



A Study of Iraqi EFL Learners' Misuse of Repetition as an Emphatic or Redundant Process in Translation

Lecturer: Sahab Salih Fenjan

University of Thi-Qar/College of Arts/ Department of English

Abstract

Recently, translation studies have received more attention on translation efficiency and the correct use of repetition in the translation process to know what translator's skills are important in order to achieve a qualified and precise translation. The current study aims to investigate the misuse of repetition as an emphatic or redundant process in translation by EFL learners, especially the Iraqi university EFL students. The study sample consisted of 30 randomly selected fe/male students at the department of English .language majoring in translation or English language literature of University of Thi-Qar

A researcher's designed test has been administered to the Iraqi EFL learners and their responses have been descriptively analyzed. The study is dealt with four sections to discuss and find the precise results of the planned aims. So, the first section presents introduction, problem statement, research questions, objects, and research significance. The second section deals with the literature review to expose theoretical background of translation, repetition, redundancy, and related studies. The third section is about research method and design. Whereas, the fourth section exposes the results and discussions where it is found that the Iraqi university EFL students have a low level of awareness of translation skills and low performance regarding the use of repetition in their translation process which can be referred to their insufficient lexical knowledge in .both target and source languages

Furthermore, the results also showed that a large part of the EFL students was able to distinguish the repeated terms, however they do not realize the reason or the purpose of the correct use of the emphatic repetition as a tool that contributes to creating lexical coherence in texts. The study concluded that there are many causes of the misusing forms of repetition in translation, including the students' weak ability to translate abbreviations and their inability to find suitable synonyms for Arabic words to be used in English translation. These major causes point to the urgent need for systematic reforms of the curriculum, methods of teaching EFL in universities, and strategies adopted for teaching translation to students. An appendix of the test is found at the end of the .research

Keywords: Translation; EFL students; Repetition, Misusing; Emphatic; Redundant

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Correspondence

Sahab Salih

sahab.salih@utq.edu.iq

المخلص

في الآونة الأخيرة ، حظيت دراسات الترجمة باهتمام أكبر بشأن كفاءة الترجمة والاستخدام الصحيح للتكرار في عملية الترجمة لمعرفة مهارات المترجم المهمة من أجل تحقيق ترجمة مؤهلة ودقيقة. تهدف الدراسة الحالية إلى التحقيق في إساءة استخدام التكرار كعملية مؤكدة أو زائدة عن الحاجة في الترجمة من قبل متعلمي اللغة الإنجليزية كلغة أجنبية ، وخاصة طلاب اللغة الإنجليزية كلغة أجنبية في الجامعة العراقية والتي تكونت عينة الدراسة من ٣٠ طالب وطالبة تم اختيارهم عشوائياً في قسم اللغة الإنجليزية المتخصصين في الترجمة أو أدب اللغة الإنجليزية بجامعة ذي قار. تم إجراء اختبار مصمم من قبل الباحث لمتعلمي اللغة الإنجليزية كلغة أجنبية في العراق وتم تحليل ردودهم بشكل وصفي

وتتناول الدراسة أربعة أقسام لذلك يقدم القسم الأول المقدمة ، وبيان المشكلة ، وأسئلة البحث ، والأهداف ، وأهمية البحث. القسم الثاني يتناول مراجعة الأدبيات لفصح الخلفية النظرية للترجمة والتكرار والتكرار والدراسات ذات الصلة. القسم الثالث حول أسلوب البحث والتصميم. حيث أن القسم الرابع يعرض النتائج والمناقشات حيث وجد ذلك ان طلاب اللغة الإنجليزية كلغة أجنبية في الجامعة العراقية لديهم مستوى منخفض من الوعي بمهارات الترجمة وأداء منخفض فيما يتعلق باستخدام التكرار في عملية الترجمة الخاصة بهم والتي يمكن الإشارة إليها لعدم كفاية معرفتهم المعجمية في كل من اللغات الهدف والمصادر للاستخدام الصحيح للتكرار المؤكد كأداة تساهم في خلق تماسك معجمي في النصوص وخلصت الدراسة إلى أن هناك أسباباً عديدة لإساءة استخدام أشكال التكرار في الترجمة منها ضعف قدرة الطلاب على ترجمة الاختصارات وعدم قدرتهم على إيجاد مرادفات مناسبة للكلمات العربية لاستخدامها في الترجمة الإنجليزية. لذا تشير هذه الأسباب الرئيسية إلى الحاجة الملحة لإجراء إصلاحات منهجية للمناهج الدراسية ، وطرق تدريس اللغة الإنجليزية كلغة أجنبية في الجامعات ، والاستراتيجيات المعتمدة لتدريس الترجمة للطلاب. ملحق الاختبار يوجد في نهاية البحث

الكلمات المفتاحية : طلاب اللغة الإنجليزية كلغة أجنبية. التكرار وسوء الاستخدام ؛ مؤكد، متكرر

1. Introduction

Nida (1964:156) clarified that languages have their own distinctive cultural systems and linguistics. According to the cultural and linguistic variation between languages, serious problem could be noticed in the translation process. This phenomenon could be noticed in Arabic to English translation and vice versa. English and Arabic are languages that have different origins. Therefore, translation between Arabic and English is a complex task according to the linguistic and cultural systems distance between these languages, and due to the languages gap. This gap in translation process could cause misunderstanding and misinterpretation issues to the readers, especially for EFL learners (Jakobson ,1971: 64).

Repetition “or what is well-known as Redundancy” is recognized as serious issue especially for translation and linguists theorists. This issue is widely recognized when translating different languages that have special traditions, language systems, norms and culture. Repetition as a redundant process in translation is defined by theorists as the process of substituting one word in one language with a several longer expressions in the target language (Mahmoud, 2019:32). Repetition also may be seen when the translator assumes that he/she should mention all what he/she knows about one subject when translating it to get the best benefit for the readers of the translated works (Zakhir, Marouane, 2009:1).

Some languages utilize repetition more than other languages. For example, Arabic language uses various repetition types larger than other languages such as English. Repetition plays vital roles in the Arabic language especially in rhetorical and textual roles. On the other hand, repetition in English language is tolerated when using a speech figure only (Johnston, 1991:4).

Repetition “as an emphatic or redundant process in translation” occurs when the translator use extraneous phrases that make sentences unclear, and does not add anything to the sentence meaning. As non-native learner, it is more difficult to realize if the translated word is an emphatic or redundant repeated phrase or not. Although this issue is frequently occurs, but there is a shortage in studies that focuses on EFL students misusing of repetition. Therefore, this study focuses on investigating the misusing forms of repetition as an emphatic or redundant process in translation by Iraqi University EFL students.

1.1 Problem statement

Translating between English and Arabic languages is considered as a difficult task as both languages have different origins. Repetition in the translated task is recognized as one of the complex processes to be used in the Arabic to English translation process.

This complicity could be recognized widely in literary texts due to the various devices of lexical cohesive used in both languages. For instance, repetition plays valuable role and utilized widely in Arabic texts; as it links a meaning unit to a former one, and it plays vital rhetorical and linguistic roles (Al-Shurafa, 1994:25). Therefore, several undesirable issues could be recognized in literal Arabic to English translation. Even if translators use special strategies to utilize repetition in desirable way, but such strategies could cause quality distorting of the original texts meaning.

Although the benefits of investigating the issue of misusing of repetition as an emphatic or redundant process in translation, but it is not deeply examined, especially among EFL students. Therefore, the problem of this study represented by the need to investigate misusing of repetition as an emphatic or redundant process in translation by EFL learners, while focusing on Iraqi University EFL students in this study.

Research Questions

This study seeks to answer the following questions:

This study seeks to answer the following questions:

1. What is the level of students' awareness toward proper or misusing level of repetition in translation by Iraqi University EFL students?
2. What are the main causes of the misusing forms of repetition as an emphatic or redundant process in translation by Iraqi University EFL students?

1.2 Research aim & objectives

This study focuses on the misusing forms of repetition as an emphatic or redundant process in translation by EFL students. It does not aim to gather theoretical related information only, but having a further clarification of how translated texts could have repeated expressions as an emphatic or redundant process in translation. The objectives of this study could be derived as follow;

1. To investigate students awareness toward the proper or misusing level of repetition in translation by Iraqi University EFL students.
2. To examine the main causes of the misusing forms of repetition as an emphatic or redundant process in translation by Iraqi University EFL students.

1.3 Research Significance:

The significance of the study represented by its contribution to the theory of translation as it examines a serious problem, the misusing of repetition in translation. Specifically, the study investigates common emphatic or redundant repetitions forms in translation by Iraqi University EFL students, causes of such translation errors, and different translation strategies could be employed and positively influence the right usage of emphatic or redundant repetitions in translation process, especially for EFL learners.

2. Literature review

2.1 Translation

Translation has played a major role in the renaissance that the world is witnessing today, through which translators were able to transfer other sciences to benefit researchers. Translation is not an easy and simple process, but rather a very deliberate process, where the translator must have the ability to do the correct translation. Thus, and in order to achieve this, /she must be able to master the language from which he/she wants to translate as his/her mother tongue, and therefore to be able to understand the meanings which he/she translates. This section includes clarifying the definition and the importance of translation.

2.1.1 Definition of translation

Translation is defined as the process through which data and information are transferred between languages for the purpose of scientific and cultural exchange, and to make

maximum use of the various sciences in different civilizations. Yuliasri (2016) defined translation as the ability to speak either literally or by behavior from one language to another without increasing or decreasing in such a way that the reader or listener understands the translated text as understood by the reader of the original text (Albir, 2005). Translation is one of the essential elements between peoples that achieve harmonious interaction, as translation allows individuals to learn about the cultures of other nations and benefit from their different sciences (Qassem, 2014).

Al-Sohbani and Muthanna (2013) emphasized that one of the most important things related to translation is changing the meaning of the translated text in a way that causes the presentation of a new text that differs from what the author of the text intended to convey. This would lead to misinformation being delivered to the reader or listener. Consequently; Albir (2015) indicated that the translated texts must be identical to the original text or very similar in meaning to it.

2.1.2 Importance of translation

Mohammed (2018:3) showed that the importance of translation is evident from its goal, which is to achieve communication and to transfer knowledge in its various dimensions with honesty and clarity. Throughout history, translation has contributed to achieving an important role in the transfer of civilizations, cultures and knowledge between peoples (Albir, 2015:127). Translation achieves the convergence of civilizations with each other, whether through wars or trade (Mohammed, 2018). Translation has also contributed to enhancing the level of rapprochement between peoples and nations (Al-Sohbani and Muthanna, 2013:442).

Qassem (2014) also stressed that translation is of great importance as it is a tool that helps express what is going inside the individuals, and that it contributes to transmitting news from anywhere around the world. Mohammed (2018) indicated that translation has an effective role in helping translators to get job opportunities, and it also enhances

students' ability to transfer information from different sources for their research, and thus helps expand their knowledge.

2.2 Repetition

Both the Arabic language and the English language are considered Semitic languages, but they belong to two different families. This difference widens the size of the disparity between the nature of the cultural and linguistic systems between the two languages (Al-Mukharriq, 2019). As a result; translating between these two languages is not an easy task. In most cases, there may appear a deviation from the concept of the original text in the translation process, and this deviation is mainly caused by the gap between the two languages. This gap may result in a misunderstanding of the general meaning of the text or a misinterpretation of the meaning (Al- Fahmawi, 2014).

The concept of repetition is one of the widely spread concepts among languages, but it may be used in one language more than another, as is the case of using repetition more in the Arabic language than in a foreign language. In Arabic texts, the issue of repetition of the lexical element arises, and this repetition plays an important role in constructing the discourse. Al-Mukharriq (2019) indicated that repetition performs important rhetorical functions in Arab culture, although the level of its use in the Arabic language is more; however, it is allowed in the English language as well if it is used as a figure of speech (Al- Fahmawi, 2014). Since the current research targets repetition in the English language for learners of English as a second language; the following parts of the current section include an explanation repetition in English.

2.2.1 Repetition in English

In literary studies and applied linguistics, repetition has been an important and essential tool in texts (Najjar, 2014; Al-Mukharriq, 2019). Many researchers have pointed out that repetition is a tool that contributes to creating lexical coherence in texts (Klaudy & Károly, 2000; Najjar, 2014; Al-Mukharriq, 2019). In turn, Hoey (1991) and Klaudy &

Károly (2000) pointed out that repetition contributes to the organization of the text. Shunnaq and Farghal (1999) and Lahlali (2012) pointed out that repetition is a visible phenomenon in various human languages, as it contributes to achieving unity and coherence between one unit, where repetition includes the use of words more than once in order to express the general concept.

In English discourse; repetition is not used at the same level as it is used in Arabic (Lahlali, 2012). As a result, Haiman (1995), Najjar (2014) and Al-Mukharriq (2019) agreed that the use of repetition is not considered appropriate in the English language, and it is better not to use repetition in the English language, unlike the Arabic language, which tends to use repetition to a large extent. Tannen (2007) added that the use of repetition in the English language can be described as negative and boring. However, all these opinions do not mean that the English language does not use repetition; It is used, but not at the same level, in Arabic. Hawthorn (2000) indicated that the repetition of the lexical element in the English language enhances the reader's ability to link the lexical elements together, which helps to enhance the level of text cohesion.

Najjar (2014) classify the types of repetition in the English language into the following;

1. Simple lexical repetition, which is the repetition that shows the lexical element similar to what is in the text with some minor changes from the linguistic side, such as Chair (singular) -- chairs (plural).
2. Complex Lexical Repetition: In this type, a slight grammatical change appears on the lexical elements, such as (history, historian).
3. Simple lexical paraphrase: In this case, one lexical element is replaced by another without any change in the meaning, such as; sedated, tranquillized.
4. Complex lexical paraphrase: this type includes the previous three types.

2.3 The Emphatic Repetition

Emphatic repetition is used to enhance the level of attention to a concept, and this concept can be an item, phrase, or large unit of speech.

There are differences between emphatic repetition and intense repetition, including the function performed by each type of repetition, where Persson (1974) clarified that intense repetition may be a special case of emphatic repetition, and that both types assert real power and real meaning. The following are some examples of emphatic repetition:

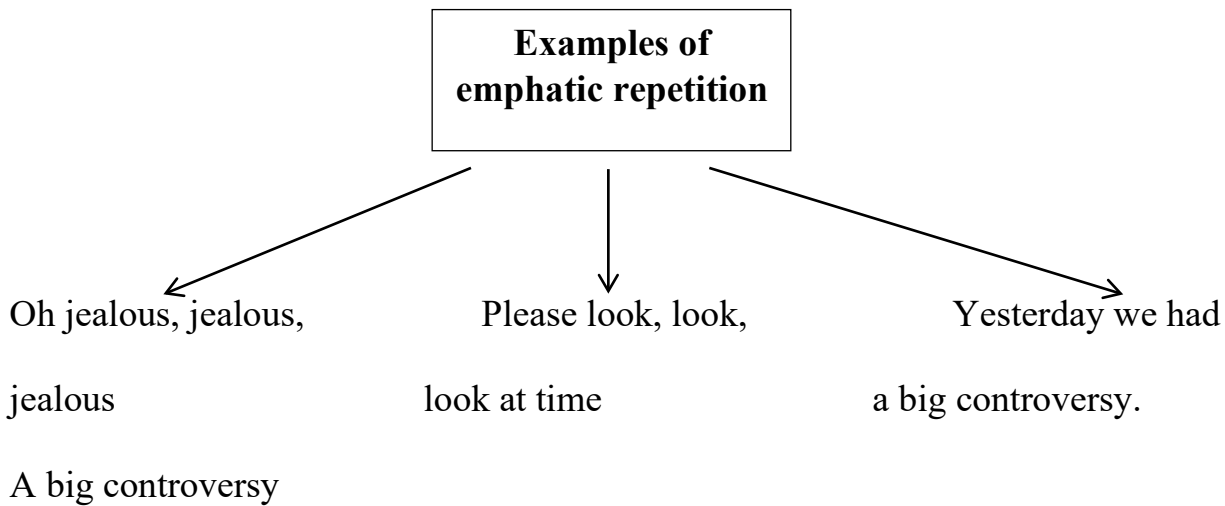


Figure 1: Examples of emphatic repetition (Source: the researcher)

2.4 Repetition / Redundancy in Translation

Redundancy is a concept that falls under the concept of repetition. As redundancy occurs in translations, it is commonly to find some translations seem longer than the original text, but this does not give the impression that the translation is good.

Al-Mukharriq (2019) emphasized that it is undesirable to use redundancy in the English translation; however, its use in some cases may be necessary, especially in cases intended to clarify the implied information. Najjar (2015) added that in the case where

the original source language and the target language belong to different cultures; redundancy is inevitable.

Heltai (2018) emphasized this idea and added that the translator might find it difficult, especially since the receptors channel for second language learners may be less than the receptor channels they have in their original language, and this is the case for the Arabic and English languages as they belong to two completely different cultures.

2.3 Related studies

A number of studies related to the research study topic have been conducted. Heltai (2018) indicated in that most of the studies that dealt with the concept of repetition and redundancy in English language did not clarify the relationship between interpretation and repetition, and did not clarify whether the increase in using repetition/ redundancy would contribute to creating more clarity in the meaning.

Najjar (2015) conducted a study to determine the communicative functions of repetition in the English translation of Arabic Novel. The study relied on analyzing the functions of the lexical elements and their repetitions in the translated Arabic novel 'Adrift on the Nile (1993)'. The study found that the repetitions that were used in the translation of the novel were used rhetorically to construct the text. It also found that the translator preferred the use of contrast over the use of repetition in translation. Moreover, Al-Mukharriq (2019) found that the use of repetition in translating Arabic texts into English serves the rhetorical purpose and does not violate the text standards.

Regarding the misusing of repetition process in translation from Arabic to English by EFL; the previous theoretical literature did not focus on this aspect. The past focused on the mistakes that the EFL students' confronted when using repetition process in translation, including the study of Mohammed (2018) which found that the students were not able to find suitable synonyms for Arabic words to be used in English translation, and they also suffer from grammatical problems that hinder their ability to

translate correctly. Also, the study of Al-Sohbani & Muthanna (2013), which was applied on the Fourth year English Department students, Faculty of Arts at Ibb University, Yemen using the observation method and a questionnaire tool, found that students face grammatical problems when translating, in addition to their weak ability to translate abbreviations.

Subsequently; what the previous theoretical literature presented confirms the existence of a gap related to studies that aimed to identify the misusing of repetition process in translation from Arabic to English by EFL, and this study seeks to fill this gap.

3. Research Method and Design:

The population in this study composed of Iraqi EFL students in the academic year (2021-2022). The study sample consists of a (30) randomly selected female students at the department of English language majoring in translation or English language literature of University of Thi-Qar. A written test is the utilized data collection tool in this study. This test was designed by the researcher to investigate the level of students' awareness towards misusing of repetition in translation and the main reasons behind the misuse of repetition forms as an emphatic or redundant process in translation. The test consisted of three parts which were suitable for different students' level. The first two parts were directed towards investigating the students' awareness of translation skills, and their performance regarding the using of repetition in their translation process, however the third part was directed towards examining the main causes of the phenomenon of misuse of repetition.

The first part consisted of five translated sentences that included the two investigated forms of repetition and each student of the sample was asked to configure if this is an emphatic or redundant repetition. The second part asked the respondents to read a specific sentence, and then inquired them, through three sub-questions, to identify the term repetition in the sentence, and whether repetition is used correctly and

appropriately, and to determine the reason for the correct use of repetition in the sentence (reason or justification). Finally, the third part of the test constitutes a survey of students' opinion and is not directed to measure their translation performance, as it asks them to identify the two main reasons from their point of view for the misuse of forms of repetition as an emphatic or redundant process in translation by students of English as a foreign language.

With regard to data collection and analysis, the final instrument form (test) was distributed to the selected sample of students after its validity and reliability were confirmed by presenting it to a group of experts in translation (university professors) and taking their comments and directions into consideration. During the distribution of the test, the researcher provided the selected sample of students with general directions or instructions on how to answer the test questions by clarifying the procedures. Accordingly, the responses of the students to the test constitute the data for the current work, in which 30 answered tests were collected from the students. After data collection, simple descriptive statistical analysis of frequency and percentage calculations were used to achieve the ultimate goal of this study which is to examine the correct use/misuse of repetition as an emphatic or redundant process in translation by Iraqi University EFL students. Below is a discussion of the results.

4. Results and Discussions:

In this part, students' results and answers to test questions are analyzed using frequency and percentages statistics to determine their awareness of translation skills, and their performance regarding the using of repetition in their translation process as well as their perspectives towards the main causes of the misusing forms of repetition as an emphatic or redundant process in translation

4.1 Results of Iraqi EFL Students' Awareness toward Proper or Misusing Level of Repetition in Translation

The researcher corrected the first part of the test, which aims to measure the students' awareness of translation skills, their performance regarding the use of repetition and their ability to differentiate between forms of repetition and the correct use of repetition “emphatic” or misuse as a “redundant”. The following Table 1 indicates the percentage and frequency of students' correct and incorrect answers to five translated sentences that included the two forms of repetition and their ability to know whether this was an emphatic repetition or redundant:

Table 1: Students’ performance of the first question

Students (Responses) No.	Statement No.	Frequency of correct responses	%	Frequency of incorrect responses	%
30	A	10	33.3%	20	66.7%
	B	15	50%	15	50%
	C	16	53.3%	14	46.7%
	D	13	43.3%	17	56.7%
	E	17	56.7%	13	43.3%
	Total	71	47.3%	79	52.7%

From the above table, it can be concluded that almost more than half of the students gave incorrect answers (52.7%) compared to their correct answers (47.3%), and could not distinguish between the forms of repetition and know the correct use of it. They obviously find it difficult to understand the correct use of repetition as an emphatic and

not to misuse it as a redundant. This low level of awareness of translation skills, and their low performance regarding the using of repetition in their translation process can be referred to insufficient lexical knowledge in both target and sources languages where researchers including (Al-Sohbani & Muthanna, 2013; Lida & Yanhong, 2012) agreed that the lexical knowledge might be the most linguistic component for second language learners and the first essential step to be learned for EFL learners.

Moreover, the result agrees with the study of Al-Ghazalli and Layth (2019), which showed that the Iraqi EFL university students possess the appropriate language proficiency, but they lack the basic elements of competence in translation, and that this low competence is attributed to the students' great tendency to use literal translation, which is an incorrect strategy that sometimes leads to misuse of repetitions.

To further investigate Iraqi EFL students' translation skills awareness, performance in relation to the use of repetition and their ability to correctly use repetition, the second part of the test, which included three sub-questions, was corrected to reveal the ability to distinguish the term that was repeated in a sentence, adherence to the correct use of repetition and the reason behind This use. Table 2 below indicates the percentage and frequency of students' correct and incorrect answers on the second part of the test:

Table 2: Students' performance of the second question

Students (Responses) No.	Sub-Question No.	Frequency of correct responses	%	Frequency of incorrect responses	%
30	A	21	70%	9	30%
	B	24	80%	6	20%
	Total	45	75%	15	25%

C	Frequency	%
I. To add rhetorical flourish	2	6.7%
II. To underline the main points	1	3.3%
III. To make the idea clearer	9	30%
IV. All the above mentioned	12	40%

From the above table, it can be concluded that the largest percentage of students (70%) were able to identify the term that includes repetition in the sentence given to them, and that the largest percentage of students (80%) were able to know that the use of repetition came correctly in the sentence according to the percentages mentioned on the sub-questions A and B, respectively. As for the third sub-question (C), which asks the students who answered correctly to sub-question B, to specify the reason behind their belief that the use of repetition was correct in the sentence, it was found that the largest percentage of them (40%) believe that all the mentioned reasons justify the correct use of repetition, and that repetition is correct because it adds rhetorical flourish, emphasizing the main points and making the idea clearer, which truly matches the purpose of the emphatic repetition demonstrated by previous studies including (Najjar, 2015; Al-Mukharriq, 2019).

Although, it is clear from this analysis that a large part of the sample was able to distinguish the repeated terms, a large percentage of them do not realize the reason or the purpose of the correct use of the repetition. This was in line with (Mohammed, 2018; Al-Ghazalli & Layth, 2019, Najjar, 2014) studies which indicated that a large percentage of university EFL students do not realize the importance of repetition as a

tool that contributes to creating lexical coherence in texts, contributes to their organization, as well as its role in achieving unity and coherence between the units and has a general function because it works as thematic, musical, and symbolic devices, where emphatic repetition is essential because it gives emphasis or emotional heightening of repetitive meaning.

4.2 Results of Iraqi EFL Students' perspective towards the Main Causes of the Misusing Forms of Repetition

The researcher analyzed the students' responses to the third part of the test, which aims to survey the students' opinion towards the main reasons for misuse of repetition forms. Table 3 below indicates the percentage and frequency of students' responses to the main reasons for misuse of repetitions:

Table 3: Main causes of the misusing forms of repetition in translation from the EFL students' perspective

Causes	Frequency	Percentage
1. The inability to find suitable synonyms for Arabic words to be used in English translation.	14	28%
2. Suffering from grammatical problems that hinder their ability to translate correctly	12	24%
3. The weak ability to translate abbreviations	15	30%
4. Lack of focus on the topic of repetition in the English language class	9	18%

From the above table, it can be noticed that there are many causes of the misusing forms of repetition in translation. The most common cause is the students' weak ability to translate abbreviations, where fifteen of their responses (30%) highlight this issue. Another sub-problem related to the misusing of repetition, which also scored quite a high percentage (28%), is the inability to find suitable synonyms for Arabic words to be used in English translation. This is followed by students' suffering from grammatical problems that hinder their ability to translate correctly with a percentage of (24%) and finally the lack of focus on the topic of repetition in the English language class.

These findings support those of the researchers (e.g. Al-Ghazalli & Layth, 2019; Al-Sohbani & Muthanna, 2013; Tahaineh, 2010) who stated the existence of such difficulties in translation, where they agreed on several causes leading to misusing of repetition including the nonequivalence between the source and target languages, students' lack of lexicons in both English and Arabic, lack of knowledge of English abbreviations, difficulty of translating acronyms, the inappropriate use of the English words, inadequate knowledge and practice of source and target languages as well as the difficulty in translating prepositions due to the fact that prepositions get different meanings in different contexts.

5. Conclusions and Recommendations:

To improve the process of translation between languages, the issue of repetition should be given great attention in the pedagogical concerns of many discourses such as technical discourse, academic English and scientific English. Repetition in the translated task is recognized as one of the complex operations that must be used in the process of translation from Arabic to English or vice versa, and the use of repetition is accompanied by many undesirable problems and misusing resulting into inevitable redundant and unimportant texts. Even if translators use special strategies to take advantage of repetition in a desirable way, such strategies may distort the quality of the original meaning of the texts. Therefore, this study aimed to investigate the misuse of

repetition as an emphatic or redundant process in translation by EFL learners, especially the Iraqi university EFL students.

The study found that Iraqi university EFL students have a low level of awareness of translation skills and low performance regarding the use of repetition in their translation process which can be referred to their insufficient lexical knowledge in both target and sources languages. The results also showed that a large part of the EFL students was able to distinguish the repeated terms, however they do not realize the reason or the purpose of the correct use of the emphatic repetition as a tool that contributes to creating lexical coherence in texts, contributes to their organization, as well as its role in achieving unity and coherence between the units and giving emphasis or emotional heightening of repetitive meaning.

Finally, the study concluded that there are many causes of the misusing forms of repetition in translation. The most common cause is the students' weak ability to translate abbreviations, followed by the inability to find suitable synonyms for Arabic words to be used in English translation, students' suffering from grammatical problems and finally the lack of focus on the topic of repetition in the English language classes. These major causes point to the urgent need for systematic reforms of the curriculum, methods of teaching EFL in universities, strategies adopted for teaching translation to students, and class sizes and time allotted to classes. The researcher recommends studying the benefit of organizing training courses by university professors aimed at introducing students to the use of emphatic repetition, avoiding redundant repetition, and explaining the appropriate methods for translating texts extensively.

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Appendix

TEST

Misusing of repetition as an emphatic or redundant process in translation by Iraqi University EFL students

This test is a part of a study titled "**Misusing of repetition as an emphatic or redundant process in translation by Iraqi University EFL students**". The problem of this study represented by the need to accelerate investigation about misusing of repetition as an emphatic or redundant process in translation by EFL learners is becoming a must, while focusing on Iraqi University EFL students in this study.

NOTE: This test will require you no longer than 30 minutes. Please answer the following questions carefully.

1. Here is a set of sentences that include the use of repetition. Identify the sentences in which repetition is used correctly, and the sentences in which repetition is used incorrectly

● (Note: Circle your answer)

- A. The conclusion chapter contains the paper's conclusions. **(wrong, right)**
- B. They asked whether they were ready for them. **(wrong, right)**
- C. Ask not what your country can do for you – ask what you can do for your country” – John F. Kennedy, inaugural address. **(wrong, right)**
- D. Several shelves sheltered similar sets of shells. **(wrong, right)**
- E. “... It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness...” **(wrong, right)**

2. Read the following statement and answer the following three questions:

“...and that government of the people, by the people, for the people shall not perish from the earth.” – Abraham Lincoln, Gettysburg Address (right)

- A. Select the term that includes repetition.
- B. Is the repetition used in the sentence correctly and appropriately?
 - a. YES b. NO.
- C. If your answer is yes; determine why it is correct to use repetition in the sentence (the reason or justification)? Choose the most appropriate answer from the following:
 - I. To add rhetorical flourish
 - II. To underline the main points
 - III. To make the idea clearer

IV. All the above mentioned

3. What are the main causes of the misusing forms of repetition as an emphatic or redundant process in translation by EFL students (Choose the two most important mistakes for you);

- A. The inability to find suitable synonyms for Arabic words to be used in English translation.
- B. Suffering from grammatical problems that hinder their ability to translate correctly
- C. The weak ability to translate abbreviations
- D. Lack of focus on the topic of repetition in the English language class.