influencing the translation process. This study can be regarded as a recommendation for those interested in translation such as translators and translation students to follow these competencies that make the translation more accurate and the translator needs to be aware of them and be familiar with each competence in order to produce an accurate translation.

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