An Analytical Study of Translation Techniques in Fadhil Habeeb`s Arabic Translation of *Pride and Prejudice*"

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Abstract:

This study examines how the translator Fadhil Habib employed translation techniques in his Arabic translation of *Pride and Prejudice* by Jane Austen. The aim is to demonstrate how these techniques deal with cultural and linguistic challenges in translating between English and Arabic while preserving the original meaning. The study adopts a descriptive, analytical, and comparative methodology. Selected passages from the novel and their translations are analyzed in view of translation approaches by Newmark, Byrne, Dickins and Munday. The purpose is to evaluate the effectiveness of these techniques in literary translation. The analysis shows that these techniques have overcome the translation difficulties and maintained the intended meanings. This paper highlights the importance of translation techniques in conveying literary texts from English into Arabic and offers a practical model for translators addressing cultural and linguistic challenges.

ملخص الدراسة:

تتناول هذه الدراسة كيفية توظيف المترجم فاضل حبيب لطرق النقل في ترجمته العربية لرواية كبرياء وهوى لجين اوستن. تهدف الدراسة إلى توضيح دور هذه الطرق في التغلب على التحديات الثقافية واللغوية بين اللغتين الانجليزية والعربية مع الحفاظ على المعنى الاصلي للنص. تعتمد الدراسة على منهج وصفي تحليلي مقارن حيث يتم تحليل مقاطع مختارة من الرواية في ضوء آراء عدد من علماء الترجمة مثل نيومارك وبيرن وديكنز ومندي، وذلك لتقييم فعالية هذه الطرق في ترجمة النصوص الأدبية. وقد أظهر التحليل أن هذه الطرق قد أسهمت في تجاوز صعوبات الترجمة مع الحفاظ على المعنى المقصود. وتبرز هذه الدراسة دور مناهج الترجمة في نقل الاعمال الأدبية من الإنجليزية إلى العربية، كما تقدم نموذجا عمليا يساعد المترجمين في التعامل مع التحديات الثقافية واللغوية.

1. Introduction

Translation is one of the most essential tools for communication among nations with diverse cultures. This highlights the importance of translation in facilitating mutual understanding and promoting cultural exchange. Literary translation, in particular, presents significant challenges due to cultural, semantic, and stylistic differences, which often pose challenges towards cultural understanding. As one of the most complex forms of communication, literary translation conveys not just words, but entire cultural and linguistic contexts that reflect a society`s identity. This process requires precision and a deep understanding of the literary nuance, especially when translating from English into Arabic. To address these challenges, this study investigates the application of translation techniques, such as adaptation, addition, modulation, and transposition, in selected passages from the Arabic translation of Jane Austen's *Pride and Prejudice* as translated by Fadhil Habeeb. The theoretical framework is based on the works of prominent translation theorists including Peter Newmark, Jeremy Munday, and Dickins et al. For instance, Newmark (1988, p.5) defines literary translation as "translation that attempts to render the original text`s expressive and aesthetic features, rather than only its content". While Byrne (2012, p. 124) emphasizes that "addition is used to make implicit elements in the source text explicit in the target text". Munday (2009, p. 237) defines transposition as "a grammatical shift in translation which maintains the meaning of the source text segment while adjusting its form to fit the target language."

2. Study Objective

This study explores the translation techniques used by Fadhil Habeeb in translating the novel and investigates their effectiveness in bridging cultural and linguistic gaps while preserving the original meaning in the source language.

3. Research Questions

The study is intended to answer the following research questions:

1. What translation techniques are used by the translator in dealing with linguistic and cultural challenges in rendering the novel into Arabic?
2. How effective are the translation techniques in conveying the source text meaning and bridging linguistic and cultural gabs between English and Arabic?

4. Study Hypothesis

This study hypothesizes that literary texts contain complex cultural and linguistic elements that pose significant challenges for translators. It further assumes that Fadhil Habeeb's application of techniques such as addition, modulation, transposition, and compensation enabled him to overcome these challenges and convey the intended meaning of *Pride and Prejudice* to Arab readers, while preserving its tone, content, and cultural depth.

5. Literature Review

Literary translation is one of the most challenging types of translation requiring not only the transfer of meaning but also the conveyance of style and cultural nuances from the source language to the target language. This study focuses on the role of translation techniques in facilitating this process. Several previous studies have explored different aspects of these challenges. Al-Sharif and Al-Abbas (2025) investigated the strategies employed in translating the Arabic novel *Mama Hissa's Mice* into English. Their study was grounded on Mughazy`s (2016) typology of equivalence and Baker's (1992) strategies for translating idioms and expressions. The authors concluded that the major challenge arose from the unique context of the Arabic language, which is deeply shaped by cultural, political, religious, and social factors, which differ significantly from English and Western contexts. Their findings indicate that transliteration was most frequently used for cultural terms, while paraphrasing was more effective for religious expressions. However, they noted that using cultural substitutions for idiomatic and figurative language often resulted in meaning distortion in the target text. The study emphasizes the importance of applying strategies consistently and recommend the use of footnotes to clarify culturally specific terms. Moreover, the study highlights the need for specialized training in literary translation due to the cultural sensitivity and depth of such texts. In a related study, Zahaa Abu Zaid (2023) analyzed *The Time Machine* by H.G. Wells, translated from English into Arabic by Naaser (2005). Her study emphasizes the use of category shifts based on the classification of Catford (1965), who divides category shifts into four types: structure shift, class shift, unit shift, and intra-system shift. The researcher indicates that these shifts are used by translators as a means to overcome the linguistic and grammatical differences between English and Arabic, and to bridge lexical gaps in order to convey the implicit meaning of the source text. Examples from the translation were analyzed to identify the types of shifts used by translators in understanding the stylistic structures and the differences between the two languages, highlighting the importance of these shifts in producing a high-quality translation. Both studies focus on how to overcome the linguistic and cultural challenges faced by translators in literary translation. This is also addressed in the present study, which adopts a broader applied model to demonstrate how translation techniques such as adaptation, addition and modulation are used in excerpts from *Pride and Prejudices*, and how these excerpts are translated in accordance with the cultural and linguistic contexts. The aim is to fill a gap in the relevant research.

6. Research Methodology

This study adopts a descriptive, analytical, and comparative approach to examine selected extracts from the novel *Pride and Prejudice* by Jane Austen, as translated by Fadhil Habeeb. The study evaluates the application of translation techniques such as adaptation, addition, transposition, and modulation, assessing their effectiveness in addressing cultural, rhetorical, and contextual challenges between English and Arabic. In order to identify the techniques used and to ensure that the Arabic translation is both accurate and comprehensible to the Arab readers, the analysis is based on the classifications proposed by translation theorists such as Byrne (2012), Newmark (1988), Munday (2009) and Dickins et al (1992, 2002). The extracts are presented in tables to illustrate the application of each technique, with a focus on how the techniques conveyed the intended meaning from the source text to the target text.

7. Data Analysis

This section presents the analysis of selected extracts from *Pride and Prejudice*, chosen due to the linguistic and cultural challenges presented in their translation from English into Arabic. Each original passage is compared to its Arabic translation to identify the translation techniques used and to evaluate their effectiveness in conveying the intended meaning clearly and accurately, while preserving cultural and linguistic relevance. Detailed comparison between the source and target texts are   analyzed to evaluate how various translation techniques are used to address translation challenges and deliver an accurate and culturally appropriate translation for Arab readers.

A. Literal translation   Technique

Literal translation is the rendering of ST units such as morphemes, words, phrases and sentences by contextually equivalent TL morphemes, words, phrases and sentences (Giaber 2019:114). Table 1 shows two examples in which the translator uses literal translation.

Table 1: Use of Literal Translation

Source Text	Target Text
1- As soon as Elizabeth was out of the room, Miss Bingley began talking about her. (p: 35)	1- وما إن خرجت اليزابيث من الغرفة حتى بدأت الآنسة بنكلي الحديث عنها. (صفحة : 34)
2- "I am fond of Jane. She is a sweet girl". (p:37)	2- "أنا معجبة بجين، إنها فتاة جميلة". (صفحة :36)

In the first example, the translator applies literal translation in rendering the sentence:
"As soon as Elizabeth was out of the room, Miss Bingley began talking about her"
into:

وما إن خرجت اليزابيث من الغرفة حتى بدأت الآنسة بنكلي الحديث عنها".

This translation conveys the contextual meaning of the original text.
Similarly, in the second example, the translator uses literal translation for:
"I am fond of Jane. She is a sweet girl" which was rendered as:

" أنا أحب جين إنها فتاة جميلة".

Here, the translation expresses the emotional aspects of Mrs. Hurst`s fondness for Jane, which combines admiration and affection.

B. Addition Technique

According to Byrne, the addition technique "involves making something which is implicit in the ST explicit in the TT in order to make the TT clearer, more relevant to the TT audience, or to compensate for some perceived lack of background knowledge on the part of the TT audience" (Byrne, 2012: 124). Table 2 shows examples of the addition technique.

Table 2: Examples of the addition technique:

ST	TT
1- "I understand that very well, I could forgive his pride if he had not humbled mine". (p:23)	1- "هذا صحيح، أفهم ذلك جيدا، ويمكنني أن أغفر له كبريائه على شرط أن لا ينتقص من **كبريائي**". (صفحة 22)
2- The road was rough and, in her impatience, she fell into many **puddles**. (p:31)	2- كانت الطريق وعرة. ونتيجة لنفاد صبرها فقد وقعت في الكثير من **البرك المليئة بالوحل**. (صفحة 30)
3- She heard someone approaching. (p: 115)	3- سمعت **صوت أقدام** شخص ما تقترب منها. (صفحة 114)
4- Mr. Collins was offended. He would not read on, although Mrs. Bennet apologized for Lydia, and begged him to continue. (p:53)	4- أنزعج السيد كولنز وتوقف عن القراءة بالرغم من أن السيدة "بنيت" اعتذرت له نيابة عن الآنسة ليديا وطلبت منه **الاستمرار في القراءة**. (صفحة 52)

In the first example, the translator employs the addition technique to render the ST

sentence "I understand that very well, I could forgive his pride if he had not humble mine" into

" هذا صحيح أفهم ذلك جيدا، و يمكنني أن أغفر له كبريائه ما لم ينتقص من كبريائي".

In this example, the addition of كبريائي clarifies the implied meaning of "mine" in the source text. While English often uses implicit expressions and avoids repetition, Arabic tends to favor explicitness, ensuring clarity for the target reader. Due to these stylistic and rhetorical differences between the two languages, the use of addition contributes to producing a text that is clear and comprehensible for the Arab audience without altering the original meaning (Byrne, 2012: 124).

In the second example, the translator renders the ST sentence

"The road was rough and, in her impatience, she fell into many puddles": as

كانت الطريق وعرة. ونتيجة لنفاد صبرها فقد وقعت في الكثير من البرك المليئة بالوحل". "

In this context, the word "puddles" in the source text does not clarify their nature, which may lead to ambiguity for Arab readers. Therefore, the translator removes this ambiguity by specifying that the puddles were filled with mud. Accordingly, the use of the addition technique provides a clearer image of the situation and helps describe the scene more vividly for the Arab audience. (Adapted from Byrne, 2012: 124).

In the third example, the translator also employs the addition technique in translating the ST phrase "someone approaching" as"صوت أقدام شخص يقترب", since the English phrase did not specify the nature of the sound produced, nor did it provide a clear image of the scene in a literary and stylistic manner suitable to the context and style of the Arabic language. Therefore, adding the phrase " صوت أقدام" enables the translator to specify the intended type of sound and to present a clear image to the Arab reader using a style that fits the target context, while preserving the original meaning (Adapted from Byrne, 2012: 124).

In the fourth example as well, the translator`s use of the addition technique in rendering the ST phrase "to continue" as"الاستمرار في القراءة" highlights the differences in linguistic structure and stylistic conventions between the two languages. While English relies on the implicit meaning conveyed by the phrase "to continue", in Arabic the meaning may not be sufficiently clear without adding the word "القراءة ".   This is because Arabic tends to favor clarity and explicitness, aiming to convey the intended meaning of the source text as precisely as possible (Adapted from Byrne, 2012: 124).

C. Use of a Synonym

This technique refers to the use of a near TL equivalent for a SL word in a particular context, where a precise equivalent may or may not exist (Newmark, as cited in Giaber, 2019:119). The following are two examples:

Table 3: Examples of the use of a synonym

ST	TT
1- As soon as Elizabeth was out of **the room**, Miss Bingley began talking about her. (p: 35)	1- وما إن خرجت اليزابيث من **الغرفة** حتى بدأت الآنسة بنكلي الحديث عنها. (صفحة : 34)
2- When Mr. Darcy had finished his **letter**, he asked Miss Bingley to play the piano. (p:43)	2- طلب السيد دارسي من الانسة بنكلي ان تعزف على البيانو عندما أنتهى من كتابة **رسالته**. (الصفحة 42)

In the first example, the translator rendered the ST word "the room as "الغرفة " in the TT by employing the use of synonym technique. This is because the two words (room / الغرفة) are close in meaning and do not change the intended meaning of the original text. They also do not require addition or modification. Furthermore, this translation fits the linguistic and stylistic context of the target text. Therefore, applying this technique is appropriate for the context of this text, and this corresponds to Newmark`s explanation of the technique (Newmark cited in Giaber, 2019:119).

In the second example as well, the translator employs the technique of synonymy by rendering the ST word "the letter" into the near equivalent TT word "الرسالة" . The two words (letter / رسالة) are near synonyms because they convey a similar meaning in a way that aligns with the linguistic and expressive style of the target language. This also corresponds to Newmark`s explanation that the use of synonym is useful for translating words that are close in meaning between the source and target languages (Newmark cited in Giaber, 2019: 119).

D. Transposition Technique

"Transposition concerns grammatical shifts in the TT without altering the meaning of the ST segments" (Munday 2009, p 237). The following is an example:

Table 3: Example of Transposition

ST	TT
When Mr. Darcy **had finished** his letter, he asked Miss Bingley to play the piano. (p:43)	2- طلب السيد دارسي من الانسة بنكلي ان تعزف على البيانو عندما **أنتهى** من كتابة رسالته. (الصفحة 42)

In the above example, the translator applies the transposition technique by   rendering the original verb "had finished" إنتهى in the target text. This involves changing the verb tense from the past perfect in the source text to the simple past in the target text due to the grammatical differences between English and Arabic, which necessitates this adjustment. Consequently, the use of transposition contributes to conveying the intended meaning without alteration, in a manner consistent with the context and grammatical rules of the target language, making the text fluent and comprehensible to the Arab reader. So, the ST sentence "When Mr. Darcy **had finished** his letter, he asked Miss Bingley to play the piano" is translated as:

"طلب السيد دارسي من الانسة بنكلي ان تعزف على البيانو عندما **أنتهى** من كتابة رسالته".

This explanation is based on Byrne (2012:121) and Munday (2009:237).

F. Modulation Technique

This technique involves "changing the form of information by presenting it from a different point of view" (Byrne, 2012: 122).

Table 4: Examples of Modulation

ST	TT
1- "The lady was most unsuitable." These words hurt Elizabeth very much. However, she **succeeded** in hiding her feelings. (p: 117)	1ـ "كانت السيدة غير ملائمة له تماما". هذه الكلمات آلمت اليزابيت كثيرا. ومع ذلك فقد **تمكنت** من إخفاء مشاعرها. (صفحة 116)
2- Elizabeth began to cry. Very soon she **had** a headache. (p:117)	2ـ بدأت اليزابيت بالبكاء. وسرعان ما **أحست** بألم شديد في راسها. (صفحة 116)
3- "I don't **see** why Mrs. Forster could not invite me as well. I have more right to go than Lydia. I am two years older than she is, "she complained. (p: 139)	3ـ فقالت مشتكية: "لا **أفهم** لماذا لم تستطع السيدة فورستر أن تدعوني كذلك. فأنا أحق بالذهاب من ليديا. لأني أكبر منها بسنتين". (138)

In the first example, the translator uses the modulation technique in translating the ST verb "succeed" as تمكنت. The intended effect was achieved by applying the modulation technique through modifying the target text and selecting a word that is more accurate and appropriate to the cultural and linguistic contexts of the target language. The Arabic word نجحت is not suitable to the Arab reader in the context of this text. Therefore , it was necessary for the translator to choose a more suitable word, which is

تمكنت, as it provides greater clarity and precision in conveying the meaning in the target text. Using the TT phrase " تمكنت من إخفاء مشاعرها " makes the Arabic expression more effective and acceptable than using the TT phrase "نجحت في إخفاء مشاعرها".

In the second example, the translator uses the modulation technique by rendering the source text phrase "had a headache" as "احست بصداع", because it indicates that she was suffering from a headache. This expression is more appropriate in terms of the linguistic and cultural contexts of the Arabic language, and it is more familiar to the Arab reader. (Al Mawrid Dictionary, 2000: 415).

In the third example, the translator adapts the ST verb "see" into the TT verb "أفهم". In English, the verb see can be used to express both visual perception and intellectual understanding. However, Arabic does not commonly use the verb "see" to convey understanding. Therefore, the verb had to be adapted to fit the linguistic and stylistic contexts of the Arabic language in order to precisely preserve the intended meaning of the source text by translating it as "أفهم". (Al Mawrid Dictionary 2000 : 827).

G. Restructuring Technique

Restructuring is the process of reorganizing certain parts of the textual material in the target text to make it clearer and easier to read. Restructuring is coherence-oriented and concerns how languages typically organize their ideas (Dickins et a as cited in Giaber, 2019: 125). The following are two examples:

Table 5: Examples of Restructuring

ST	TT
1- Mr. Bennet listened because he found Mr. Collins`s stupidly amusing. (p:51, 53)	1ـ أصغى السيد بنيت لحديث السيد كولنز ولم يقاطعه لأنه وجد أن غباء السيد كولنز شيء مسل. (صفحة 50)
2- Elizabeth felt that some of these questions were very rude, but she answered them all politely. (p:105)	2ـ شعرت اليزابيت ان بعضا من الاسئلة كانت قاسية لكنها أجابت على كل الاسئلة وبكل أدب . (صفحة 104)

In the above examples, the translator used the technique of restructuring due to the syntactic differences between English and Arabic. In English, the sentence structure begins with the subject followed by the verb and then the object, while in Arabic it typically begins with the verb followed by the subject, then the object. Based on this difference, and by using the restructuring technique, the ST sentence "Mr. Bennet listened because he found Mr. Collins's stupidity amusing" was translated as:

"اصغى السيد بنيت لحديث السيد كولنز ولم يقاطعه لأنه وجد أن غباء السيد كولنز أمرًا مسلًا".

Also, the ST sentence in the second example "Elizabeth felt that some of these questions were very rude, but she answered them all politely" was translated as:

"شعرت إليزابيث أن بعض هذه الأسئلة كانت وقحة، لكنها أجابت عليها جميعًا بكل أدب".

In the second example, the translator changed the position of "Elizabeth" from the beginning of the sentence in the source text to the middle of the sentence in the target text. The purpose of this technique is to make the target text align with the syntactic structure of the Arabic language while preserving the intended meaning of the source text

H. Use of a Functional Equivalent

Use of a functional equivalent is "the translation of a ST element by a corresponding TL element that has the same contextual function or effect. This technique is used in translating fixed expressions and cultural-bound words and phrases such as idioms and proverbs (Nida as cited in Giaber 2019:118).

Table 6: Examples of Functional Equivalence

ST	TT
1- A little before **Easter**, two guests arrived at Rosings, two nephews of lady Catherine, Mr Darcy and Colonel Fitzwilliam. (P: 109)	1- وقبيل عيد الفصح، حل ابن اخت الليدي كاترين السيد دارسي والكولونيل فنتروليم ضيفين عزيزين على روزنجز. (صفحة 108)
2- Then he walked back to the **parsonage** with her. (P: 115)	2- ثم عادا معا الى بيت القس. (صفحة 114)

In the above example, the translator used the technique of cultural equivalence in translating the source text word (Easter) into the target text phrase "عيد الفصح" in order to bridge a cultural gap between the two languages. This involved replacing the word Easter, which has a specific religious meaning in the source language and does not exist in the Islamic culture of the target language. To render it correctly and convey the precise meaning of the original text, the translator used a word that serves the same linguistic and cultural function in Arabic as used by Christians, and successfully conveys the intended idea of the original text, making it clearer and more understandable for the Moslem Arab reader. Thus, the translator rendered the source text:

A little before **Easter**, two guests arrived at Rosings , two nephews of lady Ctherine, Mr Darcy and Colonel Fitzwilliam. (P: 109) into:

وقبيل عيد الفصح, حل ابن اخت الليدي كاترين السيد دارسي والكولونيل فنتروليم ضيفين عزيزين على روزنجز.

A similar use of cultural equivalent can be illustrated in the translation of the word "parsonage". The term refers to specific connotations related to the Christian religion and does not exist in the Islamic religion and culture. To bridge this cultural gap, the translator employed a phrase that conveys the same semantic and cultural connotation in the target text in accordance with the culture and context of the target language. Thus, the translator rendered the source text:" Then he walked back to the parsonage with her" into:

" ثم عادا معا الى بيت القس".

8. Conclusion

This study was dedicated to the evaluation of the effectiveness of some translation techniques employed by Fadhil Habeeb in his Arabic translation of *Pride and Prejudice* by Jane Austen. The study specifically examines how these techniques contribute to conveying the intended meaning from the source language to the target language faithfully, while addressing the linguistic and cultural expectations of Arab readers. This research highlights how the application of certain translation techniques by Fadhil Habeeb has enabled the translation to overcome linguistic and cultural challenges while preserving the cultural depth, style and tone of the source text. Furthermore, the study provides a practical application of translation that illustrates how translation techniques can be employed to convey the cultural and linguistic essence of the source text to the Arab audience in a manner that is consistent with the target language culture. This research paper provides a clear explanation of the importance of applying translation techniques in literary translation. Although it includes only some literary extracts, the scope of this study can be extended to include translations of other literary texts that face similar challenges to those encountered by the translator in rendering these passages from English into Arabic. The ultimate goal is to make literary translation more appropriate, thereby facilitating intercultural communication.

9. References

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