

Failure of Machine Translation of English Dysphemistic Expressions into Arabic

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Abstract

Machine translation, which refers to the utilization of computational programs for conveying a stretch of words from one language into another, is quickly gaining ground, taking over the whole realm of translation and thus overthrowing human traditional translation. The paper principally aims to address the topic by: (1) presenting a comprehensive account of dysphemism in terms of its definitions, motivations, major types and functions. (2) Defining and analyzing the strategies employed in translating dysphemistic expressions to show whether the renderings arrived at by the machine are appropriate or otherwise. To achieve the previously-mentioned aims, it is hypothesized that (1) English and Arabic employ a variety of dysphemistic expressions. (2) Translating dysphemistic expressions poses unsolved problems for the machine as it does not possess the proper systematized inputs that enable it to efficiently process the pejorative data and adequately transfer the pragmatic content of the SL expression(s). To test the validity of these hypotheses, many authentic English translation examples are selected to be translated by the machine, a translation model is adopted to subtly apprehend dysphemism, data analysis is conducted, and new renderings are proposed wherever the machine renderings are found inappropriate. The paper ends with some conclusions and recommendations that help translators know the whereabouts in which the machine might fail to come up with sound judgment of the text and fall short of putting forth proper translation. The human translator should always be on the alert and watch out for any pitfalls of the kind and correctly edit them manually.

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إخفاق الترجمة الآلية في (ترجمة) تعابير القذع الإنكليزية إلى العربية

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أصبحت الترجمة الآلية تبرز تقدماً سريعاً، وهي تشير إلى استخدام البرامج الحاسوبية في نقل مجموعة كلمات من لغة إلى أخرى. فقد احتلت مملكة الترجمة وأطاحت بترجمة البشر التقليدية. يهدف هذا البحث أساساً إلى معالجة الموضوع من خلال: 1 تقديم تقرير مفصل عن تعابير القذع من ناحية التعاريف والأسباب والأنواع والوظائف الرئيسية. 2 تحديد وتحليل الاستراتيجيات المتبعة في ترجمة تعابير القذع لغرض بيان ما إذا كانت ترجمات الآلة مناسبة أم لا. ولتحقيق الأهداف المذكورة آنفاً، افترض البحث: 1 أن الإنكليزية والعربية تستخدمان مجموعة من تعابير القذع. 2 تتسبب هذه التعابير بمشاكل جمة للآلة لأن الآلة لا تملك البرمجيات الميوبة المناسبة التي تمكنها من معالجة بيانات التعابير المسيئة بكفاءة ونقل المضمون البراغماطيقي لتعابير اللغة الأم بدقة. لمعرفة مصداقية هذه الفرضيات، تم إنتقاء مجموعة من التعابير الإنكليزية الموثقة لكي تترجمها الآلة وجرى اختيار إنموذج ترجمي لغرض فهم تعابير القذع بحذافيرها وجرى تحليل للبيانات وتم اقتراح ترجمات بديلة لان ترجمات الآلة كانت غير ملائمة. أختتم البحث بمجموعة من الإستنتاجات والتوصيات التي تساعد المترجمين في معرفة المواضيع التي لربما تفشل فيها الآلة في فهم النص وتقديم ترجمة صحيحة. لا بد أن يكون المترجم البشري متيقضاً دائماً وينتبه للأخطاء من هذا النوع ويصححها بنفسه يدوياً.

الكلمات المفتاحية: الترجمة الآلية و المترجم البشري التقليدي و تعابير القذع.

1.Introduction:

Allan and Burrige (2006:31) define dysphemism as “speaking offensively”. Generally speaking, dysphemisms are words or phrases of unfavourable connotations employed to express some highly unfavourable connotations. Words are not merely colourless substitutes for ideas since a language is not used only to impart information but to influence behavior as well (no matter whether positively or negatively). In order to influence the behaviour of receivers, authors find it necessary to arouse emotion by selecting words or phrases that are highly charged with emotional content. Mostly, words with unfavourable attitudes are deliberately employed to arouse emotion. In this paper, the emotive function of language is most important, since it is connected with the attitudes and feelings of the author. According to Taha (2001: 33) , the emotive function of language is envisaged through the emotive style. For effectiveness, authors, in general, pick out emotive expressions and appropriately place them in the text so as to reflect the emotive sense they are after. Dysphemistic expressions are purposefully meant to negatively affect the receiver. Dysphemistic expressions have, in addition to their truth-conditional meanings, profound emotive meanings. These meanings are intended to affect the receiver, still, without adding any informative meaning.

Translating dysphemistic expressions, by itself, is a thorny area that is regarded as a challenging task for professional human translators, because cultural, social and religious constraints should be carefully taken into consideration before embarking on this painstaking task. Therefore, it should sound natural for the electronic device to stop short of presenting satisfactory renderings.

2.Statement of the Problem:

Many translators and learners of translation came to use and resort to machine translation and forsook the traditional old methods of translation to which translators were accustomed Motlaq, M and Sepora, T (2020). This revolutionary new trend has had many flaws. Many of these flaws were dealt with and overcome. Attempts to make a breakthrough and to switch from being shallow and explicit by focusing on the form without context were successful only with regard to denotative meaning. Emotionally- loaded language remains a problematic area that is yet to be dealt with adequately on the professional level. The professionalism of the human translator in the field of machine translation, to the strict viewpoint of this paper, means observing that contextualized meaning of an expression is by far more effective than decontextualized blunt meaning

Accordingly, the paper intends to investigate the problem by applying the equivalent-effect principle to detect any failure to reflect dysphemism and humanly correct any blunders made mechanically by going over all the unfavourable connotatively-loaded expression in the text no matter how painstaking, time consuming and effort exhausting the process may turn to be.

3. Definitions of Dysphemism:

Dysphemism originated from the Greek word (dys) which means “miss,” or “none,” and (pHEME), which means “reputation,” or “speech.” It is a figure of speech that is defined as the use of disparaging or offensive expressions instead of inoffensive ones. Dysphemism is the use of negative expressions instead of positive ones; therefore, its indicator points really low on the up-hill or down-hill scale of respectability. A speaker uses them to humiliate or degrade the disapproved person or character.

Dysphemisms are words or phrases that have offensive connotations or derogatory characteristics and are directed at a specific individual or a group of individuals (Allan and Burrige, 2006:31). According to Spears (2001:27), a dysphemism is a word that has pejorative or taboo connotations, which is similar to the theory of Allan and Burrige. By looking at the word's context, the co-text of the words, its dynamic change in meaning, and how it is used and conveyed, one can determine whether a word or phrase is a dysphemism or a bad word (Rawson, 1989:3). Cuddon (1991:246), on the other hand, describes dysphemism as the opposite of mild and toning-down euphemism, which emphasizes and exposes flaws, defects or shame.

4. The Reasons Behind the Tendency to Employ Dysphemism

People resort to employing dysphemism to talk to or about other people and things that frustrate and disturb them or that they disapprove of and wish to underestimate, degrade and humiliate. Curses and name-calling in addition to any other sort of derogatory comment directed toward other people, in order to insult or wound them, are all instances of dysphemism. Dysphemism has always been associated with euphemism which refers to less shocking and mild terms used to replace other terms that have dysphemistic characteristics or came, at a certain point in time, to acquire them. If a word having an unfavorable connotation crosses the path of and intersects with another word with a good connotation, the two will certainly be in the middle of a dilemma, the outcome would be that either the favorable word could be relegated or the unfavorable one be dropped (Bolinger, 1968: 113). Many words have long been forsaken due to that they have already fallen victim to dysphemism bans. According to Robertson (1954: 242), many terms, that are of moral depravity, were quite without the nowadays suggestion they came to acquire of late. One can ponder over the following, ‘lust’ simply meant (pleasure), in addition to ‘harlot’ which meant a (fellow of either sex). Let us consider the neutral sentence ‘He died’, its euphemistic version ‘He entered eternal sleep’ and its dysphemistic counterpart ‘He is worm food’; this expression stems from the underlying metonymy of cause and effect (Ruiz, J. H. 2009: 257) and (Ruiz, J. H. 2011:189)

The existence of Synonyms makes it easier for people to make use of the phenomenon. Employing a dysphemistic expression involves a choice of form without any change of message. This entails choosing from a set of theoretically synonymous words that fit in a specific slot. There are surely certain motives for making choices on the part of the speaker or writer, and there would necessarily be some effect on the recipients.

Synonymous items cannot be employed interchangeably in all contexts for the reason of the different emotional associations they have (Pyles and Algeo, 1970: 200). Accordingly, they are located and placed differently on the good-bad rough scale which, resorting to Pyles and Algeo (ibid: 199), is comprised of the following degrees:

Very Good	Quite Good	Slightly Good	neutral	Slightly bad	Quite bad	Very Bad
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The tendency to use dysphemisms is the inclination to look for terms with nasty associations, even if the objects or the states of affairs described are much more refined as compared to the terms themselves. Words, in general, may be grouped roughly into:

1- favourable 2- neutral 3- unfavourable, have a look at the following words:

favourable	neutral	unfavourable
uneducated	illiterate	dumb as a rock
overweight	fat	tub of turd
departed	died	kicked the bucket

Generally speaking, the less reputable the action, object or process is, the greater its synonyms are. It is really worth mentioning that all differences in form do not mean differences with regard to meaning; or else, the style of any stretch of writing is merely its meaning.

5.Types of Dysphemism

There are perhaps (8) types of dysphemism, as presented by the comprehensive work of (Alan & Burrige, 1991); they are: (1) synecdoche, (2) dysphemistic epithet, (3) euphemistic dysphemism, (4) dysphemistic euphemism, (5) homosexuality dysphemism, (6) “-ist” dysphemism, (7) name dysphemism, and (8) cross-cultural dysphemism.

1/ Synecdoche

It is a figure of speech whereby a certain term denoting a thing is employed to point to a related entity. For instance, ‘He is a prick.’ In such a case, the word ‘prick’ has a specific meaning: that is ‘a boy who is rude in behaviour, and enjoys hurting others’ feelings.’ In the coming sections, translation of this type and other types are dealt with extensively.

2/ Dysphemistic Epithet

The names used to refer to dysphemistic epithets are the names of animals. By so doing, the addresser irritates the addressee by targeting their humanity. For instance, to call someone ‘a pig’ to insult their weight, or to offend somebody by saying ‘chicken’ because she or he is not brave.

3/ Euphemistic Dysphemism

One could use a minced oath if he/she wants to swear (in an interjectional manner) for emphatic purposes without offending others. The ‘expressive’ illocutionary act is ‘dysphemistic’ whereas the locution is ‘euphemistic’ so it is not intended to offend other people. An example of this kind is ‘He is freaking amazing’. The speaker employs ‘freaking’ instead of ‘fucking’ because he or she wants to be less abusive.

4/ Dysphemistic Euphemism

One can use abusive language in friendly greeting situations, intended without hostility. This is a sign of friendship and /or familiarity. For instance, ‘she is a dumbass’, but I like her anyway.” Here, ‘dumbass’ may be regarded as a harsh word, however, the speaker has no intention to insult the other, for it is a mockery used between two or more friends or families.

5/ ‘-ist’ Dysphemism(ending with -ist)

Ethnic slurs are dysphemisms that are stereotypical and are directed at people of a specific ethnicity. Dysphemism may be used in the same ways to refer to people based on their biological sex, religion, political affiliation, sexual orientation, level of ability, or any other characteristic.

6/ Name Dysphemism

When someone addresses someone by their name instead of a proper kinship term or title. Given the social setting, the speaker adopts a less formal or informal style than is appropriate. If the listener approves of the speaker's choice of words, then this use of language might not be considered dysphemism. In that case, it wouldn't be a dysphemism because it would enhance rather than diminish the listener's positive face. The use of a name dysphemism or term of address dysphemism may be required by a speaker out of rage or displeasure with the listener (or group of people). For instance, calling a person ‘Shylock’ is derogatory. ‘Shylock’ is used in the Shakespearian tragedy of ‘Julius Caesar ’ to refer to a Jew usurer who is notorious for being miser.

7/ Homosexual Dysphemism

‘Homosexuality dysphemism’ refers to the expressions that are employed to allude to homosexuality.

8/ Cross-Cultural Dysphemism

If a term has a different meaning in another culture than it does in the first, it may not be considered dysphemistic in the first. Fag is one illustration. In American English, the term "fag" is a derogatory term for gay people; however, in British English, it refers to a cigarette.

6.Machine Translation: A Prelude:

The area of Machine translation (MT) has been flourishing from different points of view since the need for MT in daily use has increased.

At first, the introduction and consequent heavy reliance on the Web in the last twenty years or so, as a communication means, have provided us with a variety of technological instruments or tools which are utilized for completing various missions. Bearing in mind that these E-tools and assets besides other technological means have almost often been effectively used by many people and organizations for instructional or pedagogical goals, the Internet is still that kind of technology and primary tool to be used for teaching, giving lectures and educating different subjects. Knowing how to browse through the internet is of grave importance in the translation process, for people can benefit from surfing the net to a great extent without being forced to depend on a certain technological device alone. For instance, making a presentation, writing research, and conducting reviews, which are regarded as general academic

exercises, can be implemented well to a certain degree using the internet. Citations may be simply investigated by users to reach sound citations and get access to share data, pertinent articles or text messaging in some languages. Towards translation education, machine translation includes these duties which are very often conversely embodied in it. Progress in tools helping skillful translators to translate a number of texts at orderly speeds is often in progress. For students of translation, however, the internet may participate well to vitally supplement the role of machine translation or to repay for the deficiency or inefficiency of machine devices or the weakness or failure of machine translation. The following is a brief description presenting the development of machine translation it is surely going to be of pertinent relevance to what exists in the merging of machine translation into translation pedagogy. (Motlaq, M and Sepora, T 2020)

Unlike translation memories favouring translators, the translator is substituted for machine translation. Computers are restricted in their abilities to produce appropriate translations, as long as they do not have what it requires to do some vaguely defined tasks, execute common-sense thinking, learn issues and tackle some mistakes, where there is a large number of possible reserve solutions. Computers are considered computational in nature and the regulations have to be accurately set. Therefore, computer programs are tremendous due to the massive untold differences in languages. Other examples of computer pitfalls are when there can be various multiple interpretations of an individual word, polysemous words for example ,or when a couple of words are written identically yet with different interpretations. Translations are not to be accomplished solely by computers, due to their limited capacity. Firstly the text has to be pre-prepared into a convenient format for the computer. This is performed by translators. Later, the text can be inputted into the computer to come up with the translation. After that the resulting version is not the final translation; it has to be post-reviewed by a skilled translator.(ibid)

6.1.Advantages of MT:

According to some studies, e-learning's advantage is its capacity to concentrate on the requirements of specific learners. It is acknowledged that one benefit of e-learning in education is its emphasis on the needs of individual students as a crucial element in the educational process rather than on the needs of teachers or educational institutions. According to a review of the literature, some benefits of e-learning adoption in education include the following:

- 1-It saves time since the e-translation product can be obtained in no time.
- 2- It supports spreading information about suggested translation among the learners.
- 3- It is not effort-consuming as it provides easier access to a good translation anyway.
- 4- The translation can be obtained at any time without any restrictions , motivation or engagement in the real activity of translating on the part of the translators.
- 5- There are other countless merits and benefits arising from machine translation programs, such as getting free training and learning translation, providing an easy way to quality assess one's translation by comparing it with the e-product (this is especially helpful for novice translators), improving translational abilities of learners, besides the low cost , if any, as compared to the relatively high cost incurred for getting a professional translation. For further information see Arkorful, V and Abaidoo, N (2014).

6.2. Disadvantages of MT:

Despite their diverse advantages and steady progress at the expense of the human traditional translation, it has been proved that MT is undergoing certain flaws that hinder the smooth flow of the overall translation process.

From the perspective of translation knowledge, the following are some of the main drawbacks of access-free internet-based translation services, according to Gaspari (2010):

1-Translation verbatim: One of the main drawbacks of free translation services available online Frameworks is characterized by the fact that they frequently produce results or outputs that are "structure-safeguarding," whether or not using the same words. The strict translation of legitimate designations, expressions, and connections; relational words, determiners, or connectives; expressions or sentences; the selection of an inappropriate sense or an alternative significance for a specific word; and various word request errors are all examples of MT exacting translation.

2- Many grammatical mistakes One problem with access-free internet-based translation service frameworks is that average or weak students frequently use them as expression or sentence word references when punctuation information is needed. For instance, they may use them to practice which action-word tense, structure, or mode is expected to indicate something explicit (a past activity, a desire, an inclination, etc.) in the target language.

3-Conversational errors: Access-free internet-based translation service frameworks and MT frameworks typically perform best when understanding individual sentences; however, when translating writings, they frequently produce mistakes, especially when it comes to linking words and co-citation.

4-Spelling errors: In MT, the aforementioned errors are produced when expressions are added to the framework's lexicons. MT output may also reveal orthographical errors such as accentuation and capitalization errors, letter exclusions, or pointless letters, even though they are becoming less frequent thanks to the combination of spelling testers in many business MT frameworks.

5-Social references cannot be represented by access-free internet-based translation services unless they have recently been identified and incorporated into the word references of the framework. Social references include human data and test MT in addition to other additional phonetic issues.

6-"Irregular" writing: The frameworks can foster an irregular propensity for deciphering, which is another barrier.

Despite the fact that online learning has many benefits, it has a lot more drawbacks than traditional classroom-based learning. The primary criticism of online learning is the total lack of adequate interaction between participants, including not only students and instructors but also other students. (Young, 1997). Researchers have identified the following drawbacks of online learning:

1. This type of education compels students to experience isolation, mediation, and lack of exchange or relationships in the translation field. To lessen these negative effects, online learning therefore needs a very strong and exhausting motivation as well as time management and exploitation skills.

2. In terms of clarifications, in addition to examples, the e-learning process may be less active than traditional teaching and learning techniques. The face-to-face interactions and interactions with instructors help the teaching-learning process go much more smoothly.
3. E-learning could have some negative effects on the development and maintenance of the communication skills of translation trainees. Despite having a lot of academic experience, the translation learners might not have the necessary communication skills to share their knowledge with other participants.
4. Exams and assessments for online learning are likely administered through the use of proxies, which makes it difficult or impossible to monitor inappropriate behavior like cheating.
5. Piracy, plagiarism, poor selection techniques, and the simplicity of copying and pasting could mislead e-learning.
6. Another issue is that not all academic disciplines or domains can make use of online learning. For instance, e-learning cannot be used to properly study the pure scientific specializations that require practice.

When compared to traditional classroom learning methodologies, Kraut et al.'s(1998)conclusions about the advantages of computer and online learning are dubious. They feel that the former approach hinders trainees' ability to think critically and fosters their creative thinking.

The lack of face-to-face communication between the teacher and the student is one of the additional drawbacks mentioned by "Ghaffari and Abbas " (2011). Both of them (ibid) contend that the E-material is less practical than the traditional one, and that there are no substitutes for traditional labs in online learning in some circumstances because no practice laboratories are available.

The issue of logistical issues people face when learning online is added to that. For instance, setting up lessons for online learning takes more teacher time than it does for traditional instruction. Other significant aspects of online learning, such as the issues of trust, authorization, confidentiality, and individual responsibilities, should be considered. Due to widespread public access to the internet, the internet is currently a growing industry.

7. Connotative Vs. Denotative Meaning:

One of the most important prerequisites of a good translation in general is to be similar in form and meaning to the SL, and reflect and communicate both what is directly expressed and what is implicitly alluded to in the ST. Roughly speaking, denotational or extensional meaning means pointing to things. Intentional or connotational meaning consists of feelings, ideas and notions suggested in the mind. According to Hayakaywa (1978: 63), connotations could be divided into two types: informative and affective connotations

1- Informative connotations of, say , a word are its socially identified and agreed upon meanings. For example, we cannot readily give the extensional meaning reflecting a word unless the identified thing for which the very word stands is present or happens to be present there. The case differs about the informative connotations. People cannot give the direct extensional meaning of, for instance, a 'pig'

unless an actual pig happens to be present there for them to point to, yet one can provide its informative meaning. People can define the word 'pig' (for English-speaking people) as a 'domesticated mammalian normally raised by farmers'. The Arabic counterpart could be 'أبيها (الخنزير) الفدر'

2. Affective connotations of words are the aura of personal feelings they arouse (good or otherwise). Theoretically speaking, the caution of hurting others' inner feelings makes us reluctant to use certain unpleasant connotative words under certain circumstances. The reason behind refraining, as much as possible, from using these words is the affective connotations they connote and not their informative ones.

Generally, words exist for the affective values they allude to rather than their informative ones. Dysphemistic expressions are employed to reflect their affective nasty value. For example, we could refer to 'that gentleman' simply as 'that man', 'that person', 'that guy' or 'that ass'. The person, in question, may be the same one in all these four cases. Each one of the expressions shown above reveals a change happening in our own feelings towards the person.

To be acquainted only with the denotations of a word is not a safe way so as to keep away from all pitfalls of misinterpretation, as one is dealing with the actual real words, not with the personal intimate feelings they may arouse. We sometimes mirror our feelings by saying words with the very affective connotations that comply and match our personal feelings, paying no attention to whatever informative connotations they may possess (for instance, to call a 'woman' a 'bitch'). Yet, at some other times, one mirrors his/her feelings by using words having informative connotations which are appropriate to his/her thoughts and without paying attention to the affective ones (consider calling a 'she-dog' a 'bitch').

8. Dysphemism in Arabic:

Different approaches to dysphemism have been taken by Arab linguists. They can't agree on a single word to use to express dysphemism in their writings, which mostly denotes tastelessness and prohibition and enfolds bad implications. A full taxonomy of Iraqi dysphemisms is provided below.

The word dysphemism, however, refers to anything considered nasty or damned that cannot be expressed openly or approached because of its mythical, supernatural or imaginary nature in Arabic, just like it does in English. When a social attitude restricts or forbids behavior (verbal or otherwise), whether in a reasonable or unreasonable way, it is said to be dysphemistic. The unreasonable rejection of the use of words that are acceptable in one situation but objected to in another is one of the characteristics of dysphemism. The paper sheds light on Iraqi dysphemisms as presented by Mazid, B (2004).

Almost all the dysphemisms of the war against Iraq may have come from the ex-Iraqi leadership besides the Arabs and Muslims siding with Iraq. However, the most powerful, most distinguished and most debatable dysphemisms came from the former information minister, Muhammad Saeed Al Sahhaf. Some of his dysphemistic expressions try to demoralize & demonize the invaders and were reported in Western-American media: "criminal Bush with his gang.." ! "super-power of villains.." ! "They won't get out of this bog we trapped them

In..", "Those villains are but mercenaries!". The dysphemisms against the coalition forces and the supporting political leadership could be classified into 3 main categories:

1- Accusations of madness, stupidity and irrationality. Instances include the following by Muhammad Al-Sahaf: "tafihah wa ghabiyah", which means (trivial & stupid) (about the description of the proposals by Powell for sanctions against Iraq

2- (anti-)colonialist nominations: instances include the following: "ghuzat mua'tadoon", which means (aggressive invaders)" and

3-representations of some individuals as animals as well as association with trivial and base objects: Al-Sahaf: "khafafeesh", means (bats) , "al-ulooj", used by him to refer to (blood-sucking worms- zebras or wild donkeys- or infidels" , "Hayyah", means (snake), "qu't'an" (herds and flocks of sheep and other cattle).

The aforementioned nominations signal deception, besides gullibility and stupidity and the desire to shed blood;

4-Referring to "invaders" as the enemies of God, as if the unbelievers fighting the believers, for example "Allah sa yashwi butoonahum fil nar" meaning: (Allah will burn their stomachs in hellfire) (Muhammad Al-Sahaf);

5-Picturing the invaders as violators and the villains in the world drama_ Al-Sahaf's list of images includes the following: "murtazaqah"- meaning (mercenaries) , "mujrimu Harb" - meaning (war criminals), and "awghaad" (villains or bastards).

6- Depicting those "imperialists" as hopeless desperate individuals and shameless liars caught in Iraq, e.g: "waqa al mat'oos al khayib alraja?" (the company of the miserable and the desperate) (ibid, 181-183)

9.The Model Proposed for Evaluating MT of Dysphemistic Expressions:

A good translation is professionally envisaged as having an effective meaning that entails bringing forth similar responses on TL recipients as to those responses shown by SL recipients. Nida(1964:165-6) separates between dynamic equivalence and formal equivalence. The first is based on the equivalence of response as it aims at reproducing a similarly equivalent effect on the TT reader. The role of context is clearly emphasized by (ibid) realizing that dynamic translation is not just a matter of communication of information. The second is said to be ST-oriented for it focuses on the similarity of form and content between both ST and TT. This second type of equivalence paves the way for the TT reader to be properly informed of the original text. Dynamic equivalence is comprehensive as it concentrates on trying to inflict the same connotative effect on the TL recipients as that effect witnessed by the SL recipients. By adhering to the dynamic equivalence approach, the translators enable the TT recipients to comprehend the text with similar equivalent responses as much as possible.

To elaborate more, Nida (1964: 159) distinguishes 2 types of equivalence, namely, Formal and Dynamic equivalents.

1)Formal equivalence: It focuses attention on the message, in form and content. The translator's task is to put forth a message in TL that matches, as closely as possible, the different elements in the SL. This translation type is designated as "gloss translation" in which the translator merely aims to recreate a TT that with similar characteristics to ST with regard to form and content. It is mostly employed in legal or

academic fields because it is SL-oriented allowing the reader to have access to SL culture. It is intended to achieve similarity and sameness between both languages in terms of grammatical units (substituting verb by verb and noun by noun), word order and meaning as well.

2)Dynamic Equivalence: It is based on the effects of the message not on its form. The translators use dynamic equivalent whenever the translation is intended to create the same effect on TL reader as to the effects experienced by the ST receptor. The essential aim is to present a translation that sounds both natural and smooth according to the SL culture without coercively imposing the cultural patterns of the receiver language. It is receptor oriented; this means that the translators are mainly interested in producing a message that sounds as natural as possible as far as the receptor language is concerned. Naturalness can be attained and realized by adaptation and by grammatical modifications that are considered compatible with the mandatory restrictions of the target language.

Nida (1964: 226-40) provides what he calls the “techniques of adjustment” which are methods usually adopted and resorted to by translators to produce the TL message. The aim of these procedures or techniques is to assist the translator in selecting the best equivalent at hand and they do not intend to distort the message of the text or manipulate the meaning. Nida sets the following procedures or techniques of adjustment so as to skillfully tackle emotively-loaded translation instances as is the case regarding biblical translation. The techniques involve 3 main methods, namely (addition, subtraction and alteration). They are as shown below:

a)Addition: Nida presents nine minor techniques as shown in the figure below. Amplifying implicit elements, avoiding ambiguity in the TL, clarifying elliptical expressions and adding connectors which are considered among the circumstances that could be attributed to the additions made by a translator.

b)Subtraction: It is divided into seven minor techniques as shown in the figure. These minor techniques are used to eliminate or reduce unnecessary repetition, conjunctions, specified references, and adverbs are among the situations that entail using this procedure, due to semantic or structural considerations of the target language.

c)Alteration: Nida provides seven minor techniques starting from the simplest alteration which is necessary due to the absence of correspondence in sound to the most complicated one which includes a change in the idiomatic expressions. The translator resorts to this procedure due to the incompatibilities between the ST and TT; therefore, the ST cannot be fully retained in the receptor language. The changes made are due to certain problems caused by the transliteration of a new word from the ST; this is due to structural differences that are made in the order of words between the 2 languages and due to any semantic misfits.

The main reasons behind adopting the 3 procedures are to adjustably present the form of the TT to be compatible with the form of the ST, to produce semantically equivalent structures, to put forth stylistically-appropriate equivalences and most importantly to generate an equivalent communicative effect. In accordance with the previous discussions, Nida’s (ibid) principle of equivalent-effect is adopted as the basic and to-the-point guideline for assessing the translations produced by the machine for all dysphemistic expressions. The techniques illustrated above are depicted in t

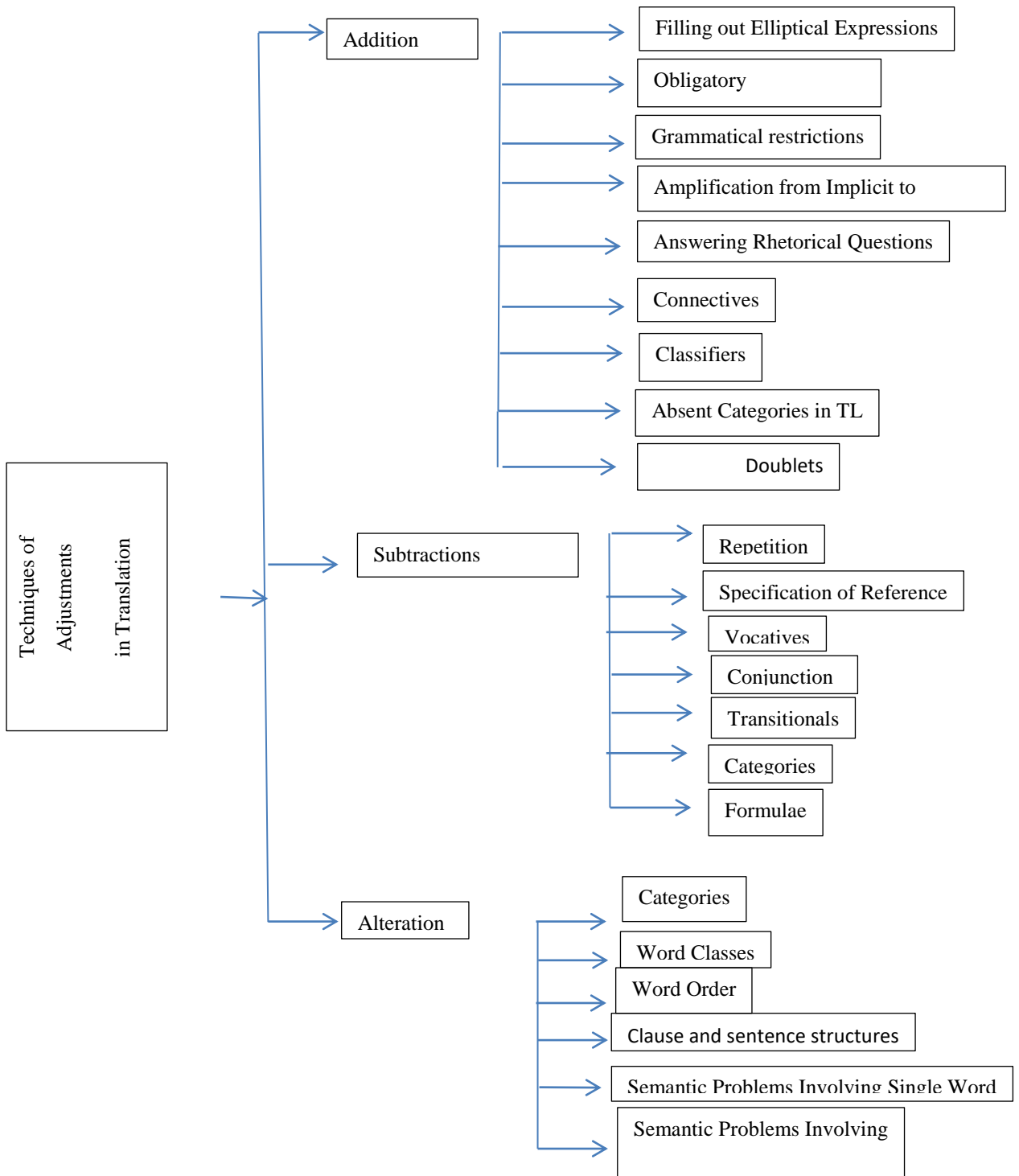


Figure (1): Translation Techniques of Adjustments, Nida

On the same boat, Baker (1992: 6_5) brings forth one of the most prominent and important ways of discussing and evaluating the suitability and appropriateness of translation depending on the basis of equivalence in accordance with the following levels:

- A. Word-level Equivalence: It deals with the issue of lacking equivalence on the smallest level of the text.
- B. Above-word Equivalence: It is about semantic topics such as meanings, collocation, idioms ...etc
- C. Grammatical Equivalence: It is related to certain syntactic issues such as number, gender, pronouns...etc.
- D. Pragmatic equivalence: It simplifies the most entangled and complicated meanings by discovering the implied intended meaning imparted by the author. This could be done by means of capturing the possible effect of the situational context of the ST.

10.Data collection and Procedure for Assessing Renderings:

The data of this paper draws on authentic English texts taken from online Newsweek, other sites and dictionaries together with their parallel Arabic translations taken from 'Google Translate'. It is assumed that the machine that rendered the English texts into Arabic is adequately provided with systematized strategies suitable for tackling dysphemistic expressions. The e-renderings of the machine will be thoroughly studied and the mistakes committed will be highlighted and presented after being objectively assessed and criticized. After carrying out the analysis and reviewing the discussion, human renderings, suggested by the researcher, will be proposed to replace any mistakes.

The paper addresses the possible problems that may encounter machine translation or e-translation in the quest to put forth semantically and especially pragmatically successful renderings for dysphemistic expressions. This new steadfastly-growing science of machine translation has to meet certain requirements in order to stand the position it gained hastily. A rendering is simply either appropriate or otherwise. The e-renderings are evaluated in the light of the following standards which are exploited so as to come up with proper judgments.

- a)The e-rendering must be well-formed and orderly-arranged as far as the TT syntactic structure is concerned.
- b)Obscurities could not be clarified or else the translator may run the risk of missing the real point for which the SL text was written in the first place.
- c)The e-rendering must be pragmatically successful; it must also be appropriate to the context in which the original verbal text takes place.
- d)Any rendering, it goes without saying, must be the ultimate product of a delicate refining process in which the sub-text (what is implied) is promoted to the status of (a text), the intended and implied meaning is grasped, and is accordingly put forth in a way identical to that of the ST.

Finally, transferring the dysphemistic meaning, preserving the negative force of the SL expression and being pragmatically suitable to the situation with regard to the type of equivalence concerned, are the two conditions that any rendering has to satisfy to be labeled as an appropriate rendering.

11.Data Analysis

In light of what has been introduced and surveyed, the practical part of this paper includes providing examples showing the whereabouts in which machine translation (Google Translate) fails to reflect the intended connotatively-unfavourable attitudinal meaning. The program ‘Google Translate’ is a multilingual machine translation service specifically developed by Google to translate texts, documents and websites from one language into another. It offers a website interface and a mobile app. for Android. It is used by over 500 million people daily.

SL text (1):

If I had told you the entire plan, he would have sensed something was up right from the start, and you would have ended up as worm food.” “It sounds like they're gonna make worm food outta me anyway!”.

(Zajac, G. 2010: ch. 8)

Interpretation: It means dead and buried.

Google translate: !كنت ستنتهي كطعام للديدان. يبدو أنهم سيصنعون طعام الديدان مني على أي حال

Discussion:

It is obvious that the MT rendering is literal. However, it appears to be an acceptable translation; the formal equivalent is satisfactory. The following rendering, the human translation, on the other hand, conveys the very strict direct sense of the intended message of the SL writer. It is more straightforward.

Suggested translation : كان سينتهي بك المطاف ميتاً ومدفوناً. يبدو أنهم سوف يقتلونني

SL text (2):

Birdbrain runs the world!

From a poem entitled ‘Birdbrain’ (1980) (Bawer, B. 1988:358)

Interpretation: (colloquial) Someone who is not intelligent.

Google translate

!عقل الطيور يدير العالم

Discussion:

The MT rendering is literal and the equivalent is formal; still, culture is taken into account by the machine. This term (birdbrain) is culture-specific. The following rendering does translate the straightforward reference of the term in question. The reader now can understand clearly what is meant by this term thanks to the understanding of the SL culture.

Suggested translation : يدير الأبله الغبي العالم

SL text (3):

Mr. Thompson was being extra nice to Shawn because it was his last day. So Shawn was not really the teacher's pet. And I was glad because I liked Shawn, and being teacher's pet is one of the worst things that can happen to a kid at school. (Clements, A. 2001:3)

Interpretation: As an intelligent and conscientious student, he was often labeled as the teacher's pet in school.

Google translate :

....لذا لم يكن شون حَقًّا حيوانًا أليفًا للمعلم

Discussion:

There is a considerable difference between the adjective of the MT and the adjective below. The former is a literal rendering while the latter is a situational one.

Suggested translation : ...ولهذا , فلا يعدُّ شون فعلياً الحيوان المدلل للمعلم ...

SL text (4):

“You really are a shithead, aren't you? I want you to know that I think you can be a real shithead at times.” Tom didn't say anything for a long while. He drove slowly, carefully, his head steady. He seemed sober as a preacher. (Sederberg, A. 2001:75)

Interpretation: A contemptible or despicable person

Google translate :

أنت حقًا خجول ، أليس كذلك؟ أريدك أن تعرف أنني أعتقد أنه يمكنك أن تكون متهورًا في بعض الأحيان

Discussion:

The MT hasn't successfully transferred the sense of the text producer and has rendered the ST in question awkwardly by using expressions that are far from accurate. The following suggested rendering, to the contrary, has touched upon the real equivalent.

Suggested translation : ... أنت وضيع or أنت مكب القاذورات

SL text (5):

"Queer. You dickface." (Brown, L. 1989:46)

Interpretation: (vulgar, slang) Term of abuse standing for a contemptible fool

Google translate

.... أنت غبي

Discussion:

Here, it is obvious that Google Translate has rendered the term in question in a milder way which differs from what is intended by the author. This is indeed an utter failure on the part of the MT; for there is no relationship between the connotative meaning of the ST expression and the rendering of the MT. So, in this instance, the MT has failed to bring forth an appropriate rendering that conveys the same effect experienced by the SL reader.

Suggested translation: يا وجه العاهرة ...

SL text (6):

Obama said, "I don't sit around just talking to experts because this is a college seminar. We talk to these folks because they potentially have the best answers, so I know whose ass to kick." NBC "Today" show interview, June 8, 2010

Interpretation: (vulgar) It means to use coercive measures to achieve a purpose.

Google translate: قال أوباما: "أنا لا أجلس فقط أتحدث إلى الخبراء لأن هذه ندوة جامعية. نتحدث مع هؤلاء الناس لأن لديهم أفضل الإجابات ، لذا فأنا أعرف من يجب أن يركل .."

Discussion:

Political language is characterized by expressions that are not polite. This issue is not or is impossible to comprehend by MT. The latter has translated "whose ass to kick" incompletely. Besides, the rendering of MT is not very much to the point. More clarification is needed.

Suggested translation : ... من هو الذي يتوجب علي أن أركل مؤخرته ...

SL text (7): Donald Trump said, "We build a school, we build a road. They blow up the road. They blow up the school. We build another school, we build another road, they blow them up. We build again, in the meantime we can't get a fucking school built in Brooklyn." C-SPAN Channel , APRIL 28, 2011

Interpretation: (vulgar) It means damned or contemptuous. This text reports a statement from Donald Trump expressing frustration with the challenges faced in constructing schools and roads due to a perceived cycle of destruction and reconstruction. It implies criticism of the situation and suggests that these challenges are particularly acute in Brooklyn. The use of strong language emphasizes the frustration and seriousness of the issue.

Google translate: نبنی مدرسة ، نبنی طريقاً. إنهم نسفوا الطريق. نسفوا المدرسة. نبنی مدرسة أخرى ، نبنی طريقاً آخر ، يفجرونهم. نبنی مرة أخرى ، في هذه الأثناء لا يمكننا الوصول مدرسة مبنية في بروكلين

Discussion:

What cannot be understood by MT is that some people, as is the case with Trump, use harsh words that should be rendered into the target language with the same force experienced by the source language readers.

Suggested translation :..... لا يمكننا بناء ولو مجرد مدرسة قذرة (ملعونة) واحدة....

SL text (8): Donald Trump said, “When people are screwing you , you don't give them state dinners”
C-SPAN Channel , APRIL 28, 2011

Interpretation: (coarse slang) have sexual intercourse with.

Google translate : عندما يخدعك الناس ، فأنت لا تقدم لهم عشاء رسمي

Discussion:

Trump is famous for his indecent language; hence it is very likely that what is intended by an insolent fellow is insolent too. This is one of the things that supports the suggested rendering below.

Suggested translation :... عندما يغتصبك الناس ...

12.Conclusions:

In light of the analyzed data, the paper has come up with the following findings and Conclusions.

1-Dysphemism is a phenomenon that always operates in languages. Both English and Arabic have a variety of different kinds and a diversity of motivational forces behind employing dysphemistic expressions.

2-Dysphemistic expressions are loaded with unfavourable emotions. The thing that matters most is the effect; therefore, the translators have to make sure that the machine preserves the original effect when translating dysphemistic expressions. Adopting Nida and Taber’s (1974) dynamic equivalence, or what Newmark (1988) marks as “communicative translation” is specifically the main type of translation that secures preserving the effect. The dynamic equivalence approach harnesses the equivalent-effect principle, thus the human translator can apply it to the translation of English dysphemistic expressions.

3-The present paper has tried to clarify the thorny area of the types and functions of dysphemistic expressions in order to make it possible for the human translator to spot, understand and re-interpret them once the machine fails to appropriately do so.

4-Logically speaking, dysphemistic expressions provide a creative way to convey meaning when your intent is to belittle or harshly insult a person. They are inherently negative by nature and may enfold numerous derogatory associations.

5-Although the use of dysphemistic expressions is still avoided, straightforwardness and the frank use of language are still progressing at the expense of the curly zigzag euphemistic expressions. Nowadays, the general trend is towards much more plainer speech and writing, and the tendency in vogue is to call things by their names in a more informative way no matter how blunt or even harsh this tendency may seem.

6-English dysphemistic expressions can be translated into Arabic, at least by human translators, despite the divergencies between the two languages. The two main factors affecting the translation of dysphemistic expressions; namely, the pragmatic and contextual factors, are difficult to process in the right manner by the machine.

7-Seeing that the most important features of dysphemistic expressions are their effectiveness (being suitable pragmatically and contextually), a rendering is regarded as inappropriate if the bad connotative

value of the expression is spoiled, if its effective power is weakened or, in case, the dysphemistic shape is distorted on the part of the e-translator.

8-The main problems that faced the machine were contextual and pragmatic ones. The problems may be attributed to the differences between the TL and ST ideologies and to the e-translator's choice due to the lack of sufficient in-built data in the machine about the vast-extending field of dysphemism.

9- Regarding the vast array of problems that e-learning students encounter, it can be seen that e-learning students are unable to satisfy their academic needs, interests, and other educational needs that are connected to pedagogical aspects. Another factor is that those who prefer to deliver lectures rather than receive them face-to-face claim that the e-learning process is more challenging. The letter "e" in online learning, according to a group of academics (Hildebrandt and Teschler, 2006), does not make the learning process easier, clearer, or more affordable when compared to traditional learning methods.

13.Recommendations:

Based on the conclusions of the paper, the following recommendations are given:

1-Translators should be well acquainted with all the types and functions of dysphemistic expressions in order to spot them, understand how they work and translate them effectively every time the e-translator fails to do so.

2-Human translators should pay attention to the author's intended meaning so as to be able to transfer the dysphemistic content in case the machine falls short of doing so.

3-Translators should pay attention to preserving the dysphemistic force of the expression as much as possible.

4-Translators should pay attention to certain factors affecting dysphemistic expressions to transfer the ST text in a systematic and effective way. The machine does not possess the proper systematized inputs that enable it to efficiently process the pejorative data of dysphemistic expressions and adequately transfer the pragmatic content of the SL expression(s). New inputs need to be added.

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