

CHILD EDUCATIONAL PSYCHOLOGY:
TRANSLATION AND COMMENTARY

By

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Dedication

To my great father and lovely mother
You are the dearest people I have in this world
No words of gratitude can ever be enough.
May Allah bless you both

Abstract

This thesis explores the problems associated with translating the discourse of child educational psychology. To this end, the thesis includes a translation from English into Arabic and a Commentary of two selected chapters from the book *Developing Children's Social, Emotional, and Behavioural Skills* by Márianna Csóti (2009). It is assumed that this kind of book about child psychology is not given its due importance in the Arab world. Translation of such discourse would help practitioners in the Arab World (parents, psychologists, teachers, schools, etc.) improve and develop Arab children's social, emotional and behavioural skills. The aim of the thesis is to examine the important problems in translating educational psychology of child learning, and how available translation theories can assist with this task. The translation and accompanying commentary indicate that the issues of cultural references, domestication, terminology, equivalence, collocation, idioms, fixed expressions, addition and omission, and markedness are perhaps the main ones to consider in the translation the discourse of child educational psychology.

Thesis search terms: child learning, education, psychology, translation, commentary, social, emotional, behavioural, skills.

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Abbreviations

The following is a list of used key abbreviations in the thesis:

Abbreviations	The form
ST	Source Text
TT	Target Text
SL	Source Language
TL	Target Language
SEAL	Social and Emotional Aspects of Learning
SEL	Social and Emotional Learning

Chapter 1: Introduction

“The best translation does not sound like a translation”, (Nida and Taber, 1969:12).

Nida and Taber stress that optimal translation is achieved when the target readers do not feel that the Target Text (TT) is a translation, as if it had originally been written in their language. In other words, the translator here becomes the author. Accordingly, a good translator should produce a translated text, which flows smoothly and sounds natural as much as possible.

Generally, translation is defined as the process of transferring a text from one language to another. Hatim & Munday (2004, p. 53) define translation as "a phenomenon that has a huge effect on everyday life". Newmark (2003, p. 5) states that translation is a process of “rendering the meaning of a text into another language in the way that the author intended the text”.

Similarly, Dickins, Hervey & Higgins (2002, p. 7) argue that translation is achieved through a two-step process “understanding an ST and formulating a TT”.

Imagine a world without translation! Without the contributions of translators, it would be impossible to achieve the element of communication between peoples. Many difficulties may appear while translating. Therefore, strategic decisions have to be taken before even starting the translation process proper. The translator should keep the following questions in mind: What is the purpose of the translation? What genre does the source text (ST) belong to? Who is the intended reader of the TT?

The purpose of the translation should be borne in mind when conveying the meaning adequately and accurately to the target reader. This is what the Skopos theory calls for. This theory was established by Vermeer (1989), who explains that the starting point for a translation is a text (as part of a “world continuum” written in the source language, which has to be translated into the target language in such a way that it becomes part of world continuum which

can be interpreted by the receiver as “coherent with his situation” (cited in Nord, 2005, p. 27). The genre should be known to the translator to establish the appropriate way of translating the text and at whom the TT is targeted. Every text type has a different purpose, for example, the purpose of an argumentative text is to persuade by arguing for a particular issue or point of view.

1.1. Major Issues in Translation:

Generally speaking, translation is not an easy undertaking. It is a complex process that requires focus on delivering the intended meaning appropriately, making the audience not to feel that what they are reading is a translated text. This is in line with the main purpose of the theories of skopos and domestication of translation.

Frequently, the translator faces translational problems that require strenuous efforts, especially when both the SL and the TL relate to different cultural contexts. Overall, translators need to overcome all the problems created by the differences between languages.

The book used in this thesis belongs to the discourse of child educational psychology that presents many difficulties for translators. In our translation of two selected chapters from *Developing Children’s Social, Emotional, and Behavioural Skills*, the most important translational issues faced were those relating to cultural references, domestication, terminology, equivalence, collocation, idioms, fixed expressions, addition and omission, and markedness

- **Cultural References:**

Culture can be defined as “the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought” (*The Free Dictionary*, n.d). Culture is a system of thoughts and ideas that determines the way of understanding life, and methods according to which to live. Bassnett (1980, p. 23) argues that Language is the heart within the body of culture, and it is the interaction between the two that results in the continuation of life-energy. In the same way that the surgeon, operating on the

heart, cannot neglect the body that surrounds it, so the translator treats the text in isolation from the culture at his peril.

This thesis aims to shed light on some cultural references in the book, the procedures for translating them and how to overcome such difficulties. The aim is to provide the same relevance translation through the TT as the ST.

*** Domestication:**

Domestication is considered as one of the most important strategies that issued when there is a cultural gap between the ST and TT. Venuti (1995) describes domestication as translating in a transparent, fluent, 'invisible' style in order to minimize the foreignness of the TT (cited in Munday, 2008). Here, the translator tries to overcome the difficulty by domesticating the unacceptable term, for example, in the ST into a suitable term in the TT.

*** Terminology (Technical Terms):**

"Any specialist field has its own technical terms," argue Dickins, Hervey & Higgins (2002, p.184). Because of its field, the book chosen for translation in this thesis is expected to be full of technical terms that need considerable attention to render them appropriately and adequately. To translate technical terms, translators need to produce the appropriate equivalents of the ST specialized terms in the TT.

*** Equivalence:**

Many scholars view the theory of equivalence as the core of translation. Equivalence is defined as "one of the central issues in the theory of translation and yet on which linguists seems to have agreed to disagree" (Svejcer, 1981, p. 321, as cited in Gutt, 1991, p.10). On equivalence, Nida (1964) proposes two types (formal and dynamic equivalence). Formal equivalence "focuses attention on the message itself, in both form and content ... with such correspondences as poetry to poetry, sentence to sentence, and concept to concept," while dynamic equivalence "aims at complete naturalness of expression and tries to relate the

receptor to modes of behavior relevant within the context of its own culture" (cited in Venuti, 2004, p156).

The main job of the translator, accordingly, is to produce the closest equivalence intended meaning as the original text to make the target text reader understand the source message adequately.

*** Collocations, Idioms, and Fixed Expressions:**

Idioms and fixed expressions are considered crucial matters that may present problems for translators. Newmark (1988, p.58) defines idioms as a "current and frequently used group of collocated words whose meaning is not clear from the common meanings of its constituent words". The main problems translators may face when rendering idiomatic and fixed expressions is when they fail to "recognize and interpret an idiom correctly" Baker (1992, p. 65). In the case of translate g into Arabic and despite the problems caused by collocations, idioms and fixed expressions, translators can make use of good terminology dictionaries or glossaries aided by an application of the rules of the Arabic Language and its wide basket of collocations and idioms.

*** Addition and Omission:**

Dickins, Hervey & Higgins (2002, p24) note that "[T]ranslation by addition is translation in which something is added to the TT which is not present in the ST". Like omission, addition is a common feature of Arabic/English translation and is therefore worth identifying. Often, translators try to use the addition and/or omission strategies for specific reasons - for example, to maintain cohesion and coherence, explication, grammatical issues, to avoid misunderstandings of religious issues or anything that might mislead or being offensive to the target readers.

*** Markedness:**

According to *The Free Online Dictionary* (n.d), the term *marked* means "of or relating to that member of a pair of words or forms that explicitly denotes a particular subset of the meanings denoted by the other member of the pair".

However, Hatim (2004, p. 229) considers the issue of ‘markedness’, as a central element in the process of translation. He notes that translators are urged to take interest in ‘translating’ not only what the original has to say but also, when appropriate, how this is said, so the essential issue of markedness is to translate not only ‘what’ is said, but also ‘how’ it is said.

1.2. Thesis Context

The aim of this thesis to produce an appropriate translation of two selected chapters from the book *Developing Children’s Social, Emotional, and Behavioural Skills* by Márianna Csóti (2009) from English into Arabic. The translation is followed by a commentary about the major issues faced in the translation. This book was chosen with a view of introducing the importance discourse of child educational psychology. The translated chapters deal with the topic of communication tools and body language, vital aspects in dealing with children. The book is considered as one of the educational treasures, as it refers to the importance of teaching "the social, emotional and behavioral skills", especially to children of primary and secondary school levels. This book also draws attention to the well-being of the children through using a vital program (SEL program) with five outcomes that aim to raise a highly skilled child to face the school life and the world after with confidence. In addition, the book emphasizes and concludes an important educational value, which has been neglected, for a long time, in most of the educational systems, utilizing easy strategies to develop the skills of the child. The author of this book, Márianna Csóti, provides practical strategies for developing these skills.

The book has strongly influenced me so much so that I decided to translate parts of it to ascertain the problems it presents for translation. My aim is to produce a full translation of the book later on so that Arab teachers and parents may have full access to its useful contents (how to improve children's social and emotional skills, attitudes towards oneself and others, behavior in the classroom, school and in public).

1.3. Thesis Structure:

This thesis is a translation and commentary of the introduction and chapter two of the book *Developing Children's Social, Emotional, and Behavioural Skills* by Márianna Csóti (2009). The thesis is divided into four chapters: Chapter 1 serves as the introduction and introduces the topic and presents a brief account the major issues in translation. Chapter 2 introduces the source text and the target text and provides a brief background about the book and the author. Chapter 3 presents the commentary, which, based on relevant theories of translation studies, discusses the issues of cultural References, collocations, idioms, fixed expressions, domestication, terminology, equivalence, addition and omission, and markedness). Finally, chapter 4 provides a conclusion and some recommendations based on the commentary.

Chapter 2: Source and Target Texts

2.1. Summary of the book (Source Text):

This book titled *Developing children's Social, Emotional, Behavioural Skills* was written by Márianna Csóti and published in 2009. The book deals with the educational psychology values in the field of learning. It examines the importance of teaching "the social, emotional and behavioral skills" especially to the primary and secondary school levels. The book emphasizes the well-being of children through the use of a program called the SEL program with five outcomes that aim to help improve a child's skills and confidence to face life at school and the wider world afterwards.

2.2. About the author:

Márianna Csóti was born in Harrow in 1964. She has a degree in Physics with Medical Physics from Exeter University and a teaching qualification (PGCE) from London University. For four years, she taught Physics and general Science in the London Borough of Brent. She has written widely on all aspects of social skills and children education.

2.3. Source Text:

Introduction

The importance of teaching social, emotional and behavioural skills to both primary and secondary school pupils has never been greater. The Every Child Matters: Change for Children agenda places an emphasis on the well-being of all children, aged 0-19. It aims to improve the lives of children and their families by delivering a programme that takes into account five Outcomes (shown below) that have been found to matter to children most. These five outcomes have been further subdivided.

Be healthy. Children should be: physically healthy, mentally and emotionally healthy and sexually healthy. Children should have healthy lifestyles and choose not to take illegal drug.

Stay safe. Children should stay safe from: maltreatment, neglect, violence and sexual exploitation, accidental injury and death, bullying and discrimination, crime and anti-social behaviour in and out of school. Children should also have security, stability and be cared for.

Enjoy and achieve. Children should: be ready for school, attend and enjoy school, achieve stretching national educational standards at primary school and secondary school, achieve personal and social development and enjoy recreation.

Make a positive contribution. Children should: engage in decision making and support the community and environment, engage in law-abiding and positive behaviour in and out of school, develop positive relationships and choose not to bully and discriminate, develop self-confidence and successfully deal with significant life changes and challenges, develop enterprising behaviour.

Achieve economic well-being. Children should: engage in further education, employment or training on leaving school, be ready for employment, live in decent homes and sustainable communities, have access to transport and material goods, live in households free

from low income. Economic well-being can follow from a successful school career.

Another relatively recent government initiative which aims to promote the teaching of social, emotional and behavioural skills at primary and secondary level is Social and Emotional Aspects of Learning (SEAL). The programme identifies five qualities and skills that underpin children's ability to manage life, learn effectively, get on with other people and help them become responsible citizens: self-awareness, managing feelings, motivation, empathy and social skills.

SEAL aims to help children make and sustain positive relationships, manage their own emotions, thoughts and behaviour, stand up for their rights and not violate other people's rights, respect other people's values and beliefs, work cooperatively, resolve conflict, solve problems alone or with other people, be able to empathize with other people, be self-motivated, be effective and successful learners and be able to promote calm and optimistic states that promote the achievement of goals, recover from setbacks and persist in the face of difficulties.

In the past, the acquisition of these skills has very often been left up to chance but now schools have taken these initiatives on board and are incorporating them into their citizenship and personal, social and health education (PSHE) programmes as well as into general teaching.

The emphasis of this book is on learning and using social and assertiveness skills, maximizing personal potential and managing self-doubt, low self-esteem and emotions that interfere with relationships and life's progression.

As with any new skill, repetition reinforces the work already done, but children should also be encouraged to put what they learn into practice. The topics in the book can be addressed in the order they come in, or particular issues that might be especially helpful can be picked out. Some of what you choose to teach may also be age or skills dependent- for example, some topics might be too basic and you might

want to skip over them quickly; others might involve too high a level of social skill.

However, even with the demand for higher levels of social awareness, the information and ideas may be adapted to suit the class you have at the time. For example, being able to empathize with other people is a high level social skill, but a young child could be encouraged to imagine it is her, rather than her friend's, pet hamster that has just died. She could imagine that her friend might appreciate a hug or hearing her say how sorry she is that he's lost his hamster and that she'd feel upset if her dog died.

Although most of the material is suitable for primary-age children much of it can still be used with secondary-age children. Some material in this book is clearly only intended for secondary use, such as the references to pregnancy, drugs and alcohol. However, these ideas are still appropriate to use with younger children, giving alternative examples to the ones provided.

A variety of approaches to delivering the content of the book have been used to appeal to many different learning styles, to deliver information in the most appropriate form and to provide variety and enjoyment to allay boredom, increasing the likelihood that children remain engaged. As well as being relevant to the children, this material should be fun to follow- it helps to have a lively and enthusiastic teacher!

Activities- which I would describe as non-passive tasks- include group or class discussions, creating lists or sentences, telling anecdotes, demonstrating 'how sentences should be spoken or how food should be eaten, commenting on someone else's delivery of a message, predicting when something would be appropriate or inappropriate and carrying out group exercises to illustrate '3 point. Role plays are used to show social pitfalls and how much more skilled: the children can become, putting what they learn into practice.

You may also find this book useful when teaching children with special educational needs. Children diagnosed with an autism spectrum disorder (ASD) such as Asperger syndrome do not naturally pick up social skills as they grow up and have to be taught them in a formal way. Many children with attention deficit hyperactivity disorder (ADHD) also have difficulty following social rules - they might, for example, find it hard to wait for their turn in a game or to wait to be invited to answer a question and instead blurt it out. Other children might have poor social skills because their parents are not; killed communicators or feel awkward in social situations and so are not useful role models for their children. Some children do have socially skilled parents but for some reasons have failed to observe and copy positive social behavior.

An awareness of social skills deficits alerts you to the need for using unambiguous language when speaking to children and giving very clear body language messages. For example, teasing some children might be inappropriate as the friendliness of the gesture could well be misinterpreted as dislike and hostility. For children with ASD the choice of words needs to be carefully considered - telling a child he needs to pull his socks up might get him struggling to pull up socks that don't need pulling up while he puzzles over why you should mention them, when you really meant that he needed to try harder and apply more effort to the task in progress.

Praise is vital when children demonstrate positive social skills since their ability to display them is often dependent on their self-esteem. If they feel good about themselves they will have greater confidence in trying out what they learn - and a greater chance of becoming socially successful in their school life, their home life and leisure time and, later, in their working life.

To help children develop social, emotional and behavioural skills, all school staff members need to be seen to be using them; no child will learn respect, for example, if he or she is not treated with

respect by those acting as role models.-he most important person in the school to drive these skills forward is the Head teacher - and the importance of children acquiring these skills needs To be written into school policy.

In running the activities described in this book it is important for all children to be clear about respecting others. In group work, children should agree on Rules that they should all keep too such as:

- Don't interrupt someone already talking.

- Don't laugh at anything anyone says - unless a Joke was intended.

- If you disagree, be prepared to say why.

- Be constructive with your criticism - suggest a way to improve something

- That was said or done.

- Value everyone's contribution.

- Allow all group members to have their say.

- Allow group members to stay silent if they don't wish to contribute.

- Avoid being judgmental.

- Don't use what group members say against them at a later date - and don't use it for gossip.

Chapter Two

Communication tools

Choosing words

To communicate well, children need to have a wide 'feelings vocabulary' and describe accurately how they are feeling or how something has affected them without resorting to offensive language, or destructive physical behavior. This helps to increase their emotional literacy- being able to recognize their feelings and those of other people and being able to manage their feelings and the feelings that arise in their relationships.

Daily use of 'feelings' words helps to encourage children to use them' too, with practice, children will become more articulate and expressive, enhancing their social experiences and increasing skillful handling of their relationships. Send a letter to the children's parents explaining the work done in school and ask them to encourage the use of 'feelings' words at home.

When expressing feelings, saying, 'I don't feel well' is not as helpful as saying, 'I feel sick and my head hurts: Saying, 'I don't want to go to the cinema' is not as helpful as saying, 'I don't feel comfortable among the crowds; they scare me: Saying, 'I don't like her' is not as helpful as saying, I feel embarrassed when I'm with her because she laughed at me when tripped up. I feel clumsy now whenever she's around:

Discuss the difference between physical feelings (how children's bodies feel) and emotional feelings (how their minds feel- although with strong emotions children also can feel them physically). Ask 'for examples of each and group them into positive and negative feelings? For example:

Positive emotional feelings: excited, happy, eager, proud, calm, elated.

Negative emotional feelings: anxious, frightened, sad, lonely, shy, angry, concerned, disappointed, disgusted, flustered, impatient, embarrassed.

Positive physical feelings: comfortable, alert, energetic, strong.

Negative physical feelings: cold, hot, shivery, dizzy, sick, tired, tense, weak.

Activity 1

Ask the children to make up sentences for at least two 'feelings' words from each group mentioned above. Explain that using 'feelings' words helps other people to understand them better and gets them the help and support they need if the feeling is a negative one. Discuss how, generally, negative feelings make children feel bad and positive feelings make them feel good, but that at times it's positive to feel angry or sad -

these are normal reactions to life events and help children come to terms with what has happened or strengthen them in some way.

Activity 2

Ask the children to think of situations when a negative emotional feeling can be positive. Ask them to make up sentences to show how having those particular feelings is helpful.

Activity 3

Ask the children to keep a 'feelings' diary. They should collect 'feelings' words from experiencing that feeling them or by reading about or seeing someone experiencing that feeling.

How words are spoken

Emphasizing different words in a sentence give slightly different messages. Consider: 'You'll feed the cat now: Stressing you'll suggests it's a particular person and no one else; stressing feed suggests the cat is to be fed and not groomed or played with; emphasizing cat suggests it's the cat and not another animal that is to be fed; weighting now indicates the immediacy of the command. By putting a question mark at the end of the sentence the command becomes a question.

The speed of speech, when it is rushed, can tell listeners that the speaker is in a hurry, or excited or angry. And when it is slow it can tell listeners whether the speaker is lazy, relaxed, sleepy or even unsure of their ground.

Pauses in speech give weight to what was just said, allow thinking time, encourage the other person to have a turn at speaking and introduce suspense in the middle of an exciting story.

The volume of speech is varied depending on where the speaker is (a church or school playground), the circumstances of the meeting (a celebration or a funeral) and how the speaker is feeling (loud for feeling angry or happy, soft for feeling sad or shy - some shy people get quieter towards the end of their sentences and some talk very quietly all the way through).

The firmness of tone can show confidence but if the voice is unsteady or wavers it can indicate nervousness or uncertainty.

Speaking in a monotone - using no variations in pitch - reduces meaning and won't keep a listener's attention. Reading a story in a monotone will fail to arouse interest in the topic or characters and will make it hard to discern which character is speaking.

Activity 1

Write 'you will feed the cat now' on the board. Ask the children to suggest different meanings the sentence can give. Explain the importance of word emphasis in speech.

Activity 2

Read some text in a monotone. Ask the children to comment on how it sounds and Invite a child to demonstrate how it should be read. Discuss the difference.

Activity 3

Write the following sentences on the board. Explain the message each is to convey and Invite the children to demonstrate how they should be spoken.

- Oh, Is that the time? The person is in a hurry and sounds worried about being late (Spoken quickly and breathlessly).
- 'Don't worry. It'll be OK: The person doesn't really care about the outcome of the listener's problem and is not taking it seriously. (Spoken slowly and dismissively)

- 'That's just typical of you! 'The person is angry with the listener. (Spoken loudly and sharply)

Ask the children how they would show particular emotions through the way they say words, such as sad (speak slowly and mournfully); bored (stretch each word into a whine); excited (fast and high pitched).

Activity 4

Ask the children under what circumstances might they:

- Whisper (In a place of worship, when someone is very ill or has just died, when they don't want someone to overhear, and when they don't want to disturb someone sleeping.)
- sigh (When they are disappointed, fed up, or just need to take a deeper breath than normal.)
- shout (When they are scared or need help, need someone's attention or when they are angry.)

When might it be inappropriate to do these things? (For example, it is rude to whisper in company and sigh when being told off. It is disrespectful to shout in a church).

Facial expressions

A face is the most expressive part of a body and can display, in addition to clearly identifiable emotions such as happiness, sadness and anger, more subtle emotions such as doubt, nervousness, hopefulness, glee and Embarrassment. To demonstrate the wide variety of facial expressions there is no one better than Rowan Atkinson acting as Mr. Bean. He tells very long stories almost solely through facial expression; he speaks very little yet viewers can understand everything just through watching his body language.

Some facial expressions have more than one meaning. In these situations the observer needs to understand what has gone on before to give the expression the correct interpretation. This can be hard to guess, especially for children with autism spectrum disorders. For example, a

frown could indicate someone deep in thought, trying to work out a solution to a problem or trying to decide what to do - or it could indicate annoyance. Teachers frown at children who are troublesome. Children might frown when they don't understand the task set for them.

Raised eyebrows can indicate surprise, disbelief, shock or even disapproval. People squint when there is bright light or when they have poor sight and are trying to focus their eyes-but a squint can also be a threatening

Display a poster in the class depicting a range of facial expressions and encourage the children to copy some of the expressions and use them at appropriate times. Children who have difficulty expressing how they feel can point to the face that shows how they are feeling. This can be particularly useful for some children with special educational needs.

Activity 1

Show a recording of Mr. Bean to the class. Ask the children to take note of how skillfully Rowan Atkinson manages to convey his intentions and his feelings mainly through facial expressions, and with a little help from the rest of his body language.

Activity 2

Ask the children to portray facially a variety of emotions, such as fear, anger, sadness, happiness, jealousy and pleasure. They should allow plenty of time to practice. Each expression before moving onto the next one, they could check their expressions in mirrors.

Ask the children to practice giving the right facial messages to go with particular feeling in front of a mirror at home and try to be more expressive when they talk about their feelings with other people.

Activity 3

Devise a game whereby a volunteer is secretly given an emotion to portray non-verbally, using only facial muscles. The other children have to guess what it is. If the children need more help write a variety

of sentences on the board and ask the class to guess which sentence describes what has happened to the volunteer. Suggestion includes.

You have just been given the present you always wanted
gesture. (Delight: eyes wide, mouth open and smiling in a relaxed way).

You have just seen a big spider. (Fear. eyes staring, mouth
gaping, lips down-turned facial muscles tense).

You have just been told your hamster has died. (Sadness: eyes
mournful, eyelids blinking slowly and staying shut for longer than
normal, down-turned mouth, facial muscles drooping).

You have just seen the boy/girl you fancy approaching you
Embarrassment/shyness: repeated looking towards the floor, biting the
lips, head to one side as though to hide the face).

Body language

Three qualities revealed through body posture and body gestures
are passivity, aggressiveness.

Passivity, or timidity is shown by mumbling or stuttering,
slouching Looking down at the floor nervously picking at “fingers or
biting nails, having arms folded in a protective manner body hunched,
having Legs close together to minimize space the body takes up and
standing further from another person than a confident person would
stand. Children who predominantly display passive body language are
more open to victimization.

Aggressiveness is shown by shouting, using a sarcastic or
accusing tone, having a tense upright posture where the person uses
height to intimidate, staring unremittingly at the other person, having
tight fists, pointing folding arms or having hands on hips with legs more
than slightly apart, space, and leaning forward in a threatening manner.
Children who predominantly display aggressive body language can
intimidate and find that other people are less likely to want to make
friends and will probably try to avoid them.

Assertiveness is shown by speaking clearly and firmly with a Well-modulated tone (not in a monotone), having a relaxed upright Posture, having a gaze that meets the other person's gaze while.

Occasionally looking away, having hands relaxed by the sides and legs slightly apart, leaning forward to talk to another person to show interest in what is being said and standing a comfortable distance from the other person. Children who show assertive body language are more likely to command respect from other people, their opinions are more likely to be valued and they are less likely to be bullied or be suspected of being bullies.

Discuss the following questions with the class;

- Passive, aggressive and assertive are words to describe certain types of behaviour. What do you know about each type of behavior?

How might passive people appear? How might aggressive people appear? How might assertive people appear?

- If someone acts confidently, people will believe that they are confident whether or not this is the case. And when people change in the way they behave towards them because they believe they are confident, that will make that person feel more confident. On the whole, how would you like to be seen? Discuss the consequences of being seen as passive, aggressive and assertive. Also see page 97.)

Activity

Invite children to show what posture is best to adopt in the following situations:

- You are in trouble from a teacher and it is deserved. (A slightly timid posture is best to show meekness and regret. An aggressive, defiant posture is likely to get you into more trouble. A confident posture in this situation might be misinterpreted by the teacher as arrogance.).

- You are out shopping in a big town. (You need to look confident so that no one is tempted to pick on you or to try to talk you into doing something you don't want to do).

- Someone has unjustly accused you of doing something. (You need to look outraged and angry to show you have been wronged).

Ask the children to practice reading body language by watching people carefully when they speak - and by watching actors in films and on the television. They should also try matching their body language with the message they want to give.

Eye contact

Eye contact is used to:

- indicate which person you are talking to
- give emphasis to what you say so that you are taken seriously
- show you mean it when you say no
- show you will be able to see if the other person isn't listening
- show you have seen what the other person has done - or is about to do - which can modify their behavior

- show you are trustworthy - you are more likely to be believed if you deny stealing something while maintaining eye contact. Dropping the gaze suggests guilt.

- show dislike - by not making eye contact and effectively ignoring the other person

- show you don't like the look of someone - you tend to look away more frequently if there is something about the other person you dislike.

- show you are strongly attracted to a person - you are more likely to maintain eye contact with fewer and shorter breaks and the pupils of your eyes dilate.

Unrelieved staring is aggressive or indicates a child has poor social skills. Rarely meeting someone's gaze is typical of passivity or of a timid, nervous child. It can also appear. Shifty, as though the child has something to hide. Usually when children are face to face their gaze does break every so often for a second or two. If a child is thinking hard or recalling something then can break for much longer.

A lack of eye contact generally can indicate that a child is depressed – if someone in your class rarely or never makes eye contact consider this as a possibility. It may be that the child needs help.

Discuss the importance of making eye contact, the different purposes it serves and the different messages it can give. Ask the children to describe some situations when eye contact is essential. Suggestions:

- When the teacher wants to say something very important and needs to see that everyone is paying attention.
- When they want to ask someone a question - they call that person's name and look at their eyes to see when they have their attention.
- When they first greet someone. They need to say hello while looking into the other person's eyes.
- When assuring someone that they are telling the truth.

Activity

Explain that as well as showing someone they are listening, their eyes can give away their emotions. If children dislike someone - or even hate them -It shows in their eyes.

Ask the children to use only their eyes and the muscles around their eyes to show emotions of hate, anger, sadness and love. Just tiny movements in the muscles around the eyes can tell a great deal about the way a person feeling. If the children allow the rest of their facial muscles to express the emotion it can be seen very clearly.

Using communication tools

Although the different elements of communication have been looked at in some detail, children might find it hard to put these things together. Taking part in role plays can help them consolidate this work.

In each scenario described on the next page ask the children to think about how they would feel in that situation and choose words that would show this. They also need to consider how they would say those

words, how their faces would look, whether they would make eye contact and what their body might be doing to back up what they say and how they feel.

Some people are very skilled at deliberately giving false messages through their body language to con people or to get someone else into trouble. Some people are specially trained to read tiny changes in the way someone looks or moves to glean more from the person than they are conscious of giving away. Psychologists use this skill to try to find out what their client is really thinking or feeling, leading them to a better understanding of the person which allows them to be more helpful in therapy. Police use this skill to try to expose people who are lying. Revealing body language for lying includes blushing, sweating, and a lack of eye contact, a tense Posture, chewing the lip. And scratching the nose or rubbing the jaw.

Activity 1

Ask for two volunteers, A and B. Give them a slip of paper that provides script for a scenario that they act out. The rest of the class must guess how B is feeling. How do they know? Could B improve his/her body language to give a clearer message? The scenario can be repeated using all the Suggestions the class has made. Have new volunteers for each script.

Suggestions include:

- A; 'Here's a present for you:

B: 'This is just what I wanted: You feel delighted.

- A; 'I'm sorry, I can't come to your party after all:

B: 'Oh no. What a shame: You feel disappointed.

- A;'I saw you take money from my bag!'

B: 'Oh. Sorry: You feel ashamed.

- A: 'This is what I think of your new CD-ROM game: (Mime snapping it in two).

B: 'Why did you do that? 'You feel extremely angry.

• A: 'I just heard your best friend had an accident and has had to go to hospital:

B: 'Oh no: You feel very concerned.

• A: 'The caretaker's cats' died

B: 'Oh, poor caretaker. Poor cat: You feel very sad.

• A: 'Hey, I won that competition:

B: 'That's wonderful! 'You feel very pleased.

• A: 'Would you like to come with my family on Saturday to that theme park we talked about?'

B: 'Would I? Yes please! 'You feel very excited.

• A: 'It's your exam this morning isn't it?'

B: 'Yeeeeeesss: You feel scared.

• A: 'I don't want to be friends with you anymore.

B: 'Oh. Why not? 'You feel hurt.

Activity 2

Ask volunteers to make prepared statements to the class. Are they telling the truth? How do the children know?

2.4. Target Text

تنمية المهارات الاجتماعية والعاطفية والسلوكية للأطفال

ماريانا سوتي

المقدمة

إن تعليم المهارات الاجتماعية والعاطفية والسلوكية هي الأكثر أهمية لتلاميذ مراحل التعليم الابتدائي والإعدادي على حد سواء. أن المنهج الذي يقوم على أن لكل طفل أهميته لإحداث التغيير يؤكد على رفاهية كل الاطفال في الفئة العمرية من 0 الى 19 عاماً. ويهدف هذا المنهج إلى تحسين حياة الأطفال واسرهم بتقديم برنامج يأخذ في الاعتبار خمس نتائج (مبينة أدناه) وجد أنها الأكثر أهمية عند الطفل وهذه النتائج الخمس قُسمت كالآتي:

الصحة الجيدة

ينبغي أن يكون الأطفال أصحاء بدنياً وأصحاء عقلياً وأصحاء عاطفياً وأصحاء جنسياً ويجب أن يحظوا بأسلوب صحي معين وأن يختاروا أن لا يتعاطوا العقاقير غير القانونية.

الامان

ينبغي أن يكون الأطفال آمنين من سوء المعاملة والإهمال والعنف والاستغلال الجنسي والإصابات العرضية والموت والتنمر والتمييز في المعاملة و الجرائم والسلوك غير الاجتماعي داخل المدرسة وخارجها. وينبغي أيضاً أن يكونوا آمنين ومستقرين وأن يحظوا بالعناية التامة.

الاستمتاع وتحقيق الأهداف

ينبغي أن يكون الأطفال مستعدين للمدرسة من ناحية الحضور والاستمتاع بها ويحققون المعايير التعليمية الوطنية للمدارس الابتدائية والإعدادية وكذلك يحققون تقدماً على المستوى الشخصي والاجتماعي ويتمتعون بالراحة.

المساهمة الايجابية

ينبغي على الاطفال أن يشاركوا في إتخاذ القرارات ودعم المجتمع والبيئة والإلتزام بالقوانين والسلوك الإيجابي داخل المدرسة وخارجها وأن تكون لهم علاقات ايجابية وأن يقرروا أن لا يتمروا ويتميزوا بالمعاملة، وأن ينمي ثقته بنفسه وأن يجيد التعامل بنجاح مع متغيرات الحياة المهمة وتحدياتها وكذلك تنمية سلوك المبادرة والاقدام عنده.

تحقيق الرفاهية الاقتصادية

ينبغي أن يحصلوا على تعليم متقدم او وظائف او تدريب عند اكمال الدراسة وأن يكونوا مستعدين للتوظيف وأن يعيشوا في منازل جيدة وأن يجيدوا التعامل مع المجتمعات المستقرة والمواصلات وكذلك السلع المادية وأن يعيشوا في عائلة ليست محدودة الدخل. أن الطريق الى تحقيق الرفاهية الاقتصادية يكون من خلال حياة دراسية ناجحة.

وهناك مبادرة حكومية اخرى حديثة نسبياً تهدف الى تعزيز دراسة المهارات الاجتماعية والعاطفية والنفسية والسلوكية في المدارس الابتدائية والاعدادية تسمى (تنمية الجوانب العاطفية والاجتماعية للتعليم) والتي يرمز لها باللغة الانكليزية SEAL ويحدد برنامج هذه المبادرة خمس صفات ومهارات تؤيد قدرة الاطفال على التعامل مع الحياة والتعلم على نحو فعال وأن ينسجم مع الآخرين ويساعدهم ليصبحوا مواطنين يتحملون المسؤولية ولديهم ادراك لذواتهم.

SEAL برنامج سييل

يهدف برنامج SEAL الى مساعدة الاطفال في ادامة علاقات ايجابية والتحكم بمشاعرهم وافكارهم وسلوكهم والدفاع عن حقوقهم وعدم الاعتداء على حقوق الاخرين واحترام قيم الاخرين ومعتقداتهم. وأن يكون لديهم القدرة على التعاون في العمل وانهاء الصراعات والتحديات سواء بمفرده او بالتعاون مع الآخرين والقدرة على تفهم مشاعر الاخرين وامتلاك الحافز الذاتي وأن يكونوا متعلمين ناجحين ومؤثرين والتمتع بالقدرة على خلق اجواء ايجابية ومتفائلة تمكنه من تحقيق الاهداف والتعافي من العثرات والثبات في مواجهة الصعاب. وقد كان الحصول على هذه المهارات في الماضي متروكاً للصدفة غير أن المدارس قد تبنت هذه المبادرات وادخلتها في منهاج التربية الوطنية والتعليم الفردي والاجتماعي والصحي PSHE علاوة على التدريس بوجه عام.

يركز هذا الكتاب على تعلم المهارات الاجتماعية والحزم واستخدامها وزيادة القدرات الشخصية لتصل الى اعلى مستوى والتحكم في فقدان الثقة بالنفس وضعف تقدير الذات والمشاعر التي تتداخل مع العلاقات وتطور الحياة.

وكما هي الحال مع أي مهارة جديدة فان الاعادة تعزز العمل المنجز ولكن ينبغي تشجيع الاطفال على تطبيق ما يتعلمونه. ويمكن تناول موضوعات الكتاب بالترتيب نفسه او يمكن انتقاء الموضوعات ذات الفائدة الخاصة. وبعض الذي تختاره للتدريس قد يكون مرتبطاً بالعمر او المهارات على سبيل المثال بعض الموضوعات قد تكون شديدة البساطة الامر الذي يدفعك الى تجاوزها بسرعة غير أن موضوعات اخرى قد تتطلب مستوى عالياً من المهارات الاجتماعية.

غير أنه حتى مع وجود طلب على مستويات عالية من الوعي الاجتماعي فانه يمكن تكيف المعلومات والافكار التي تناسب الفصل الدراسي الذي تدرسه في كل مرة على سبيل المثال القدرة على تفهم مشاعر الاخرين هي مهارة اجتماعية عالية الا أنه من الممكن تشجيع طفلة صغيرة على أن تتخيل فقدان حيوانها الأليف لتفهم مدى حزن صديقتها وقد تتخيل وقتها كيف ستقدر صديقتها احتضانها او تعبيرها عن أسفها لفقدان صديقتها لحيوانها الأليف وأنها لكانت ستشعر بالحزن لو ان حيوانها هي قد مات.

وبالرغم من أن معظم مادة الكتاب تناسب المرحلة الأساسية فانه يمكن استخدام الكثير منها للمرحلة الثانوية. أن جزءاً من مادة هذا الكتاب موجهة حصراً للمرحلة الثانوية مثل الاشارة الى الحمل والعقاقير المخدرة والخمر غير أن هذه الافكار ما زالت ملائمة للاستخدام مع اطفال اصغر سناً باعطاء امثلة بديلة عن تلك الموجودة في الكتاب.

وقد استخدمت اساليب متعددة لتقديم محتوى الكتاب لمراعاة انماط تعلم مختلفة لتقديم المعلومات بأفضل طريقة ولضمان التنوع والامتع للبعد عن الملل وضمان تعلق الطفل بالكتاب. بما انه هذه المادة مرتبطة بالاطفال ايضاً فينبغي أن تكون ممتعة فيتابعها الطفل فتساعد أن يكون المعلم متحمساً ومفعماً بالحياة.

أما النشاطات والتي اصنفها بانها حيوية فتشمل مناقشات بين مجموعة او للفصل الدراسي وانشاء قوائم او جمل او سرد الطرائف وتوضيح كيف ينبغي نطق الجمل او كيف ينبغي تناول الطعام والتعليق على طريقة ادهم في توصيل الرسالة والتوقع متى يكون الشيء مناسباً او غير مناسب وأداء مجموعة من الانشطة لشرح وجهة نظر ما. وكذلك تستخدم الادوار لتوضيح العثرات الاجتماعية وبيان مدى تقدم المهارات المكتسبة عند الاطفال حين وضع ما تعلموه في حيز التنفيذ.

وقد تجد هذا الكتاب مفيداً ايضاً عند تدريس أطفال ذوي احتياجات تعليمية خاصة. أن الاطفال الذين تم تشخيصهم بمرض التوحد مثل متلازمة اسبرجر، لا يتمكنون من تعلم المهارات الاجتماعية بمرور العمر بل ينبغي تعليمهم تلك المهارات بطريقة منهجية. ويعاني العديد من الاطفال المصابين بنقص الانتباه المصاحب لفرط النشاط ADHD ايضاً من صعوبة اتباع القواعد الاجتماعية فعلى سبيل المثال قد يصعب عليهم انتظار دورهم في الالعاب او في الاجابة على الاسئلة فيردون اعتباطاً. وهناك اطفال اخرون يفتقرون الى المهارات الاجتماعية بسبب افتقار آبائهم لمهارة التواصل الاجتماعي او شعورهم ان الوضع اخرق في المواقف الاجتماعية وبالتالي فهم لا يمثلون قدوة للأطفال. ولدى بعض الأطفال اباء ذوو مهارات اجتماعية جيدة غير أنهم فشلوا في متابعتهم وتقليد سلوكهم الايجابي لسبب ما.

أن الوعي بالعيوب في المهارات الاجتماعية ينيهك الى الحاجة للاستخدام الواضح للغة عند مخاطبة الاطفال و ايصال رسائل واضحة باستخدام لغة الجسد ، فعلى سبيل المثال قد تكون مناكدة الاطفال غير مناسبة اذ أن الصفة الودية لهذه المناكدة قد يساء فهمها باعتبارها كراهية وعدوان. وينبغي اختيار الالفاظ بعناية عند مخاطبة الاطفال المصابين بالتوحد. فعلى سبيل المثال عندما تخبر طفلاً أن عليه ان يرفع جواربه الى الأعلى يمكن أن يؤدي ذلك به الى المعاناة لرفع جوارب لا تحتاج الى الرفع في وقت يحاول أن يفهم لماذا انت اخترت هذا الطلب بالذات في حين انك قد تعني أنه في حاجة لبذل جهد اكبر في مهمته.

أن مدح الاطفال امر مهم للغاية عندما يظهرون مهارات اجتماعية ايجابية نظراً لكون قدرتهم على اظهار هذه المهارات تعتمد على احساسهم بتقديرهم لذواتهم. وعندما يشعر الاطفال بالرضى عن انفسهم سوف يمتلكون قدراً اعلى من الثقة بالنفس لتجربة ما تعلموه وتكون لديهم فرصة اكبر لنجاحهم اجتماعياً في حياتهم المدرسية والمنزلية و اوقات فراغهم بالاضافة الى حياتهم المهنية في مرحلة لاحقة.

ولمساعدة الاطفال على اكتساب مهارات اجتماعية وعاطفية وسلوكية ينبغي أن يحرص أعضاء هيئة التدريس على ممارسة الاطفال لهذه المهارات. فالأطفال لن يتعلموا الاحترام اذا لم يعاملهم بالاحترام من يفترض بهم أن يكونوا القدوة. والشخص الاكثر اهمية في المدرسة لتعزيز هذه المهارات هو المدير، وينبغي أن تحتوي سياسة المدرسة على أهمية اكتساب الاطفال لهذه المهارات.

عند تطبيق الانشطة المدرجة في هذا الكتاب من المهم أن يفهم الاطفال احترام الاخرين فهماً تاماً. وينبغي أن يوافق الاطفال على القواعد التالية واتباعها عند اداء نشاط جماعي.

لا تقاطع الشخص الذي يتحدث
لا تضحك على أي شيء يذكره شخص آخر الا اذا كان المقصود منه الدعابة
اذا لم توافق على شيء ما فعليك ان تقدم السبب
عليك أن تكون بناءاً في نقدك كأن تقترح طريقةً لتحسين شيء ما قد ذكره احدهم او فعله
لتكن مشاركة الجميع موضع تقدير عندك
أمنح فرصة لجميع أعضاء الفريق لكي يبدوا أرائهم
لا مانع في أن يظل أعضاء الفريق صامتين في حين فضلوا عدم المشاركة
تجنب اصدار الاحكام
تجنب استخدام ما قاله اعضاء الفريق ضدهم لاحقاً وتجنب الثرثرة به

الفصل الثاني

تنمية المهارات الاجتماعية والعاطفية والسلوكية للأطفال

وسائل التواصل

ويعتمد التمتع بمهارات اجتماعية جيدة على القدرة على استخدام ادوات التواصل استخداماً فعالاً، فقد يدعم اختيار الأطفال للكلمات وطريقة قولها و ان كانت تعبيرات الوجه و لغة الجسد تدعم في اظهار المعنى المطلوب.

اختيار المفردات

يحتاج الاطفال الى العديد من المفردات التي تعبر عن المشاعر حتى يتمكنوا من التواصل على نحو جيد ووصف ما يشعرون به بدقة او وصف كيف ان شيئاً اثر فيهم دون اللجوء الى لغة بذينة او سلوك عدواني هدام. الامر الذي يساهم في زيادة ثقافتهم العاطفية وذلك بفضل قدرتهم على التعرف على مشاعرهم الخاصة ومشاعر الآخرين اضافةً الى القدرة على التحكم في مشاعرهم والمشاعر التي تتولد من تلك العلاقات. ان الاستخدام اليومي للكلمات الخاصة بالمشاعر يشجع الاطفال ايضاً على استخدامها. وبالممارسة ، يصبح الأطفال اكثر قدرة على التعبير، الامر الذي سيسهم في تعزيز خبراتهم الاجتماعية وزيادة مستوى التعامل بمهارة مع علاقاتهم ، لذا ارسل خطاب الى ولي امر الطفل تشرح فيه النشاط الذي اديتموه في المدرسة واطلب منهم تشجيع استخدام الكلمات الخاصة بالمشاعر في البيت. وعند التعبير عن المشاعر من الافضل القول اشعر بالغبثيان ورأسي يؤلمني من القول أشعر اني "لست بصحة جيدة"، والقول انا لا أشعر بالراحة وسط الزحام لانه يثير رعي أفضل من القول "لا اريد الذهاب الى السينما " ومن الافضل القول "اشعر بالحرج عندما اقابلها لأنها ضحكت عندما تلعثمت" و"اشعر بالحرج الآن كلما رأيتها" من القول "انا لا استلطفها".

اشرح الفرق بين المشاعر البدنية (ما يشعره الاطفال بأجسادهم) وبين المشاعر المعنوية (ما يشعره الاطفال في وجدانهم - بالرغم من ان الاطفال يمكن ان يشعروا بدينياً بالمشاعر القوية). اطلب أمثلة للمشاعر من النوعين وصنفهم في مجموعتين من المشاعر الايجابية والسلبية.

على سبيل المثال:

مشاعر معنوية ايجابية : متحمس ، سعيد ، متشوق ، فخور ، هادئ ، مبهج.

مشاعر معنوية سلبية : قلق ، خائف ، حزين ، وحيد ، خجول ، غاضب ، قلق ، خائب الامل ، مشمئز، مرتبك ، نافذ الصبر ، محرج.

مشاعر بدنية ايجابية : مرتاح ، متيقظ ، مفعم بالطاقة ، نشط

مشاعر بدنية سلبية : بردان ، محتر، مرتجف ، داخ ، يشعر بالغثيان ، متعب ، متوتر، ضعيف.

نشاط 1

اطلب من الاطفال تكوين جمل باستخدام كلمتين على الاقل من الكلمات الخاصة بالمشاعر المذكورة اعلاه اشرح لهم ان استخدام الكلمات الخاصة بالمشاعر يساعد الاخرين على فهمهم فهما افضل والحصول على مساعدتهم ودعمهم ان كان الشعور سلبياً.

واشرح على نحو عام كيف للمشاعر السلبية ان تجعل الأطفال يشعرون بشعور سيئ وكيف ان المشاعر الايجابية تشعرهم بشعور جيد. ولكن في بعض الاوقات يكون الشعور بالغضب او الحزن امراً ايجابياً فهي ردود افعال طبيعية لما يحدث في الحياة وتساعد الاطفال على التأقلم مع ما حدث او تقويتهم على نحو ما.

نشاط 2

أطلب من الأطفال التفكير في مواقف يمكن أن تكون المشاعر المعنوية السلبية فيها ايجابية. وأطلب منهم تكوين جمل تبين كيف تكون هذه المشاعر امراً مفيداً.

نشاط 3

أطلب من الأطفال الإحتفاظ بمفكرة عن مشاعرهم وينبغي جمع الكلمات الخاصة بالمشاعر وذلك بالشعور بها أو بالقراءة عنها أو بروية شخص آخر لديه هذه المشاعر.

كيفية نطق الكلمات

إن التأكيد على كلمات مختلفة في الجملة الواحدة قد يؤدي الى إيصال رسالة مختلفة قليلاً. فعلى سبيل المثال عند القول "ستنطم القطة الآن " فإن التأكيد على كلمة (أنت) سوف يعني انك أنت بالذات وليس أحد آخر. بينما التأكيد على كلمة (تظعم) يشير إلى إطعام القطة وليس قص شعرها أو اللعب معها. في حين أن التأكيد على (القطة) يشير إلى إطعام القطة وليس أي حيوان آخر. والتأكيد على (الآن) يشير إلى ضرورة تنفيذ الأمر بسرعة. ووضع علامة إستفهام في آخر الجملة يجعل الأمر يتحول إلى إستفسار.

تعني سرعة الحديث أن المتحدث في عجلة من امره او متحمس او غاضب. وعندما يكون الخطاب بطيئاً فمن الممكن ان يستنتج المستمع ان المتحدث يشعر بالكسل أو مرتاح أو يشعر بالنعاس أو حتى غير واثق من موقفه.

تعطي سرعة الكلام عند الهرع اثناء المحادثة ثقلاً الى ما تم ذكره قبلها، وتتيح فترة من الزمن للتفكير وتشجع الشخص الآخر ليأخذ دوره في الحديث وتضيف عنصر التشويق في منتصف القصص المثيرة. وتختلف درجة إرتفاع صوت المتحدث إذا كان يتحدث في دار عبادة او ساحة مدرسة وتختلف بناءً على ظروف اللقاء (الاحتفال يختلف عن المأتم) وبناءً على حالة المتحدث (الصوت العالي يدل على الغضب او السعادة والصوت المنخفض يدل على الشعور بالحزن او الخجل فبعض الاشخاص الخجولين يكون صوتهم اخفض في اواخر الجمل والبعض الآخر يتحدث بهدوء طوال الوقت).

ويشير ثبات نبرة الصوت الى الثقة وعدم الثبات بنبرة الصوت او تموجاته من الممكن ان تشير الى التوتر او عدم التأكد

كما ويشير التحدث بنبرة ثابتة (من دون تغيير في نبرة الصوت) يقلل معاني الكلمات ويشنت انتباه المستمع. فقرة قصة بنبرة ثابتة سيخفق في جذب الانتباه الى الموضوع او الشخصيات وتجعل من الصعب تمييز اي شخصية تتحدث.

نشاط 1

اكتب (سوف تطعم القطة الآن) على اللوحة واطلب من الأطفال ان يقترحوا معاني مختلفة للجملة وشرح اهمية التأكيد على الكلمات في الكلام.

نشاط 2

اقرأ نصاً بنبرة صوت ثابتة واطلب من الأطفال ان يعلقوا على تقبلهم للصوت وادعوا ادهم لشرح كيف ينبغي ان تُقرأ ثم ناقش الفرق.

نشاط 3

اكتب الجمل التالية على اللوحة ثم اشرح الرسالة التي تحملها كل جملة وادعوا الأطفال الى شرح كيفية قرائتها عجباً ، هل هذا هو الوقت؟- الشخص في عجلة من أمره ويبدو عليه القلق من كونه متأخراً(تقال بسرعة وبأنفاس لاهثة)

لا تقلق ستكون الامور على ما يرام - المتحدث لا يهتم فعلاً بنتيجة مشكلة المستمع ولا يأخذها على محمل الجد (تقال ببطئ ونبذ الفكرة).

هذا عادة انت!- المتحدث غاضب من المستمع (تقال بصوت مرتفع وحاد).

اسأل الأطفال عن كيفية إظهار مشاعر معينة من خلال نطقهم للكلمات على سبيل المثال في حالة الحزن (تتحدث ببطئ وحزن) وفي حالة الملل (اعط زمن اكبر للكلمات) وفي حالة التحمس (تحدث بسرعة وصوت مرتفع).

نشاط 4

إسأل الأطفال عن الظروف التي يمكن أن يقولون فيها:

الهمس (في أماكن العبادة، وعندما يكون شخص ما مريضاً جداً أو ماتت توأ و عندما لا يريدون ان يسمعهم شخص اخر وعندما لا يريدون ان يزعجون شخصاً نائماً).

(التنهّد) عندما يكونون محبطين او ضجرين أو عندما يكونون ببساطة بحاجة لأخذ نفس عميق اكثر من المعتاد.

(الصراخ) عندما يكونون خائفين او بحاجة للمساعدة او بحاجة لجذب انتباه شخص ما او عند الغضب.

متى يكون من غير اللائق عدم فعل هذه الأشياء؟ (على سبيل المثال يعتبر امرأ فضاءً أن نهمس اثناء وجود آخرين (أو تنتهّد عندما نوبخ). ومن عدم الإحترام الصراخ في دار العبادة.

تعبيرات الوجه

يعتبر الوجه أكثر أجزاء الجسد تعبيراً ويمكنه إظهار مشاعر خفية كالشك والتوتر والأمل والسعادة والإحراج فضلاً عن مشاعر سهلة التمييز كالسعادة والحزن والغضب ولشرح تعبيرات الوجه العديدة لا يوجد مثال أفضل من روان ادكنسون الذي يمثل شخصية مستر بينفهو يحكي قصص طويلة جداً ولا يكاد يستخدم سوى تعبيرات الوجه فقط ويتحدث قليلاً جداً ولكن يظل المشاهدين قادرين على فهم كل شيء من خلال متابعة لغة جسده.

ولبعض تعبيرات الوجه أكثر من معنى واحد وفي هذه الحالات على المتابع ان يفهم الظروف المحيطة قبل التفسير الصحيح للتعبير. الأمر الذي قد يكون صعب التخمين خاصةً مع الأطفال المصابين بالتوحد على سبيل المثال العيوس قد يشير إلى شخص غارق في افكاره أو يفكر في حل لمشكلة ما او إتخاذ قرار ما وقد يشير إلى الانزعاج . فالمعلمون يعيوسون في وجوه الأطفال الذين يثيرون المشاكل. والأطفال قد يعيوسون عندما لا يفهمون ما هو مطلوب منهم.

قد يشير رفع الحاجبين إلى المفاجأة وعدم التصديق و الصدمة أو حتى عدم التقبل. و ينظر الاشخاص شزراً في الضوء الساطع او عندما يعانون مشكلة في الرؤية او عندما يحاولون التركيز بأعينهم غير أن النظر شزراً قد يكون إشارة تهديد.

اعرض ملصق حائط في الفصل الدراسي يصور مجموعة من تعبيرات الوجه وشجع الأطفال على تقليد بعض هذه التعبيرات وإستخدامها في اوقات مناسبة لها. والأطفال الذين يجدون صعوبة في التعبير عن مشاعرهم يمكنهم الإشارة إلى الوجه الذي يعبر عن ما يشعرون به وهذه الطريقة قد تكون ذات فائدة على وجه الخصوص مع الأطفال ذوي الإحتياجات التعليمية الخاصة.

نشاط 1

اعرض جزءاً من حلقة لمستر بين في الفصل الدراسي. وإطلب من الأطفال تدوين ملاحظات عن قدرة روان اتكينسون على التعبير عن نواياه و مشاعره بتعبيرات الوجه بمساعدة قليلة من باقي لغة جسده

نشاط 2

إطلب من الأطفال التعبير بوجوههم عن مجموعة من المشاعر كالخوف والغضب والحزن والسعادة والغيرة والسرور وعليهم ان يأخذوا الوقت الكافي للتدرب على كل تعبير قبل الإنتقال إلى التعبير الذي يليه . ويمكنهم مشاهدة تعبيراتهم في المرآة.

إطلب من الأطفال التدرّب على إيصال الرسالة الصحيحة باستخدام الوجه بطريقة مناسبة أمام المرأة في المنزل ويحاولون أن يكونوا أكثر قدرة على التعبير عندما يتحدثون عن مشاعرهم مع الآخرين.

نشاط 3

ابتكر لعبة يعبر فيها أحد المتطوعين عن شعور ما أوصلته له بسرية باستخدام عضلات الوجه دون اللجوء إلى التحدث . وعلى الأطفال الآخرين تخمين ماهو هذا الشعور . وإذا كان الأطفال يحتاجون إلى المزيد من المساعدة إكتب مجموعة من الجمل على اللوحة وإطلب من التلاميذ تخمين أي الجمل تصف ما الذي حدث للمتطوع.

و تشمل الإقتراحات على الأتي:

لقد حصلت على الهدية التي كنت تريدها دوماً (الشعور بالسعادة : إتساع العينين وفتح الفم والإبتسام بارتياح).
لقد رأيت للتو عنكبوتا ضخماً (الشعور بالخوف : التحديق بالعينين و فتح الفم قليلاً ومط الشفاه وتوتر عضلات الوجه).

لقد أخبروك للتو بأن حيوانك الاليف مات (الشعور بالحزن : الأسى و الجفون ترمش ببطء وتبقى مغلقة أكثر من المعتاد و مط الشفتين و تهدل عضلات الوجه).

لقد رأيت الولد \ البننت الذي انت معجب به عليه قادماً إليك (الإحراج او الخجل) : النظر بإستمرار إلى الأرض و العض على الشفاه و ميل الرأس إلى جهة واحدة رغبةً في إخفاء الوجه.

لغة الجسد

هناك ثلاث صفات يمكن الكشف عنها من خلال لغة الجسد والإيماءات والإشارات الجسدية السلبية والعنوانية والالاح

السلبية او التردد تظهر من خلال تمتمة او تلعثم والتكاسل او التراخي والنظر الى الارض وقضم الاظافر وطي الذراع بطريقة وقائية وحنى الجسم وضم الارجل الى بعضها البعض حتى يتم تصغير الحيز الذي يأخذه الجسم وكذلك الوقوف بعيداً عن الاشخاص بطريقة مختلفة عن تلك التي يقفها من هو واثق من نفسه . وفي الغالب الأطفال الذين لهم لغة جسدية سلبية هم الأكثر عرضة الى الإيذاء والاحتيال.

العنوانية تظهر من خلال الصراخ و استخدام السخرية وكذلك لغة الاتهام . والشعور بالتوتر والوقوف بشكل عدائي واستخدام طوله للتخويف او التحديق بشكل غير منقطع بشخص ما والوقوف قابضاً كفيه بشكل قوي وايضاً طي الذراعين او وضع اليدين على المؤخرة مع فتح القدمين وابعادهما عن بعضهما البعض. الوقوف بالقرب من شخص متعمداً عدم ترك مساحة كافية له للوقوف بشكل مريح او الانحناء للأمام بما يوحي بالتهديد. والأطفال الذين يظهرون سلوكاً عدائياً قد يكونوا منعزلين وقد يجدوا ان الآخرين يتجنبونهم ويتفادون الدخول معهم في صداقات.

الإلحاح او الاصرار يظهر من خلال التحدث بوضوح وثبات وبلهجة تصعيدية (بدون نغمة احادية) والإعتماد على الوقوف رأسياً مع تعمد النظر وجهاً لوجه مع الآخرين والنظر بعيداً في بعض الأحيان وترك الأذرع جانباً والمباعدة بين الأرجل قليلاً وأخيراً الميل الى الأمام عند التحدث مع شخص آخر لإظهار الإهتمام بموضوع الحديث مع الوقوف على مسافة مريحة من الشخص الأخر. والأطفال الذين يظهرون الاصرار بلغة

جسدهم يميلون الى التمتع بسلوك قيادي اكثر من الآخرين وتكون ارائهم محل تقدير ويكونون اقل عرضة للتعرض لسلوك التنمر أو أن يشك في كونهم منتمين.

ناقش الأسئلة التالية مع تلاميذ الفصل الدراسي:

-تعبّر الكلمات (سلبية و عدواني و مُلح) عن انماط معينة من السلوك، ما الذي تعرفه عن كل نمط؟ كيف يبدو الأشخاص السلبيين؟ كيف يبدو الأشخاص العدوانيين؟ وكيف يبدو الأشخاص شديدي الالاحاح؟
-عندما يتصرف شخص ما بثقة فانه يعطي شعور بالثقة لمن حوله بغض النظر عن كون هذا الاحساس صحيح وعند تغيير وجهة نظر الناس الى الاقتناع بوجهة نظره الشخصية هذا سيؤدي حتماً الى زيادة ثقته بنفسه .
وبشكل عام ، كيف تحب ان يراك الناس؟ ناقش ما يترتب على اعتبارك سلبى و عدواني و مُلح (النظر ل ص97).

نشاط

إطلب من الأطفال ان يظهروا ما هو الوضع الذي تُقره في المواقف الأتية:
-انت في مشكلة حقيقية مع معلمك والأمر يستحق (اظهار قليلاً من الخجل والندم هو الافضل ام اتخاذ موقف الجراءة والعدوانية يمكن ان يسبب مشاكل اكثر وكذلك موقف الثقة بالنفس في هذا الموقف قد يسيء المعلم تفسيرها الى الغرور).
-انت في الخارج للتسوق في مدينة كبيرة (انت تحتاج الى ان تظهر ثقة بنفسك حتى لا تتعرض لسرقة او دفعك لفعل شيء).
-اتهمك شخص ما ظلماً بفعل شيء سيء (انت تحتاج ان يظهر عليك الشعور بالاهانة والغضب لاطهار انك . تعرضت للظلم)
اطلب من التلاميذ ان يمارسوا قراءة لغه جسد الاشخاص جيداً عند التحدث معهم – وكذلك مشاهدة الممثلين في الافلام والتلفزيون وكذلك مطابقة لغة اجسادهم بالرسالة التي يودون توصيلها.

التواصل البصري

تُستخدم العيون في التواصل كالاتي:
تحديد أي الاشخاص تريد التحدث معه
اضفاء تأكيد على ما تقوله لكي يؤخذ على محمل الجد
اظهار انك حقاً تعني ما تقول عندما ترفض
اظهار انك قادرٌ على رؤية عدم انصات الشخص الآخر لك
رؤية ماذا يفعل الشخص الاخر - أو على وشك ان يفعل - مما يجعله يعدل سلوكه
وأظهار أنك جدير بالثقة وانك اكثر مصداقية عند انكارك لسرقة شيء ما بالحفاظ على التواصل البصري
– واشاحة النظرات توحى بالذنب

اظهار عدم التقبل بالتوقف عن التواصل البصري وبتجاهل الشخص الاخر فعلاً
اظهار عدم اعجابك بنظرة شخص ما لك بتكرار نظراتك بعيداً اذا كان في هذا الشخص شئ ما لا تحبه
اظهار شدة انجذابك لشخص ما فمن المحتمل جداً ان تبقي على التواصل البصري مع فواصل قليلة وقصيرة
الامد

ويعني التحديق المستمر العدوانية ويظهر قلة مهارات الطفل الاجتماعية. ومن النادر أن تكون مقابلة تحديق
شخص ما من خصائص الروح السلبية او الطفل الخائف او المتوتر. وقد يكون ذلك تقلياً كأن الطفل يريد ان
يخفي شيئاً ما. وعندما يتقابل الاطفال وجهاً لوجه فأن نظراتهم غالباً ما تتوقف فعلاً تتراوح بين ثانية و
ثانيتين. اما اذا كان الطفل يفكر بعمق او يستحضر شيء ما لذهنه فقد تتوقف النظرة فترة طويلة.
انعدام التواصل البصري عامةً قد يعني ان الطفل يعاني الاكتئاب فأن كان طفل من اطفال الفصل نادراً ما ينظر
اليك او يتواصل بصرياً فاعتبر ذلك احتمالاً ان الطفل مكتئب . و ربما يحتاج هذا الطفل يحتاج الى مساعدة.
ناقش مع تلاميذك اهمية التواصل البصري والاهداف التي يخدمها والرسائل المختلفة التي يمكن ان تصل من
خلاله. واطلب من التلاميذ ان يصفوا بعض المواقف التي تشرح اهمية التواصل البصري.
اقتراحات:

- عندما يريد المعلم ان يقول شيئاً بالغ الاهمية ويريد ان يتأكد من ان جميع الطلاب منتبهين.
- عندما يريدون ان يسألوا شخصاً ما سؤال – ينادون اسمه و ينظرون الى عينيه ليتأكدوا انه ينتبه اليهم.
- عند تحية شخص ما – عليهم القول مرحباً وفي الوقت نفسه ان ينظروا الى عينيه.
- عند التأكيد لشخص ما بأنهم يقولون الحقيقة.

نشاط

اشرح انه عندما يظهرون لأحد ما انهم منصتين له ، يمكن لأعينهم ان تبين مشاعرهم , فعندما لا يعجب الاطفال
بشخص ما او حتى يكرهونه يظهر ذلك في اعينهم.
اطلب من الاطفال ان يستخدموا اعينهم والعضلات حول العين فقط ليظهروا مشاعر الغضب و الكره و الحزن
والحب فقط بحركة بسيطة في العضلات ما حول العينين يمكن ان تبلغ عن ما يشعر به الشخص. واذا حرك
الاطفال باقي عضلات الوجه لاظهار مشاعرهم فان تلك المشاعر ستظهر بوضوح.

استخدام ادوات الاتصال

بالرغم من أن عناصر الاتصال المختلفة يمكن ان ينظر اليها بالتفاصيل فقد يجد الاطفال صعوبة في توصيل هذه
العناصر ببعضها والمشاركة في تمثيل الادوار يمكن ان يساعدهم على تقوية عملهم.
في كل مخطط ادوار شرحناه في الصفحة التالية اطلب من الاطفال التفكير في مشاعرهم في هذا الموقف وان
يختاروا كلمات تظهر ذلك وان يأخذوا في الاعتبار كيفية التعبير عن هذه الكلمات وكيف سيكون شكل
وجوههم وان كانوا سيتواصلون بأعينهم وكذلك كيف ستكون حركة اجسامهم لتدعم ما يقولون وكيف يشعرون
به.

لدى بعض الناس براعة في ارسال رسائل خائئة عن قصد من خلال لغة اجسادهم ليخدع الناس او يوقع احداً في مشكلة . وبعض الاشخاص مدربين على ملاحظة التغييرات الطفيفة في طريقة نظر شخص ما او حركته ليلتقط معلومات عن الشخص اكثر مما يدرك انه يعطي. يستخدم علماء النفس هذه الطريقة ليكتشفوا عن حقيقة تفكير ومشاعر مرضاهم ليستطيعوا فهمهم فهما افضل ليساهم في علاجهم. وكذلك الشرطة تتبع هذا الاسلوب لتكشف من يكذب. ولغة الجسد التي تكشف عن الكذب تشمل احمرار الخدين و التعرق و تجنب التواصل البصري و التوتر ومضغ الشفاه وحك الانف او فرك الفك.

نشاط 1

أطلب اثنين للتطوع أ و ب . وأعط كل منهما قطعة ورق يوجد فيها نص من مخطط ادوار لتمثيله ويجب على باقي الفصل تخمين مشاعر ب . كيف سيعرفون ذلك؟ هل يمكن ان يحسن ب اداء لغة جسده ليرسل رسالة واضحة؟ يمكن اعادة تمثيل الادوار ليشمل جميع اقتراحات الفصل واستخدام متطوع جديد في كل مرة.

الاقتراحات تشمل:

أ : ها هي هدية لك

ب : هذا حقاً ما كنت اريد " شعور بالسرور "

أ : انا أسف لا يمكنني الحضور لحفلتك

ب : اوه لا هذا محزن " شعور بخيبة امل "

أ: لقد رأيتك تأخذ مالا من حقبيتي

ب: انا اسف " الشعور بالخزي "

أ: هذا هو ما كنت اعتقده فيما يتعلق باللعبة الجديدة داخل القرص المدمج

ب: لماذا تفعل ذلك؟ " الشعور بالغضب "

أ: لقد سمعت الآن ان صديقك المقرب تعرض لحادث وتم نقله للمستشفى

ب: اوه لا "الشعور بالقلق "

أ: قطة المربية قد ماتت

ب: يالها من مربية مسكينة و قطة مسكينة " الشعور بالحزن "

أ: لقد فزت بالمسابقة

ب: هذا رائع " الشعور بالسعادة "

أ: هل يمكن أن تأتي معنا أنا و أسرتي يوم السبت الى الحديقة التي تحدثنا عنها ؟

ب: هل يمكنني ذلك ؟ " الشعور بالحماس "

أ: هل لديك امتحان هذا الصباح؟

ب: نع نعم نعم " الشعور بالخوف "

أ: لا أريد أن أكون صديقك بعد الآن

ب: لم لا "الشعور بالألم "

نشاط 2

اطلب متطوعين وحصّر جُمْل للفصل ثم أسأل هل هم يقولون الحقيقة؟ وكيف يمكن للأطفال أن يعرفوا؟

Chapter 3: Commentary

The previous chapter has introduced the ST and the TT. This chapter presents the translation commentary of two selected chapters into Arabic taking into consideration the specifics of the Arabic language and Arab culture.

Generally, translation is not a smooth straightforward task that can be easily carried out between different languages. Translation is rarely performed without translators facing difficulties at different levels of language and culture. Establishing equivalence between a source text and target text remains is the goal of any translation process.

3.1. Methodology:

Undoubtedly, translators are liable to make different kinds of errors especially if they are not fully aware of how to overcome such errors. One of the wide areas in which the translator may face such problems in the translation of educational psychology discourse such as the book examined in this thesis is awareness of and how to use different methods that serve different translational purposes even before starting the translation.

For the purpose of this commentary and as stated in the introduction chapter, the following translation categories are analyzed.

1. Cultural References
2. Domestications
3. Terminology
4. Equivalence
5. Collocation, Idioms, Fixed Expressions
6. Addition and Omission
7. Markedness

The reason these categories are chosen is because they collectively represent the issues that most affect the translation of the discourse of child educational psychology. The commentary explains the rendering of child educational psychology issues from English into Arabic in terms of adequate

vocabulary, grammar and culture. Specifically, the commentary isolates translation examples and presents justifications for the choice made. In all, the translation process is guided by two aspects: The purpose of translation and the text type. The aim is to avoid serious translation loss.

3.2. Cultural References:

The debate about culture has been long one. Culture is a system of thoughts and ideas that determines the way of understanding lifestyle or the way to wear clothes, eating, sleeping, etc. In other words, how a group of people behave. Culture distinguishes between communities and gives each its distinctive character causing hence differences between the many communities on planet Earth.

Until the birth of anthropology, culture referred exclusively to the humanist ideal of what was considered ‘civilized’, referring thus to developed societies with the exclusion of others. So culture collectively refers to the way of life of a people, and with developments in disciplines such as cultural studies, a there have also been attempts to identify political or ideological reasons for specific cultural behaviour (see Katan 1999/2004, p. 29). Hence, depending on the definition adopted, culture may be “formally learnt, unconsciously shared, or be a site of conflict” (as cited in Katan, 2009, p. 70). Bassnett (1980, p. 23) indicates the relationship between language and culture as follows:

Language is the heart within the body of culture, and it is the interaction between the two that results in the continuation of life-energy. In the same way that the surgeon, operating on the heart, cannot neglect the body that surrounds it, so the translator treats the text in isolation from the culture at his peril.

According to Newmark (1988, p. 95) cultural references consist of:

1. Ecological references, such as geographical features, animals, etc.
2. Material culture, such as food, clothes equipment, equipment, etc.
3. Social culture, such as leisure, professions, etc.
4. Social organization, like political, religious customs, institutions, procedures gatherings, etc.
5. Gestures and habits, such as spitting, facial expressions, etc.

Furthermore, Newmark (1988, pp. 81-91, cited in Al-Rousan, 2012, p. 53) proposes strategies for how to deal with cultural references through translation. In total, Newmark proposes 7 main strategies as follows:

1) Transference: The source cultural reference (SCR) is borrowed into the target language (TL). In the case of Arabic, this involves a process of transliteration, for example “internet” is simply transliterated as إنترنت.

2) Naturalization: The SCR is adapted according to the morphology of the TL, and is introduced to the TL as a neologism. For example, “aristocratic” becomes أرستقراطي.

3) Through translation: This can be referred to as calque. For example, “naked truth” translates into Arabic as الحقيقة العارية.

4) Neutralization: The SCR is translated in an explanatory manner by either describing its features or explaining its purpose. For example, “veal” translates into لحم عجل.

5) Additional information: The SCR can be paraphrased or transferred then supplemented by a footnote, a note or a gloss.

6) Deletion: If the SCR is not important to the TT, especially if it is redundant, then deleting it is a viable strategy.

7) Accepted standard translation (recognized translation): The SCR is replaced with a standard translation in the TL. For example, “International Monetary Fund” translates into Arabic as صندوق النقد الدولي.

Now, in what follows examples of cultural references from our chosen book and procedures for translating them are explained.

1- ST	TT
Children should be: physically healthy, mentally and emotionally healthy and sexually healthy. Children should have healthy lifestyles and choose not to take <u>illegal drugs</u> .	ينبغي أن يكون الأطفال أصحاء بدنياً وأصحاء عقلياً وأصحاء عاطفياً وأصحاء جنسياً ويجب أن يتبعوا اسلوب صحي معين وان يختاروا أن لا يتعاطوا <u>العقاقير غير القانونية</u> .

Here, I opted to translate “illegal drugs” as “عقاقير غير القانونية” because it’s matching with the meaning of the concepts and seems similar as the ST. Also, it is worth pointing out here that the adjective “غير” is not defined by “الف ولام التعريف” as it is unacceptable to say “الغير” but it is defined by the “construct” that follows it, as in the Aya of the opening Sura of the Holy Quran “غير المغضوب عليهم”

2- ST	TT
Some material in this book is clearly only intended for secondary use, such as the references to pregnancy, <u>drugs</u> and alcohol.	أن جزءاً من مادة هذا الكتاب موجه حصراً للمرحلة الثانوية مثل الإشارة الى الحمل <u>والمخدرات والكحول</u>

Drugs: was translated as “المخدرات”, which is more effective on the target readers than “العقاقير المخدرة”. This word is slightly unacceptable in this context as it is an educational text book, where the subjects (children) should be taken into account. However, we need to draw the attention of the child so as to be aware of the actual references of the term “المخدرات” and not any other terms that may provide a vague and weak meaning through translation.

3- ST	TT
<p>The volume of speech is varied depending on where the speaker is (a <u>church</u> or school playground), the circumstances of the meeting(a celebration or a <u>funeral</u>).</p>	<p>وتختلف درجة إرتفاع صوت المتحدث إذا كان يتحدث في <u>دار عبادة</u> أو ساحة مدرسة بناءً على ظروف اللقاء (الاحتفال يختلف عن <u>المأتم</u>).</p>

Church is translated here as “دار عبادة”, to make the Arabic version more general and to stay away from the focus on a certain sect or a particular religion.

Funeral is translated as “المأتم” for the following two reasons:

- According to *Almaany Online Dictionary*, the meaning of the word “مأتم” is different from the word “جنازة” as following:

الجنازة عبارة عن : النَّعْشُ والمَيْتُ والمشَيِّعون و الجِنَازَةُ الشيءُ يثقل على قوم فيغتمون به . ويقال : ضُربَ حَتَّى تُركَ جِنَازَةً . وطُعِنَ في جِنَازَتِهِ : مات . والجمع : جِنَائِزٌ .
المَأْتَمُ : الجماعة من الناس في حُزْنٍ أو فرح ، وغَلَبَ استعماله في الأحران . والجمع : مَأْتِمٍ . هو اجتماع الناس للتعزية بميت .

- According to the material of the book and the concept, it is preferable to translate the word” funeral” as “مأتم” to be produce a softer effect on the recipient, and to be more gentle in the Arabic version.

3.3. Collocations, Idioms and Fixed Expressions:

According to Baker (1992, p. 46): “Words are not strung together at random in any language; there are always restrictions on the way they can be combined to convey meaning”. Baker stresses here the point that there are many difficulties and constraints faced by the translator during the merging of words with each other in order to show the meaning of the concept within a particular context. Furthermore, Baker (1992, p. 14) defines collocations as ‘semantically arbitrary restrictions which do not follow logically from the propositional meaning of a word’. She added that we

should look at collocations in terms of the tendency of certain words to co-occur regularly in a given language. One of the most important issues to deal with concerning collocations, idioms and fixed expressions are the lexical patterning, and how words in on language do not exist in another language.

In the same vein, idioms and fixed expressions form difficult issues that face translators. Translating idioms is one of the most difficult tasks faced by translator. Newmark (1988, p. 58) defines an idioms “current and frequently used group of collocated words whose meaning is not clear from the common meanings of its constituent words.”The main problems that idiomatic and fixed expressions pose in translation are to “recognize and interpret an idiom correctly; and the difficulties involved in rendering the various aspects of meaning that an idiom or a fixed expression conveys into the target language "Baker (1992, p. 65).

The translator faces a serious problem that requires special attention when dealing with fixed items of language so as to avoid the false friends trap. A false friend is defined in *The Free Dictionary* as “a word or expression in one language that, because it resembles one in another language, is often wrongly taken to have the same meaning, for example, the French agenda which means diary, not agenda”.

Despite the fact that the translator faces such problems, still the objective is to use good terminology, formulate sentences and follow the rules and grammars of the TL (Arabic Language in our case) and the appropriate collocations, and idioms. In what follows examples of collocations, idioms and fixed expressions as found in the translation are discussed.

1- ST	TT
The speed of speech, when it is rushed, can tell listeners that the speaker is <u>in a hurry</u> , or excited or angry.	تعني سرعة الكلام عند الهرع أن المتحدث في عجلة من امره او متحمس او غاضب.

Newmark (1988, p. 58) defines an idioms as "current and frequently used group of collocated words whose meaning is not clear from the common meanings of its constituent words". Any literal translation of an idiom would lead to an unacceptable TT. The idiom in this example is translated with the same meaning and form as the ST. The strategy used here is acceptable as it provides a very close meaning to that of literal translation. This kind of idioms is named transparent. So "في عجلة من أمره" gives the same effect of "in a hurry".

2- ST	TT
give emphasis to what you say so that you <u>are taken seriously</u>	اضفاء تأكيد على ما تقوله لكي تأخذه على محمل الجد

The ST idiom reads "taken seriously" and the chosen Arabic translation is "لكي تأخذه على محمل الجد", which is appropriate for this transparent idiom and provides the same meaning of the ST.

3- ST	TT
Oh, Is that the time? The person is in a hurry and sounds worried about being late. (Spoken quickly and breathlessly)	الشخص -عجباً هل هذا هو الوقت؟ في عجلة من أمره ويبدو عليه القلق من كونه متأخراً (تقال بسرعة لاهثة)

By considering "لاهثة" an idiom for "breathlessly", which is a transparent idiom, the meaning is similar between the ST and the TT.

4- ST	TT
The emphasis of this book is on learning and using	يركز هذا الكتاب على تعلم المهارات

social and assertiveness skills, maximizing <u>personal potential</u> and managing self-doubt,	الاجتماعية والحزم واستخدامها وزيادة القدرات الشخصية لتصل الى أعلى مستوى.
--	--

The term collocation is "an occurrence of one word in close proximity with another", Dickins, Hervey & Higgins (2002, p. 71). The translation of collocations involves the same strategies as those used in translating idioms, therefore and depending on the collocation and its context, "personal potential" is translated as القدرات الشخصية, which provides a similar effect on the TT readers as that achieved on the ST readers.

5- ST	TT
Activities - which I would describe as non-passive tasks – include group or class discussions, creating lists or sentences, <u>telling anecdotes</u> ...	أما النشاطات والتي أصفها بأنها غير سلبية فتشمل مناقشات بين مجموعة أو للفصل الدراسي أو انشاء قوائم أو جمل أو سرد <u>الطرائف</u> ...

As in the previous example, "Telling anecdotes" is considered a collocation and is translated as "سرد الطرائف", which is effective in maintaining the intended effect on the target readers.

3.4. Domestication:

Domestication is one of the most important strategies to use when there is a cultural gap between the ST and TT. Venuti (1995) defines domestication as translating in a transparent, fluent, 'invisible' style in order to minimize the foreignness of the TT (cited in Munday, 2008). Here the translator tries to overcome the difficulty by domesticating the unacceptable term or structure in the ST into a familiar term or structure in the TT.

1- ST	TT
Some material in this book is clearly only intended for secondary use, such as the references to pregnancy, drugs and <u>alcohol</u> .	أن جزءاً من مادة هذا الكتاب موجه حصراً للمرحلة الثانوية مثل الإشارة إلى الحمل والمخدرات <u>والخمر</u> .

Alcohol: This term is originally an Arabic one, whereby “The al- in alcohol may alert some readers to the fact that this is a word of Arabic descent, as is the case with algebra and alkali” (The Free Dictionary, n.d).

The translator has domesticated ‘alcohol’ in the target culture to minimize the ST foreignness, also to make the concept clearer to the target readers and to warn children against it and other terms denoting bad substances.

3.5. Terminology (technical terms):

“Any specialist field has its own technical terms and its own genre-marking characteristics: a look at a hobbies magazine, a review of the rock scene, or the City pages and the sports section of the paper, is enough to confirm this” Dickins, Hervey & Higgins (2002, p. 184).

In the case of the book used in this thesis, the field of educational psychology has its own technical terminology that needs to be carefully considered through translation.

According to Dickins, Hervey & Higgins (2002, p. 185), there are two types of problems when dealing with technical terms: Lexical and conceptual.

Lexical problems arise from the use of the following three types of ST terms:

1-Technical terms, which are totally unfamiliar to the lay translator, are only used in technical contexts.

2-Technical terms, which are familiar to the translator because they are also used in non-technical contexts, but which look as if they are being used in some technically specialized way in the ST.

3-Technical terms, which are familiar to the translator because they are also used in non-technical context, but which do not obviously look as if they are being used in some technically specialized way in the ST.

Dickins, Hervey & Higgins (2002, p. 188) add that the conceptual problem in technical translation arises from ignorance of the underlying knowledge taken for granted by experts, but not understood by non-specialists and not explicit in the ST.

The following examples of specialized terms indicate the lexical and conceptual problems in the field of general medical and psychiatry terminology. To translate these terms the translator needs to give the equivalent specialized terms to deliver the same effect as that of the ST:

Diagnose	It is a specialized technical term in the field of medicine that means knowing the disease and its symptoms. So I translated it as تشخيص
Autism	This technical term has a fixed translation in the field of Medicine, which is التوحد
Syndrome	This technical term has a fixed translation in the field of Medicine, which is متلازمة
Dizzy	A specialized technical term in the field of medicine, which refers to someone that experiences a whirling sensation and a tendency to fall. So I translated as يشعر بالدوار
Aggressive	A specialized term in the field of psychology, which refers to: 1. Characterized by aggression. 2. Rapidly spreading and invasive, as a tumor. 3. Characterized by or pertaining to intensive or vigorous treatment. So I translated as عدواني

3.6. Equivalence:

In the field of translation, many scholars consider equivalence as the core of translation. We can define equivalence as "one of the central issues in the theory of translation and yet on which linguists seem to have agreed to disagree" (Svejcer 1981, p. 321, as cited in Gutt 1991, p. 10). As discussed in chapter one, Nida (1964) proposes two types of equivalence, formal and dynamic. Furthermore, Dickins, Hervey & Higgins (2002, p. 19) state that equivalence is either descriptive or prescriptive. They indicate that equivalence "descriptively, denotes the relationship between ST features and TT features that are seen as directly corresponding to one another, regardless of the quality of the TT". Prescriptively, equivalence denotes "the relationship between an SL expression and the canonic TL rendering of it as required".

According to such theories the most important issues that face translators relate to choosing the appropriate type of equivalence and that the lack of it leads to translation loss (Dickins, Hervey & Higgins, 2002). The translator's main job is "to reproduce the closest equivalent message of the original text in the target text so that the target text reader can understand the source message adequately; otherwise, translation as a kind of communication would end in failure" (Yinhua, 2011, p. 170).

The following examples from our data examine equivalence and the translation:

1- ST	TT
In the past, the acquisition of these skills has very often been left <u>up to chance</u> .	وقد كان الحصول على هذه المهارات في الماضي متروكاً للصدفة.

This expression is used to describe how these skills are ignored and left with no attentions or focus. Therefore, the translator opted here for prescriptive equivalence.

2- ST	TT
<p>The emphasis of this book is on learning and using social and assertiveness skills, <u>maximizing</u> personal potential and managing self-doubt, low self-esteem and emotions that interfere with relationships and Life's progression.</p>	<p>يركز هذا الكتاب على تعلم المهارات الاجتماعية والحزم واستخدامها وزيادة القدرات الشخصية <u>لتصل الى أعلى مستوى</u> والتحكم في فقدان الثقة بالنفس وضعف تقدير الذات والمشاعر التي تتداخل مع العلاقات وتطور الحياة.</p>

The use of the term “maximizing” was translated as “لتصل الى اعلى مستوى” which is used to describe the highest average of the educational reason of the book. The Arabic expression gives the same effect of the ST.

3- ST	TT
<p><u>Pauses in speech give weight to</u> what was just said.</p>	<p><u>تعطي مُهل التوقف عن الكلام اثناء المحادثة ثقلاً الى</u> ما تم ذكره قبلها.</p>

The expression “مُهل التوقف عن الكلام” is the appropriate prescriptive equivalent translation of “pauses in speech”. Likewise, the expression “gives weight to” is translated as “تعطي ثقلاً الى” which means to add value to. The translator manages here to convey the same intended meaning as in the ST.

3.7. Addition and omission:

Dickins, Hervey & Higgins (2002, p. 24) state:

Translation by addition is translation in which something is added to the TT which is not present in the ST. Like omission, addition is a common feature of Arabic/English translation and is therefore worth identifying. Examples of translation by addition frequently occur where either general considerations of English usage or specific contexts require something to be added.

Furthermore, Baker (1992, p.40) refers to deletion as "omission of a lexical item due to grammatical or semantic patterns of the receptor language".

In general, the addition and omission strategies of translation are used for specific reasons, for example to maintain cohesion and coherence, explication, grammatical issues, and to avoid misunderstandings of some issues, such as those relating to religion, for example.

The following examples from our translation explain these strategies:

1- ST	TT
Make a Positive Contribution	المساهمة الايجابية

Deletion strategy is justified here because a literal translation of “make a positive contribution” would be “ساهم مساهمة إيجابية” which sounds tautological in Arabic. So, a more effective translation is “المساهمة الايجابية”, which collocationally sounds more elegant than the literal one. This is in line with what Baker (1992, p. 40) refers as "omission of a lexical item due to grammatical or semantic patterns of the receptor language".

Another strategy involved here is that of grammatical shift as well from the imperative verb in the ST to a noun in the TT.

2- ST	TT
<p>Children should: engage in decision making and support the community and environment, engage in law-abiding and positive behavioral in and out of school, develop positive relationships and not to bully and discriminate, develop self-confidence and successfully deal with significant life changes and challenges, develop enterprising.</p>	<p>ينبغي على الاطفال أن يشاركوا في اتخاذ القرارات ودعم المجتمع والبيئة والالتزام بالقوانين والسلوك الإيجابي داخل المدرسة وخارجها وأن تكون لهم علاقات ايجابية وأن يقرروا أن لا يتنمروا ويتميزوا بالمعاملة، وأن ينموا ثققتهم بأنفسهم وأن يجيدوا التعامل بنجاح مع متغيرات الحياة المهمة وتحدياتها <u>وكذلك</u> تنمية سلوك المبادرة والاقدام عندهم.</p>

In this sentence, the word “كذلك” was added to provide a link between the sentences (see Dickins, Hervey & Higgins, 2002, p.24). As a result of this choice, cohesion and coherence here are maintained successfully.

3- ST	TT
<p>Another relatively recent government initiative which aims to promote the teaching of social, emotional and behavioural skills at primary and secondary level is Social and Emotional Aspects of Learning (SEAL).</p>	<p>وهناك مبادرة حكومية اخرى حديثة نسبياً تهدف الى تعزيز دراسة المهارات الاجتماعية والعاطفية والنفسية والسلوكية في المدارس الابتدائية والاعدادية تسمى (تنمية الجوانب العاطفية والاجتماعية للتعليم) <u>والتي يرمز لها باللغة الانكليزية</u> <u>SEAL</u></p>

The underlined sentence is added to clarify meaning in the Arabic translation and to highlight the abbreviation and what it stands-for for Arab readers.

4- ST	TT
Discuss the importance of making eye contact, the different purposes it serves and the different messages it can give.	ناقش مع تلاميذك أهمية التواصل البصري والاهداف التي يخدمها والرسائل المختلفة التي يمكن ان تصل من خلاله.

“تلاميذك” is a case of addition, where the aim is to maintain the cohesion of the text, where it has to be explicit.

3.8. Markedness:

According to the *Free Online Dictionary*, the word marked linguistically means “of or relating to that member of a pair of words or forms that explicitly denotes a particular subset of the meanings denoted by the other member of the pair”. For example, of the two words lion and lioness, lion is unmarked for gender (it can denote either a male or female), whereas lioness is marked, since it denotes only females. Marked also refers to being explicitly characterized by or having a particular linguistic feature. For example, girls are marked for plural in English, whereas sheep is not.

Hatim (2004, p. 229) considers the issue of ‘markedness’ as a central element in the process of translation ,Hatim also notes that in translating, translators need to take stock of not only what the original has to say, but also when appropriate and how this is said. So, the essential issue of markedness is to translate not only ‘what’ is said, but also ‘how’ it is said.

The following examples from our translation clarify the issue of markedness:

1- ST	TT
Children should be: physically healthy, mentally and emotionally healthy and sexually healthy. Children should have healthy lifestyles and choose not to take illegal drugs.	<p>ينبغي أن يكون الأطفال أصحاء بدنياً وأصحاء عقلياً وأصحاء عاطفياً وأصحاء جنسياً ويجب أن يحظوا بأنماط حياة صحية وأن يختاروا أن لا يتعاطوا العقاقير غير القانونية.</p>

Here the repetition of the same type of structure with the word “healthy” is a good example of markedness. The writer tries to focus all the attention on the word healthy. According to Dickins, Hervey & Higgins (2002, p. 100), there are two types of repetition, morphological and lexical. They point out that the morphological one has three types of repetition patterns that have the same pattern in two or more words in close proximity, while root repetition involves of the same morphological root in two or more words in close proximity within a text (thus درسنا هذا الدرس- we studied this lesson) and suffix repetition of the same suffix at the end of words in close proximity. In this example, we served the lexical type of repetition of the same word (cf. Dickins and Watson 1999, pp. 510-14, who also note that the "repetition of a single word is termed word repetition”).

2- ST	TT
<p><u>However</u>, even with the demand for higher levels of social awareness, the information and ideas may be adapted to suit the class you have at the time.</p>	<p>غير أنه حتى مع وجود طلب على مستويات عالية من الوعي الاجتماعي فإنه يمكن تكيف المعلومات والأفكار التي تناسب الفصل الدراسي الذي تدرسه في كل مرة.</p>

“However” was translated as “غير أنه ... فانه” to convey the same intended meaning of the ST. The implicit however is considered here as a good example of markedness. When the author mentions “however” in the previous example, at the beginning of the paragraph, it is for an affirmation reason The Arabic translation attempts to capture this dimension.

3- ST	TT
Oh, Is that the time? The person is in a hurry and sounds worried about being late. (Spoken quickly and breathlessly).	- <u>عجباً</u> ، هل هذا هو الوقت؟ الشخص في عجلة من امره ويبدو عليه القلق من كونه تقال بسرعة (متأخراً) وبأنفاس لاهثة).

The marked word here is “عجباً”. It is the translation of “Oh”, and its pragmatic meaning is that of exclamation.

This chapter has presented the commentary on some examples derived from the translation with the aim of exploring how some issues were handled in the translation from English into Arabic at linguistic and cultural levels. For cultural references, the appropriate procedures are those that preserve the same relevance in the translation as that found in the ST. For domestication, the way is to produce a translation that is familiar, domestic, by making the unacceptable in the ST familiar in the TT, particularly technical terms. Equivalence is realized by producing the closest equivalence for the intended meaning of the original text to make the target text reader understand the source message adequately.

Collocations, idioms, and fixed expressions, pose serious problems for translators and the effective way of handling them through translation is using good terminology with rules of Arabic Language and the appropriate Arabic collocations and idioms. Addition and omission are used for specific reasons, for example to maintain cohesion and coherence, explication, grammatical issues, and to avoid misunderstandings of religious matters or anything that might mislead or be taken as offensive to the readers.

Finally, markedness is an essential issue in translation as it relates to both ‘what’ is said and ‘how’ it is said. The next chapter covers the conclusion of the thesis and presents some relevant recommendations.

Chapter 4: Conclusion and recommendations

The translator's task is not an easy one. It covers an array of interrelated issues. The book used in this thesis is a case in point. Its theme of child educational psychology poses a myriad of problems at linguistic and cultural levels. This thesis has provided and commented on the translation of two selected chapters from the book *Developing Children's Social, Emotional, and Behavioural Skills*. The reason for choosing this book is because of the importance of the subject to the Arab World, namely how to improve children's attitudes and communication skills particularly at the crucial primary and secondary school levels of their psychological development. This is an important subject for all parties involved in the educational psychology of Arab children (parents, teachers, assessors, program designers, psychologists, etc). The commentary on the translation has provided an examination of the strategies used in producing an appropriate and adequate translation in the transmission the information contained in the book. For the purposes of the commentary, the issues of cultural references, domestication, terminology (technical terms), equivalence, collocations, idioms, addition and omission, and markedness were discussed as the main areas of difficulty in the translation of such a discourse. Based on the translation and commentary, it could be recommended here that more books in the field of child educational psychology be translated into Arabic and that the information gained through translation be incorporated into an essentially Arab discourse on the subject that takes on board the specific cultural aspects of Arab children and their communities.

On a practical level, it could be recommended that translators of such books pay close attention to the issues discussed under the commentary in the previous chapter of this thesis. More specifically, the issues of cultural references, domestication, collocations, idioms and fixed expressions, terminology and markedness need particular attention in translation.

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VITA

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