Lexical Discourse Analysis in Translation

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 Abstract
Lexical Discourse very often depend on lexis. Lexical Discourse analysis, however, has not yet been given enough consideration of the phenomenon of translation. This paper investigates lexical discourse analysis in translation from one language to another. This qualitative study comprises 15 text translated by M.A students at the Department of English Language and Literature at Mu'tah university in Jordan. The sample of the study was selected randomly. The researcher used two research instruments including lexical and textual analysis and semi-structured interview. The findings of this research indicates that lexical knowledge and meaning insufficiency have a significant effect on translating texts from the source language (Arabic) to the target language (English) or vice versa in the field of applied linguistics. This study recommends that further future research be conducted to investigate the effect of the translator's lexical knowledge on translating texts from SL to TL.
Keywords: Abstract, Textual Analysis, Lexical Knowledge, Lexical Gap, Sources Language and Target Language.

1. Introduction

Lexical Discourse is concerned with the analysis of the contribution of lexis to translation. This may appear like insignificant statement, but it presents a number of questions: what is lexical discourse? What are the features of lexical discourse? What is relationship between Lexical Discourse Analysis and Translation? What is the contribution of lexical discourse to translation? Lexical discourse analysis has been described as the power of lexis in building up and converting the meaning of words and utterances within the text, based on the recognition that lexical discourse cannot be accomplished without the language of translation (Anari and Ghaffarof, 2013).

Evenly, the use of lexical meaning and knowledge by translators in the process of translation results in what is known as lexical discourse in a general sense. But how general can this lexical meaning in translation be? In other words, what concludes as lexical, and subsequently as lexical discourse? It is broadly acknowledged that lexis and utterances play as a significant role in disseminating lexis and in mediating between the lexical meaning and translation from one language to another in a critical sense.

In the area of language learning and teaching, translation is one of the processes that requires much work to be done in order to a reach a specific conclusion. As a branch of applied linguistics it demands highly skillful people who possess not only the linguistic knowledge but also the socio-cultural and communicative knowledge of the subject of translation (Coulson, 2000). At the beginning of teaching and learning translation, few translators assume that translation is a process of doing things with words not a context. Translation therefore is a human activity that involves transfer not only the meaning of words but also the style, emotions, impression and the effect of the writer in the source language into the target language. That is, a translator should be imaginative enough to convert mechanics created by the SL writer to that of TL audience and so on. Jordanian university students of Applied Linguistics face difficulty in translation, particularly postgraduate abstracts, at the early stages of translation. This is due to the linguistic and cultural background of both Arabic and English language in which the former belongs to the Semitic language family and the later affiliates to Germanic language family (Castro-Paniagua, 2000).

That is, they possess different syntactic and morphological features that results in posing many translation difficulties and problems as they can not be translated in a straightforward manner. Translation has a significant contribution in the process of converting meaning from one language to another, via translation extremely sophisticated international community may be established despite their variation in terms of cultural similarities and differences. Translation assists international communities in communication. So professional translators are required to manipulate original work since English is used as a foreign language in Jordan or in any relevant Arab regions where learners familiarization to the latest development in translation shall help facilitate the process of teaching and learning translation.

A translator should be very informative and contributive in his techniques and methodology to the translation process. Castro-Paniagua (2000) states that "a translator should be an ethnographer. He assumes that the translator will have to interpret correctly not only the semantic information, but also the inherent cultural codes. In his view " the translator must adequately transmit and adapt [the message across cultures," so he or she "need[s] to have a deep knowledge of the cultural frames [he or she] will be handling Castro-Paniagua also states that it is not the translator's fault if it is not possible to transcribe a cultural sign or if a given text lacks

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universality. For him, "A work's potentiality to achieve universal dimensions will rest upon the literary genius of a writer (p.24)". Castro-Paniagua (2000, p.1) reminds us that Nida (1964) was one of the first authors to refer directly to the cross-cultural side of translation.

In his work, Nida draws our attention to "the danger of subjectivity in translating" and to the fact that "it is almost inevitable that translators be affected by their own personal set of values," and he advises that "they should attempt firmly to avoid any interference from the particular cultural background. Thus, it is very obvious that translation is a significant field of research for different and valid reasons, in which converting information from one language to another is ultimately needed due to the growing demands of globalization and the need for a mutual understanding between nations (Evans and Green, 2006).

But, there is a necessity for solving one of the greatest challenges that translators face when translating scientific text from the source language into the target language. This difficult situation causes a serious problem for most of the translators when attempting to translate from native languages to foreign languages (Anari and Ghaffarof, 2013). Translation formulates a great obstacle for translators of foreign languages, to be more specific, Arab translators of English as a foreign language. One of the basic problem that a translator should stay focused when attempting to translate, is the scientific text translation. One of the most important aspects in the world of translation that must be realized by all translators; is the context-sensitivity of word use in translating different kinds of texts. This aspect plays an important role in conveying meaning and message at the time because it is the soul of translation and any deviation or misuse will lead to misleading information or mistranslation. However, many linguists have come to see words not simply as words that give life to grammatical structures, but as bones that are themselves grammatically rich entities. Many linguists emphasized the context –sensitivity of word use in controlling and engineering the meaning through the context .

Abu Al Haijaa (2007) elaborated on two main translational challenges that translators encounter. The first challenge is the lexis-related challenge (i.e. referential aspect) while the second one is the structure-related challenge (i.e. style aspect). He explained that a word only gains its meaning within a specific context without which it remains an isolated meaningless word. For constructing sentences and paragraphs, he also states that Arabic and English have different structures and styles. He stated that while complex and long sentences are often used in English, small separate units are often used in Arabic. A translator should pay attention to the nuances between seemingly different words or phrases like "term" and "period" (p.37).

Words in use in a particular linguistic context in which they are embedded are part of consistent linguistic network that governed by syntactic ,semantic ,lexical and cultural stylistic relations which must be understood and perceived by translators to convey the meaning of those words. However, words in use do not behave in the straightforward manner assumed by this received view (Clark, 1983; Sweeter, 1999). That is, the 'meaning' associated with a word in any given utterance appears to be, in part, a function of the particular linguistic context in which it is embedded. Put another way, word 'meaning' is protean, its semantic contribution sensitive to and dependent on the context which it, in part, gives rise to (Croft, 2000).

Qing-guang (2009) argued that mistranslation may occur frequently in college students' translation since they tend to be affected by the conceptual meaning of the original text. In translation, he reported that a translator must be armed with linguistic knowledge as well as cognitive knowledge. He also reported that by applying frame theory to translation teaching, teachers can guide students to construe the original meaning on the lexical, syntactic and textual level, so that they may effectively avoid semantic errors in translation (p.8). He concluded that teachers should guide students to enlarge their knowledge scope and enrich their encyclopedic knowledge due to students' inadequate background knowledge.

Translation requires different knowledge areas such as syntactic, semantic, cultural, stylistic and lexical, so insufficient knowledge in one of those areas will lead to mistranslation or to inaccurate translation. One of the knowledge areas which is directly related to translation is the knowledge of lexical definitions. It is obvious that without knowing the meaning of words, no one can translate a text.

Enani (2003) dealt with major problems in both lexical and the structural areas helping the learner to acquire a better understanding of these problems. He stated that the conceptual framework differs from one language to another which is reflected in the style mirroring the mode of thought of the people using each language. He observed that as a result of the universalization of the language of science, modern standard Arabic has developed an abstract style similar to that of most living European languages. Some people call it 'translation style', but it is in fact the outcome of an interaction between our indigenous mode of thought and the universal language of science. This may be related to the insufficiency of lexical knowledge as well as lack of equivalents in the target language. These obstacles are also caused by related cultural and linguistic settings

This kind of lexical knowledge insufficiency causes a real situation for Arab translators of English as a foreign language, leading to a state of complexities for them. Consequently, neither the lexical knowledge insufficiency nor translating texts in applied linguistics from the source language to the target language faced by Arab translators have been examined or investigated. As a result, the objective of this study is to lexical discourse analysis in translation in applied linguistics from the source language to the target language.

2. Research Questions

The current study aims to investigate the effect of translator's lexical knowledge insufficiency on translating abstracts from the source to the target language. More specifically, it attempts to find answers for the following two major questions:

1. How does lexical knowledge affect Jordanian translators' competency when translating texts from SL to TL?
2. What are the difficulties that Jordanian translators face when translating texts as a result of lexical knowledge and which lexical definitions are more difficult to translate?
3. What are the major reasons that cause lexical knowledge insufficiency for Jordanian translators?

3. Literature Review

Many studies have been conducted to investigate problems and factors that affect the translation process in varied aspects as a contribution to body knowledge and language teaching field as well as to figure out factors that impact the process of converting meaning from one language to another within a certain historical and cultural context. Not much research attempted to investigate the effect of lexical knowledge on Translation and how this factor affects or hinders translation process.

Anari and Ghaffarof (2013) conducted a study to investigate the effect of the productive and receptive knowledge of lexical and grammatical collocations on the accuracy of the translation done by Iranian EFL learners studying translation course at the university. The findings of this study indicated that there is a significant relationship between the receptive knowledge and productive knowledge of lexical collocations and grammatical colligations and the accuracy of the translation. The study concluded that there is a significant relationship between the productive knowledge of lexical collocations and grammatical colligations and the accuracy of the translation.

Also, Birjandi (1999) conducted a study to investigate the impact of foreign language learners 'lexical knowledge on their translation ability. This study was carried out at Islamic Azad University. The findings of this study showed that there is a significant relationship between lexical knowledge and translation ability. The study concluded that lexical knowledge may contribute to the development of translation skills and conceptual comprehension of the text which obviously results in better translation. .

Al-Sohbani and Muthanna (2011) conducted a study to investigate the current major challenges of Arabic-English translation and vice versa among English Department Students, Faculty of Arts, Ibb University in Yemen. The study showed that lexical knowledge insufficiency; inadequate knowledge and practice of grammar; inadequate cultural backgrounds; and inappropriate teaching atmosphere and methodology are the main problems .

Abu-Shaqra (2009) addressed the problems and the strategies employed by students in translating a group of lexical and semantic collocations from three religious references: the Holy Quran, the Hadith, and the Bible. The sample included 35 M.A. students majoring in translation in three different public and private Jordanian universities. The researcher designed a translation test containing 45 short sentences of contextual collocations chosen from the three abovementioned religious references. The participants were requested to translate these collocations from English into Arabic. The results of her study showed that students employed different strategies to tackle problems in translating specific expressions. Also, the study revealed that literal translation is dominant strategy applied when translating semantic collocations in Holy Quran and Bible. In connection with the previous discussion on related research and presentation of studies on the challenges faced by translators in translation, it can be seen that most of them dealt with the challenges that might face M.A., B.A., undergraduate or translators in general when translating texts. However, not much work has been done to explore the challenges encountered by novice translators in translating postgraduate abstracts in applied linguistics domain.

4. Statement of the Problem

English is taught in Jordan as a foreign language. Researchers in the area of English language teaching and translation in Jordan indicate that students might encounter challenges in translating postgraduate abstracts in Applied Linguistics. One of the most important aspects in translation is lexical knowledge competency because it is one of the pillars with other factors that formulate a competent translator (Shammas, 2010).

5. Methodology

The sample of the study composed 15 texts in applied linguistics field (English language). The participants were selected randomly and had been chosen to take part in the study. These individuals have many factors in common, including but not limited to, social, linguistic and educational backgrounds, ages and gender. Arabic is the mother tongue of all students. Textual analysis and semi-structured interview were employed to elicit data for this study. The researcher interviewed two professors in translation and literature and four novice translators in

order to gather information that cannot be obtained by the test. He requested interviewees a standard set of three semi-structured questions. The questions were related to the challenges the translators encountered, the causes and solutions that could be given to ease the challenges.

6. Discussion of the Findings

The qualitative and quantitative methods that applied in the present study showed that lexical acquisition is central to Second Language Acquisition (SLA) as vocabulary is basic to communication, and often regarded as the greatest source of problems by language learners (Segler et al., 2002). The importance of lexical knowledge is also stressed by the fact that grammatical errors still result in understandable structures, while vocabulary errors may disrupt communication (Gass, 1988). Factors that increase word difficulty are usually divided into intralexical and interlexical.

Intralexical factors arise from intrinsic word's properties and they involve: pronounceability, spelling; morphological complexity; existence of similar forms; grammar; semantic factors such as specificity and register restriction; idiomaticity and multiple meaning: homonymy and polysemy (Laufer, 1997). Interlexical factors are related to the relationship between the word and familiar words in the target language and other languages, especially the mother tongue. The learner's first language interferes with learning a second language, and this transfer may be positive or negative. Nevertheless, it is believed that lexical transfer is more beneficial than transfer at the level of phonology or syntax. As a result, it is possible to learn second language words by associating them with the first language words (Swan, 1997; Nation, 2005). Interlexical factors of word difficulty include: language distance, cognate status and conceptual classification/semantic boundaries (Ijaz, 1986).

Chapelle (1994) proposes to use three components to describe vocabulary ability: the context of vocabulary use, which can influence lexical meaning; vocabulary knowledge, which include vocabulary size, knowing of word characteristics and lexicon organization, and fundamental processes; and meta cognitive strategies for vocabulary use, which are also called 'strategic competence.'

Richards (1976), whose article is a very important contribution to learner-centered techniques concerning vocabulary acquisition (Suberviola and Mendez, 2002).

According to Richard's Vocabulary Knowledge Framework, knowing a word means knowing about the word's: frequency and collocability; register; position; form; associations; meaning-concept (knowledge about the semantic value of the word); and meaning-associations (knowledge about the word's different meanings). Based on the above discussion and the given studies, it can be stated that learners as EFL students should have a great deal of lexical knowledge and semantic overlapping. They should seriously pay greater attention to lexical definitions than any other language component.

Similarly, our study points out the issues of insufficient lexical knowledge and semantic overlapping which are considered as a real obstacle to the translation process. Table (1) in the following section shows that there are some lexical and semantic problems that learners English as foreign language may face. The most common problem that students will face is the ability to translate the polysemous words while translating texts in applied linguistics domain 60% of their responses highlight this issue.

Other sub-problems related to this aspect are translation of capitonyms in which 53,3% of the respondents had 46,6% of the respondents had difficulty in translating collocations and idioms 40% of the respondents had difficulty of translation of some terms related to applied linguistic domain, 33,3% of them showed difficulty in preposition choice and 26,6% of the respondent showed difficulty in translation of lexical chunks and the exact choice of homonyms. Table (1) indicates the frequency and percentage of common mistakes in both lexical knowledge and semantic overlapping aspects done by novice translators while translating MA postgraduate abstracts in Applied linguistics domain.

Table (1): Frequencies and Percentages of Common Mistakes in both Lexical Knowledge and Semantic Overlapping.

Statement	Percentage	Frequency
1. It is difficult to choose the appropriate preposition.	33,3%	5
2. It is difficult to translate some applied linguistics terms.	40%	6
3. It is difficult to translate some capitonyms.	53,3%	8
4. It is difficult to translate lexical chunks.		
5. It is difficult to choose the exact homonyms.	26,6%	4
6. It is difficult to translate some collocations and idioms.	26,6%	4
7. It is difficult to translate polysemous words.	46,6%	7
	60%	9

Ghazala (1995) believes that learners of translation should be warned against their presupposition that English grammar is identical with Arabic grammar and hence they can translate each other in a straightforward way. Jakobsón (1987) emphasizes the structural importance of the grammatical categories in the text, especially in the literary text. Using a verb instead of a name is not the same; it has consequences in the expressive sphere. Knowing words is the key to understanding as well as being understood, and the bulk of learning a new language consists of learning new words. Since we are faced with lots of new vocabulary items in our reading and listening, one helpful technique is to guess the meaning of unknown words. In many cases this attempt fails because of the lack of our knowledge regarding the grammatical structure of the sentences (Anderson, 1991).

Grammar knowledge has a significant impact on inferencing. The role of grammar in L2 learning and processing has been well acknowledged (Haastrup, 1991; Kelly, 1990; Paribakht, 2004; Paribakht & Weshe, 1999). However, as Paribakht (2004) mentions, "it is far from clean how grammatical knowledge can assist learners in their L2 lexical processing and subsequent vocabulary acquisition" (p. 149). There are only few studies indicating that grammar knowledge is involved in L2 lexical processing (e.g., Paribakht, 2004; Paribakht & Weshe, 1999). Concurring the view that grammar knowledge influences inferencing, Haastrup (1991) notes that "lexical inferencing involves making informed guesses as to the meaning of a word in light of all available linguistic cues in combination with the learners' general knowledge of the world, her awareness of the context and her relevant linguistic knowledge" (p. 40) .

Based on the displayed frequencies and percentage in Table (1) and the given studies, it can be stated that EFL learners should have a great deal of accurate usage of grammatical structures. They should seriously pay greater attention to grammatical structures usage which is considered as a real obstacle to translation process and context in which those structures used. Table (2) shows that there are some common mistakes in grammatical structures done by learners.

Table (2): Frequencies and Percentages of Inaccurate Usage of Grammatical Structures Done by Novice Translators while Translating MA Postgraduate Abstracts in Applied Linguistic Domain.

Statement		Percentage	Frequency
It is difficult to translate phrasal verbs.	.1	60%	9
Inappropriate use of quantifiers	.2	20%	3
Inappropriate use of tenses, especially perfect tenses.	.3	40%	6
Inappropriate use of prepositions.	.4	26,6%	4
It is difficult to order the adjectives before noun.	.5	33,3%	5
Inappropriate use of discourse markers (however, incidentally ,by the way …….etc)	.6	13,3%	2
Inappropriate use of subject –verb agreement of some countable and uncountable nouns.	.7	6,6%	1

In this connection, it is indicated in Table (1) that the most common problem that students face is the ability to translate the phrasal verbs   while translating MA postgraduate abstracts in applied linguistics domain 60% of their responses highlighted this issue. Other sub-problems related to this aspect are the use of perfect tenses in which 40% of their responses highlighted this issue 33,3% of the respondents showed difficulty in adjective order before nouns, 26,6% of the respondents showed inappropriate use of prepositions 20% of the translators showed appropriate use of quantifiers and 13,3% of the translators demonstrated inappropriate use of discourse markers and 6,6% of the translators recorded appropriate usage of   subject-verb agreement.

7. Conclusion
In this study, the researcher has investigated the major challenges that face Jordanian EFL students in translating post graduate student abstract from Arabic(as SL) into English (as TL). The qualitative and quantitative methods that applied in the present study helped in classifying those issues which several novice translators face while translating postgraduate student abstract from SL to TL. The results show that there is a significant relationship between lexical knowledge, semantic knowledge and syntactical knowledge competency and translatability.
Therefore, it has been verified that translating texts from English Language into Arabic language is very challenging for Arab translators due to the lexical knowledge insufficiency in both the SL and the TL and this could be even revealed within the variety of the same language such as Arabic or English languages. That is, this norm leads to immense density, intricacy and challenge for these translators. Also, it was demonstrated out that translators employed diverse types of translation strategies to translate texts. This study recommends that further investigations in the field of applied linguistics translation should be conducted in the future to examine a larger corpus of abstracts so that decision makers may take the necessary measures.

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