

Translating Proper Nouns from Arabic into English: Barriers and Procedures

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Abstract

This study aims to explore the barriers that students encounter while translating proper nouns and to identify the procedures used by the students in the translation process. The researchers have developed a translation test in which twenty students were asked to translate twenty-nine underlined proper nouns which were subdivided into three categories: personal names, geographical places, and institutions and organizations. Findings show that students encounter many barriers such as (1) lacking specialized knowledge in religious, historical and political proper nouns; (2) having to choose from more than one equivalent for the same noun, and (3) not having enough dictionary equivalents for proper nouns. Findings also suggest that there is no single formula for translating proper nouns. Different procedures are applied in translating them such as using recognized translations and couplets especially for translating geographical places. Recognized methods of translation also meet with several challenges when translating names of organizations and institutions.

Keywords: Arabic, barriers, procedures, proper nouns, translation

1.0 Introduction

Translators usually deal with written texts which usually consist of sentences and each sentence consists of a series of different parts of speech such as verbs, nouns, adjectives, adverbs, conjunctions, etc. Nouns in English can be classified into two main categories; common or proper nouns. The former can be count, non-count, concrete and abstract, while the latter fall into the following categories; personal names (Queen Victoria, Noam Chomsky, Mrs. Jackson), places and geographical names (Cairo, London Bridge, Everest), months and days (May, Saturday) as well as festivals (Christmas, Easter, Ramadan). Quirk, Greenbaum, Leech & Svartvik (1985) point out that proper nouns are used for a particular person, place, thing or idea which is unique. They are normally spelt with a capital letter and are never preceded by an article. However, Newmark (1988) has divided them into three categories; (1) people's names, (2) names of objects, and (3) geographical names.

Many scholars believe that translating these proper nouns is a challenge for translators whether novice or professional. Zarei and Norouzi (2014) state that translating proper nouns is not an easy task if it is compared to other parts of speech. In line with this, Newmark (1993) believes that proper nouns per se are deemed a translation difficulty wherever they occur. He adds that it is the mission of the translator to determine if the proper noun is real or an invented one, whereas in other nonliterary texts translators have to add extra information to clarify the message for the readership. Pour (2009) also believes that translating personal names is not as easy as it looks to some. She states that:

There is no doubt that translating personal names should not be assumed to be an easy issue inasmuch as it can turn out to be very troublesome in practice and needs very sensitive decision making on the part of the translator within the translation process.(p.1)

On the contrary, Vermes (2003) has a different view point towards translating proper nouns. He confirms that proper nouns have to be transferred automatically from the source language into the target language.

This current research sheds light on the barriers that translators encounter while translating people's names, names of places and geographical names as well as names of institutions and organizations. Moreover, this study seeks to investigate procedures that are used for translating proper nouns. To achieve these goals, the study intends to answer the following questions:

1. What barriers do EFL students encounter while translating proper nouns?
2. What procedures do they follow in translating proper nouns?

The study might be of use for all translators whether novice or professional ones and it might benefit university instructors, especially the ones who teach translation courses. To the best of the researchers' knowledge, this might be one of the few studies that have been carried out in Jordan utilizing a mixture of graduate and undergraduate students attending translation courses. Furthermore, much of the research that has been carried out dealt with literary texts while the current study covers various types of texts and adopts Newmark's (1988) classification of translation procedures.

2. Review of Related Literature

Newmark (1988) differentiates between translation procedures and translation methods. He clarifies that translation procedures are often used while translating sentences and smaller units whereas translation methods are used to relate to whole texts. He suggests the following various translation procedures;

- (1) Transference which is completely identical to transcription and borrowing as suggested by Gaber (2005).
- (2) Naturalization which implies the adaptation of the SL word to the normal pronunciation followed by normal morphology of the TL and what is also called arabisation or adaptation.
- (3) Cultural equivalent which means replacing SL cultural word with its equivalent in the TL. This procedure is completely in line with Falih's (2009) suggestion of "replacement" technique.
- (4) Functional equivalent which requires using a culture-neutral word that conveys the intended meaning.
- (5) Descriptive equivalent in which the translator gives a description in different words to clarify the meaning.
- (6) Synonymy in which a TL equivalent is given at the expense of accuracy.
- (7) Thorough-translation, calque and loan translation which require literal translation of common collocations, names of organizations and all components of compounds.
- (8) Recognized translation: this implies the use of the generally accepted translation.
- (9) Paraphrasing: this procedure involves adding extra information that is more detailed than equivalent description.
- (10) Couplets, triplets, quadruplets: this occurs when the translator uses a combination of two, three or four procedures.
- (11) Notes, additions, glosses: this involves adding extra information which is needed in cultural, technical and linguistic words. It also depends on the readership.

Van Coillie (as cited in Zarei & Norouzi ,2014) suggests a model for translating proper nouns. His model consists of ten strategies : (1) reproduction : in which foreign names are left unchanged, (2) nontranslation plus additional explanation : by adding extra information in a footnote or in the body of the text ,(3) replacement of the personal names by a common name that characterizes the person ,(4) phonetic or morphological adaptation to the target language , (5) exonym: by replacing a name by its counterpart in the target language , (6) replacement by a more well known names from the source culture or an international known name with the same function, (7) substituting a name by another name from the target language, (8) translating names with particular connotation , (9) replacement by a name with additional connotation and (10) deletion.

Hermans (as cited in Pour , 2009) mentions four main translation strategies for rendering proper nouns. The first strategy is copying the proper noun exactly as it appears in the SL text i.e. leaving the name as it appears in the source language. Transcription or transliteration is another strategy proposed by Hermans. The third strategy is the substitution while the last is translating the name if the name acquires a meaning.

Pour (2009) investigates how personal names should be translated. She discusses several translation techniques offered by different scholars. Findings reveal that different translation

procedures are used for translating personal names. Moreover, translators do not always use the same strategy for translation of all personal names in all kinds of texts.

Gaber (2005) suggests five techniques for translating culture-bound words. The first one is the “cultural equivalent” such as translating “*Romeo and Juliet*” into “قيس وليلى”. The second technique is “functional translation” that can also be used to render the culture-bound words e.g translating “*Hello*” into “السلام عليكم”. Paraphrasing is third technique where the translator adds extra information within the text. The fourth technique is “glossing” in which extra information is added in a footnote. Finally, borrowing is also another technique in which the translator borrows a word from the source language and arabizes it such as rendering “*Internet*” into “انترنت”.

Empirically, many other scholars have investigated the translation of proper nouns where they use different samples and diverse participants and methods. Askari and Akbari (2014) investigate the translation procedures of proper nouns in light of Newmark and Vermeer’s theories of translation. Data are collected through two translations for “*Animal Farm of George Orwell*”. Findings prove that Newmark mostly pursue proper nouns artificially to saturate the readers’ tastes whereas Vermeer tries to set up mutual agreement between the reader as a client and the translator.

Shirinzadeh and Mahadi (2014) investigate the strategies used in translating proper nouns that appeared in the translation of “*Hafez’s Lyrics*” by Pazargadi. Data are collected through proper nouns in this translated version of “*Hafez’s Lyrics*”. The researchers adopt Vermeer’s model of translation strategies for rendering proper nouns. Findings show that transference is the most commonly used and preferable strategy for rendering these proper nouns into English.

Zarei and Norouzi (2014) conduct a descriptive study of translating proper nouns in which they investigate if proper nouns should be translated or not. Data are collected through examples drawn from previous literature. Furthermore, they explore the challenges that encounter translators and present solutions to overcome such problems. Findings reveal that translators face many problems regarding proper nouns but the best way is to refer to acceptable and trustable references. It is also the task of the translator to make the proper nouns understood by the readership through one of the following techniques; non-translation, transcription or transliteration, morphological adaptation to the target language, cultural adaptation, substitution etc. Findings also reveal that translators do not always use the same technique in translating the proper nouns rather they use more than one technique. They add that a good translator is the one who take various factors into consideration in order to overcome the problem of translating proper nouns.

Abdolmaleki (2012) shows how proper nouns are translated in the process of translation, particularly from English into Persian. Samples are drawn from different literature. The study proves that proper nouns are translatable. Findings indicate that sometimes proper nouns need to be translated, directly transformed or sometimes to be coupled with definitions or explanations and this all depend on the features of the proper noun and how it appears in the context in addition to the intended audience.

Falih (2009) highlights some of the problems encountered in the translation of English proper nouns into Arabic. The researcher finds out that the most serious problem that translators often face is adopting more than one technique or translation process. He adds that there is no inclusive effective technique for such a problem. Even within the same category of proper nouns, inconsistency and instability appear due to the use of more than one translation method. Findings also prove that personal names are translated through different strategies: (1) transliteration/transcription in which proper nouns are transported wholesale from the Source Language (SL) into the Target Language (TL) e.g Alice أليس, (2) Arabisation in which proper nouns are subjected to the Arabic phonological/orthographic rules. e.g Spain اسبانيا, (3) partially transcribed and partially transported Queen Elizabeth الملكة اليزابيث, (4) replacement by native language equivalents February شباط, (5) word-for-word translation e.g Ivory coast ساحل العاج.

However, Davies (2003) discusses the treatment of culture-specific items in translations of J K Rowling's Harry Potter books. Data are collected through the translation offered by the translators. Findings reveal that each translation procedure might be effectively used in some contexts and not in others. Moreover, there is no consensus among different translators regarding which procedure is to be used in a particular case. Some cultural specific items might be translated by a Chinese translator using a footnote while the German translator may utilize localization and the omission strategy might be used by the French translator. Furthermore, findings prove that seven strategies might be used for translating culture specific items that include proper nouns. Davies' strategies include: preservation, addition, omission, globalization, localization, transformation and creation.

To sum up, two different views appear in relation to the issue of translating proper nouns and whether it appears to be a challenge or not. Additionally, different translation theorists suggest various strategies and procedures in translating proper nouns each one has his\her own classification. Some of them use the same name for techniques others use other synonyms to label their technique, but, they all follow similar procedures.

3. Study Design

The current study was conducted in Jordan. The sample comprised 20 Jordanian female and male English language students whose ages ranged between 19 and 39 years. However, about six participants were undergraduate students attending a translation course and the rest were mostly graduate students attending another translation course in a Jordanian university. Moreover, the majority of the participants were Jordanian except three Iraqi students. Most of them self-evaluated themselves as very good in English while six of them indicated excellent and one admitted to have poor proficiency in English language. Furthermore, fifteen of the participants have not experienced any translation work since the majority of them were either students or teachers and none of them works as a translator. However, their only chance to translate was only as assignments at the university.

Data were collected through a translation test which was prepared by the researchers depending on previous literature in addition to the researchers' own experiences either as university instructor or translators. The test comprised three parts. While the first part covered participants' demographic data, the second part was devoted for translating 29 underlined proper nouns from Arabic into English. The proper nouns covered three categories; (1) personal names,

(2) names of geographical places as well as (3) names of organizations and institutions. Each category was assigned ten proper nouns to be translated. The third part consisted of one open-ended question in which students were required to list the barriers they faced while translating proper nouns.

4. Results and Discussion

To answer the first question, the researchers asked the participants to explain the difficulties and barriers they encountered while translating the proper nouns. The participants believed that lack of knowledge came at the forefront of all other barriers. One of the participants stated that *“lack of religious, political and historical knowledge is a real challenge”*. They believed that almost all proper nouns were religious, political and historical ones which needed background knowledge at the translator’s part. However, the majority of the participants acknowledged that most of these proper nouns were new for them since they were unfamiliar to them such as “أبشلولوم، داعش، الجامعة العربية”. Moreover, the participants found translating proper nouns difficult since sometimes dictionaries fail to provide equivalence for such proper nouns especially personal names.

Furthermore, the majority of the participants believed that translating personal names was very difficult if it was compared to geographical places and names of organizations and institutions. One of the participants reported that *“some names do not seem as we use them in everyday such as Mongols”*. Another participant added that *“proper nouns are ambiguous and I have to choose the accurate equivalent”*. Lack of equivalence as claimed by the participants was a challenge where the participants had to use transliteration besides glossing. And this needed much effort and more time to search for more information to be added in the footnote. Additionally, some participants said that having more than well-recognized translation was also considered a barrier such as “البنك الدولي” which they believed had two translations *“International Bank”* and *“World Bank”*. This was also emphasized by one of the participants who declared that *“some of the proper nouns have different equivalents in English”*. Additionally, few of the participants confirmed that multiple procedures might be utilized for translating proper nouns which indicated inconsistency in use of such procedures. This result is in total agreement with those of Falih’s (2009) who proved within the same category of the proper noun, inconsistency and instability appeared as a result of using more than one procedure.

To sum up, the barriers that the participants faced while translating such proper nouns were (1) lack of specialized knowledge in religious, historical and political proper nouns, (2) having more than one equivalent for the same name, (3) dictionaries are not enough to search for proper nouns’ equivalents, (4) lack of experience in the field of translation in general and proper nouns in particular, (5) lack of researching skills as well as (6) multiple procedures might be used for translating the same proper noun.

To answer the second question, participants were asked to translate the underlined proper nouns. It is worth mentioning that the test consisted of 29 proper nouns including personal names, geographical places as well as institutions.

Item (1): Results of translating “الفديسة ماري غطاس” indicated that students rendered this personal name by using various procedures such as recognized translation as in *“St. Marie*

Ghattas” and “*Saint Marie Ghattas*” . Others used the functional translation where they rendered it into “ *St. Mary Ghattas*” and “*St. Marry Ghattas*”. Using more than one procedure for translating the personal name often leads to inconsistency. This result supports what the participants have already said in addition to supporting the ideas of Falih’s (2009) who came up with the same results of instability and inconsistency. However, few of them rendered this personal name incorrectly such as “*Sister Mary A’tas*” and “*Patron Mary Kattas*”. This would be ascribed to the fact that all participants are Muslims who might have either no or little knowledge about this religious name.

Item (2): It seems that the participants have utilized different procedures while translating “اسحاق”. Some of them rendered it using its recognized translation “Isaac”, others followed the couplets consisting of transliteration and glossing “Ishaq(one of the prophets)”. Another couplets appeared in “Isaac (the son of Abraham)” comprising recognized translation of “اسحاق” and glossing (notes , additions). Transliteration is another procedure that was also used to translate this personal name such as “*Ishaq*” and “*Ishaq*”. On the contrary, one participant rendered this personal name in a completely different irrelevant manner “*Iseks*” i.e neither compatible with phonic nor with the graphic conventions of the target language. This might be justified by the fact that most Muslim students, especially living in the Arab world, usually learn about Islam in their native language which is Arabic, as a result, they have never come across the name “اسحاق” in English. What brings another barrier is that students have no experience in translation except as few assignments at the university. Eventually, this would also lead to the lack of researching skills because the more you translate the more skills you will learn. Consequently, the majority of the participants referred only to dictionaries and very few reported to go back to encyclopedias and article on the internet.

Item (3): Findings revealed that since this personal name “هرقل ملك الروم” consisted of more than one word, it had a wide variety of correct translations depending on the procedures that have been followed. One of the them was through using the functional translation “ *Emperor Heraclius*”, “ *Heraclius (Byzantine Emperor)*”, “*Heraclius “The Roman Emperor”* ” in which participants rendered the word “ملك الروم” into “*Emperor*” , “*Byzantine Emperor*” and “*The Roman Emperor*”. Although word-for-word translation usually fails to give the required translation, some participants successfully utilized word-for-word translation for this personal name “*Hercules the king of the Romans*” and “*Heraclius the king of Rome*”. Others tend to render it into its equivalent such as “ *The king of the Romans “Hercules”* ”. Interestingly, there seems to be much more professional translations in which participants were able to recognize the relationship between “هرقل” and “ملك الروم” as substitution where they should be splitted by a punctuation mark such as “*Hercules - the King of Rome*” and “*Hercules, the king of the Roman Empire*”. However, few of the participants provided answers that are neither completely acceptable nor wrong ones. That is to say, part of this personal name was rendered correctly and others were not such as “*Hercules (King of Roma)*” and “*Heraqal the king of Rum*”. Here, participants did not render the word “الروم” correctly. They gave two wrong translations such as “*Roma*” and “*Rum*”. Additionally, “*Heraqal*” was transcribed or transliterated without referring to its recognized translation. Incorrect translations as they appeared in “*Roma*” and “*Rum*” reflect the participants’ complete ignorance in English language as well as the researching skills.

Item (4): Results of the translations showed that the majority of the students transcribed the name "حاتم" into "Hatem", "Hatim" and "Hattem" but without adding any additional note although it was a necessity to use the glossing procedure. This would be justified by the fact that the name "Hatem" is well-known in the participants' own culture and consequently they did not need to elaborate on. However, one of the participants translated "حاتم" into its equivalent "Hatim al-Tai". Although one of the participants preferred to render it into "Hatim al-Tai" followed by glossing "a famous Arab Christian poet", the glossing did not fulfill the required information for such a context. A reasonable satisfying translation was provided by one of the participants through the couplets procedure which consisted of transliteration "Hattem Ta'i" and glossing "An Arabian person known for his hospitality". Undoubtedly, since the name "حاتم" exists in the participants' culture, they faced no difficulty in translating it.

Item (5): It seemed that "ابن سينا" which is a central proper noun was translated in three different procedures. The first procedure was the transliteration as in "Ibn Sina" and "Ibno Sena" while some replaced "ابن سينا" into its equivalent "Avicenna" or what is called by Newmark the recognized translation. Other participants were prone to use a combination of transliteration and a recognized translation (couplets) to fully render the message to their readership. No wrong translations seem to appear in rendering this name. Again, the same justification for having no difficulty in translating this personal name is that the name refers to the participants' own culture.

Item (6): Results of the translation test proved that some of the participants were not familiar with the proper noun "المغول" and this was clearly shown in the use of transliteration as in "The Maghol", "Al ma'oul", and "Magoul". It is worth mentioning that none of three above translations were followed by glossing to make it clear for the readership. Moreover, some of the participants preferred to provide the recognized translation as in "Mongols" without any glossing. Very few participants preferred to use a combination of recognized translation and adding extra information in a footnote e.g. "a central and north Asian Ethnic group" or "an ancient civilization settled in Iraq". Transpositions or shifts appeared in one of the translations where there was a shift from plural "المغول" to singular "Mongol". Results of translating this personal name indicated that the participants had no knowledge about this name in addition to the weak researching skills which they admitted to have.

Item (7): Almost all participants were able to render "المسيح" properly through different techniques. A variety of correct translations appeared in their answers such as "Jesus", "Christ", "The Christ", "Messiah/Jesus", "Jesus Christ", "Messiah, Jesus, Christ". Apparently, equivalent or recognized translation as well as transcription seemed to be widely used in translating this personal name but none of them was followed by any glossing. On the contrary, two similar translations appeared to be followed by two different sufficient information as in "Jesus (the Christian prophet)" and "Christ (prophet Issa in our religion)". Results of translating this religious well-known figure revealed that the participants had enough knowledge about him and they rendered it correctly. This result might refer to the fact that students referred to a dictionary where the name "المسيح" existed unlike other personal names which require going back to encyclopedias.

Item (8): Proper nouns consisting of more than one word usually lead to some variations and this appeared in the different translations provided for the name “الإمبراطور الروماني هيرودس الكبير”. Numerous methods seemed to be followed by the participants such as replacing the name by its equivalent as in “*The Roman Emperor, Herod the Great*”. Here, the participant is fully aware of the substitution that exists between “*The Roman Emperor*” and “*Herod the Great*” while others seemed to be ignorant of this relationship and translated them without adding any punctuation mark such as “*The Roman Emperor The Great Herod*”. Moreover, functional translation was also followed to complete that task of translating this proper noun e.g. “*Herod the great emperor*”, “*The Great Roman Emperor*”, “*Herod the Great*” and “*Emperor Herod the Great*”. However, a large proportion of the participants failed to provide the name “هيرودس” correctly. Some of them tried to use transliteration for the name by adding “s” to the name although this letter does not exist in the original name in English language e.g. “*Emperor the Great Herodas*”, “*The Great Roman Emperor Herodas*”, “*The Great Herodas of the Roman Emperor*”, “*The Roman Emperor, Herodis*”, “*The Roman Emperor (The Great Herduis)*” and “*The Roman emperor Hairodis*”. This result of adding an extra “s” is due to language interference that the participants encountered.

Item (9): Results revealed that “السيد يوليوس تشان” which is a political personal name seemed to be a bit difficult for the respondents. Few of the respondents presented its equivalent or recognized translation as “*Sir. Julius Chan*”, whereas others rendered this personal name by using the couplets procedure. That is to say, the descriptor “السيد” was rendered into “*Mr.*” and the name “يوليوس تشان” was transliterated as shown in the following samples “*Mr. Youlus Tchan*”, “*Mr. Yoleos Chan*”, “*Mr. Julios Chan*” and “*Mr. Yulius Chan*”. However, very few presented unexpected translations for this proper noun such as “*Mr. Ulysses Chan*” and “*Mr. Yolo Khan*” as a result of not checking other references except dictionaries as well as lack of knowledge.

Item (10): Three different procedures were used by the participants to render “أبشلم” into English. While the first procedure was using its recognized translation “*Absalom*”, the second procedure was using the couplets comprising recognized translation “*Absalom*” followed by glossing such as “*Name of the son of David*” or “*The third son of David*”. Transliteration was a third procedure that was used by the participants e.g. “*Abshalom*”. Undoubtedly, wrong translations appeared such “*Abhlom*”, “*Ablashom*” and “*Obhlom*”.

To conclude, results of translating personal nouns revealed that there is no unified recipe for translating personal names. Various procedures might be used in translating such personal names whether they were used singly or collaboratively. Six procedures were used in this test but with different proportions for each. However, couplets with different variations (transliteration + glossing), (recognized translation +glossing), (transcription + recognized translation) seemed to be the most common procedure used by the participants. Then, the recognized translation or the equivalent was hugely used as well as transliteration. Functional translation, word-for-word and transposition were also used but with very little proportions. This result is in line with those of Zarei and Norouz (2014), Pour (2009) who proved that translators did not always use the same technique in translating proper nouns rather they use more than one technique. Furthermore, findings of the current study were in complete agreement with those of Falih (2009) who stated that there was no inclusive technique for having one or more than one technique. Moreover, results were identical with those of Davies (2003) who proved that there was no consensus among translators about which procedure to be used in translating proper nouns. This finding

might be justified by the fact that each one has his/her own research technique, and his way of translation. Some participants applied a single method like transcription “*Ibn Sina*” or recognized translation “*Avicenna*” while others preferred to use the couplets in which they used both “*Ibn Sina /Avicenna*”.

Item (11): Results of the translation test unveiled that some participants encountered difficulty in translating “بلاد فارس” and thus adopted word-for-word translation. This is clearly apparent in these two translations “*country knights*” and “*Fares Country*”. Additionally, most of the participants translated this geographical name into its equivalent (recognized translation). Others rendered it differently using functional translation “*Persian Empire*” “*Persia’s Land (Iran)*”. Moreover, some translations were done through the couplets i.e using the recognized translation plus glossing as in “*Persia (imperial dynasty in Persia)*”. This would also be ascribed to that fact that some of the participants suffer from lack of general knowledge. This result would also support what the participants have provided in the open-ended question.

Item (12): Translations of “بابوا نيو غينيا” indicated that two main correct procedures were used by the participants. The former is the recognized translation as in “*Papua New Guinea*” whereas the latter is the couplets (recognized translation + glossing) as in “*Papua New Guinea*” followed by glossing “*a country in Africa*”. Transliteration as in “*Babaoo New Ghenea*” was not properly used by the participants since they left it without any extra information. This inaccurate translation is due to the fact that the participants have no experience in translation in general and proper nouns in particular.

Item (13): Results of translating “نهر العاصي” varied between using the recognized translation and couplets. Many transformed it into “*Orontes River*” while others preferred to translate “نهر” into “*River*” and transcribed “العاصي” into three different variations as in “*Assi*” , “*Asi*” and “*Alassi*”. Here, the participants faced no difficulty since they had an idea about such a river in a neighboring country.

Item (14): Two correct trends appeared in translating “البحر الأبيض المتوسط”. The first was towards using its equivalent (recognized translation) as in “*Mediterranean Sea*” and “*The Mediterranean Sea*” . Following couplets procedures seemed to be the second trend through using the equivalent and glossing “*Mediterranean; a sea connected to the Atlantic Ocean*”. Providing the word “*Mediterranean*” as a translation for this proper noun seemed to be acceptable but not completely correct unless it is accompanied by a footnote. However, word-for-word translation appeared to be misused in translating “البحر الأبيض المتوسط” as in “*White Mediterranean*” and “*Mediterranean White Sea*”. This finding might be a result of not being familiar with all translation procedures since places usually have recognized translations that are usually used in maps and Atlases.

Item (15): Recognized translation seemed to be always at the forefront of other procedures. Some participants rendered “بلاد الشام” into “*The Levant*”, “*Levant*”. Others preferred the couplets by adding extra information to the recognized translation as seen in this example “*Levant: Arabic countries in South West Asia*”. Whereas some of the participants used only transliteration of “*Bilad Alsham*” ,others used transliteration and glossing as in “*Belad Alsham (Syria, Lebanon, Jordan, Palestine)*” . Furthermore, a completely different method appeared in “*Alsham Countries (Syria, Lebanon, Jordan, Palestine)*” where it could be classified as triplets consisting

of (transliteration , equivalent and glossing. On the contrary, a complete ignorance and lack of knowledge appeared in translating “بلاد الشام” into “*Arab Peninsula*”. Having several procedures to translate the same proper noun matches the views of Zarei and Norouz (2014), Pour (2009), Falih (2009) and Davies (2003) who confirmed the same result.

Item (16): Results of translating “بلجيكا” revealed that participants mainly utilized two procedures. The first and the most common was using the recognized translation as “*Belgium*” in addition to couplets where they added extra information “*a country in the North of Africa*” or “*a European country*” to the recognized translation “*Belgium*”. Other participants were prone to use only transliteration as in “*Balgica*” and “*Baljica*”. Surprisingly, no wrong answers appeared in their responses. Seemingly, various correct translations were presented. This result is also identical with the results of Zarei and Norouz (2014), Pour (2009), Falih (2009) and Davies (2003).

Item (17): Results showed that “أريحا” did not record wrong answers. Most of them used the recognized equivalent “*Jericho*” and very few of them used transliteration “*Ariha*” since there was no need to add any extra information according to the context. This result might refer to that fact that the geographical name is well-known for the participants and is part and parcel of their culture.

Item (18): This item has been successfully translated by the participants. Almost all participants translated “المحيط الهادي” into “*The Pacific Ocean*” and “*Pacific ocean*” by referring to the correct references. It is worth mentioning that even using Google translation would sometimes give the correct equivalent for geographical names.

Item (19): Reasonable translations appeared for this geographical term “الدار البيضاء” as a result of using different procedures. The most common used procedure was recognized translation as in “*Casablanca*” whereas others tended to use the couplets by adding extra information to its recognized translation e.g. “*Casablanca (a city in Morocco)*” and “*Casablanca (the capital of Morocco)*”. Transliteration was also used but followed by wrong information “*Aldar Albaid’a (capital of Algeria)*”. Other participants were misled by using literal translation “*White House*” which led to a new completely different proper noun which is the official residence and principal workplace of the president of the United States. Lack of geographical knowledge seemed to overwhelm the participants where they provided some wrong translations.

To sum up, five procedures were followed by the participants. Recognized translation and couplets consisting of recognized equivalent and glossing were predominantly used. This result might be due to referring to Atlas where they could find the geographical names. Additionally, transliteration was also followed with different proportion. literal translation, word-for-word and triplets were the least frequently used to translate this class of proper nouns.

Item (20): Again, recognized equivalent seemed to have the lion’s share among other translation procedures. Most of the participants provided different correct translations for “تنظيم داعش” such as using its acronyms “*ISIS*”, “*ISIS organization*” and “*ISIL organization*” or its full name as in “*Islamic State of Iraq and Levant*” and “*The Islamic State of Iraq and Al-sham*”. Other participants transliterated it into “*Daesh*” or “*Daesh organization*”. This means that the participants utilized more than one procedure to achieve this task. It also indicates that students

have enough knowledge about this movement where they hear about it every day in every piece of news. Undoubtedly, this result corresponds with those of Zarei & Norouz (2014: Pour (2009): Falih (2009) and Davies (2003). Again, a new irrelevant translation appeared considering “*the Levant*” as “*Arab Peninsula*” e.g. “*Islamic country in Iraq and Arab Peninsula*” which indicates a total ignorance in the knowledge that the participants have.

Item (21): Results of translating “الخطوط الجوية التايلندية” indicated that this institutional name was translated through its recognized translation “*Thai Airways*” or through functional translation suggested by the participants “*Thai Airlines*” and “*Thailand Airways*”. Apparently, the participants visited the website of this institution www.thaiairways.com where they found the name in English.

Item (22): Rendering “أمانة عمان الكبرى” unveiled that most of the participants provided the equivalent or recognized translation as in “*Greater Amman Municipality*” while very few were not able to render it correctly such as “*Amman City*”, “*Amman Greater Municipality*”. This indicated that some of them successfully visited the official website and read the full name of this institution while others failed to and only read the website’s name www.ammancity.gov.jo.

Item (23): It seemed that a large number of the participants visited the official website of this governmental institution where they could translate “ديوان الخدمة المدنية” into its recognized translation “*Civil Service Bureau*”. Three wrong translations showed the participants’ ignorance as in “*Service bureau city*”, “*Civil Service*” and “*Civil Service Office*”.

Item (24): Results of translating “صندوق النقد الدولي” showed that almost all participants utilized the its recognized translation like “*International Monetary Fund*”.

Item (25): Participants were able to present two recognized translations for “البنك العالمي” as in “*The World Bank*” and “*International Bank*”.

Results of Item (25) and Item (26) indicated that the participants rendered these two names correctly due to the fact that such organizations have their own official websites that carry their names in three different languages.

Item (26): Results of translating “المنظمات غير الحكومية” indicated that recognized translation was mainly used by the participants with two variations either through acronyms “*NGOs*” or its full name “*Non-Governmental Organizations*”.

Item (27): Findings of transferring “الجامعة العربية” into English showed that very few participants successfully provided the correct translation through its recognized translations “*Arab League*”. A great majority of them render it incorrectly through the use of word-for-word translation such as “*Arabian League*”, “*League of Arab State*”, “*Arab University*”, “*Arabic University*” and the “*Arabian United*”. This proved the total ignorance and lack of knowledge at the participants’ part.

Item (28): The majority succeeded in translating “اليونسكو” into its recognized translation either through its acronym “*UNESCO*” or through its full name “*UNESCO (United Nations of Educational, Scientific and Cultural Organization)*”. One of the participants seemed to be

ignorant about the use of capitalized acronyms and provided as “Unesco”. Furthermore, two wrong translations appeared as in “UNISCO” and “Unessco”. Again, it seemed that some of the participants were alert while visiting the UNESCO’s website en.unesco.org and used it capitalized while others copied the name as it appeared in small letters that’s why they wrote it “Unesco”.

Item (29): Results showed that half of the participants provided the exact recognized equivalent for “الجمعية العمومية لمنظمة الصحة العالمية” as “General Assembly of the World Health Organization”. However, total lack of knowledge in the researching skills appeared by the wrong translations such as “The hole healthy organization” , “The whole healthy organization”, “World Health Organization”, “General Assembly high-WHO” ,”Common World Health Organization” and “Creating Healthy Origination” . Here, participants applied word-for-word translation besides deletion which led to incorrect translations.

It seems reasonable to conclude that recognized translation has reached its peak in translating names of organizations and institutions. This result might be justified by the fact that most institutions and organizations should have official websites found in two or three different languages. As a result, transliteration and free translation have rarely been used by the participants and the participants would easily find the equivalents either as acronyms www.csb.gov.jo , www.unesco.org or as full names.

5. Conclusion

Findings revealed that the participants faced many barriers while translating proper nouns, such as (1) lack of specialized knowledge in religious, historical and political proper nouns, (2) having more than one equivalent for the same name, (3) dictionaries are not enough to search for proper nouns’ equivalents, (4) lack of experience in the field of translation in general and proper nouns in particular as well as (5) lack of researching skills besides (6) multiple procedures might be used for translating the same proper noun. Furthermore, findings of the current study also proved that there was no unified recipe for translating proper nouns. Different procedures were applied in translating them. That is to say, various different procedures might be applied while translating proper nouns. Also, Recognized translation and couplets consisting of recognized equivalent and glossing were predominantly used by the participants while translating geographical names. Finally, recognized translation has reached its peak in translating names of organizations and institutions.

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