The hurdle of rhetoric: An analytical study of Omani students' translation of political speech

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Abstract

The present study explores the challenges Omani translation students at Sultan Qaboos University encounter in identifying *schemes* in American political discourse and rendering them accurately into Arabic. The research used data that was collected over two semesters between 2014-2016 and qualitatively analyses it. The study categorizes problem areas of incorrect or inaccurate student translations of rhetorical constructions and lists important findings which may encourage instructors of translation courses to reconsider their teaching methodologies.

Keywords: English-Arabic translation; political discourse; rhetorical devices; schemes; Sultan Qaboos University.

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1. Introduction

Political discourse draws heavily on rhetorical devices to achieve a host of communicative functions. Advancement in communication has nowadays made it relatively easy to scrutinize what politicians deliver. Therefore, it has become crucial for politicians to craft their political discourse carefully and write their speeches as effectively as possible for wide heterogeneous audiences. Since his election in 2009, president Obama's rhetorical style has attracted much attention and has led his addresses to be ranked among those with the most powerful communication strategies used by US presidents (Hernández-Guerra, 2012; Al-Ameedi, 2015). Obama, in contrast to some other contemporary presidential candidates and presidents, successfully used stylistic and rhetorical devices in his speeches to enhance his language and appeal to his audience for change, strengthen their convictions, address their concerns, and build his own ethos as a way to secure the trust and respect of a nation which majority had come to distrust the government under the Bush administration.

Since these devices are commonplace in political discourse, they cannot be ignored in translation courses. Students of translation who are also students of English as a foreign language often struggle when translating structures which contain rhetorical devices. These difficulties with the translation of rhetorical devices from English into Arabic have not yet found enough attention by researchers. Hence, this study investigates the student translators' ability to identify and translate rhetorical devices used in Obama's first inaugural speech into Arabic. Thirteen graduate students in the translation program at Sultan Qaboos University (SQU) were given the presidential speech in one of their courses to translate from English into Arabic. Their translations were qualitatively analyzed to identify the challenges they encountered in their translations. Accordingly, important conclusions were reached and recommendations given.

2. Literature review

One of the most challenging and interesting areas in translation is the translation of stylistic devices, mainly because their rendering into the target language reveals the skills of the translators and their cultural sensitivity. Translators are expected to make an effort to identify and preserve the stylistic devices of the source language text in the target language text. Sometimes, however, this becomes difficult or even impossible, as these devices may not be acceptable or available in the target language. Marzari (2006) points out, for example, that the syntactic and stylistic rules of the Greek language do not allow the use of asyndeton (50). In Greek, a structural unit cannot exist next to another one in a disconnected way. Arabic is similar in this respect as its syntactic and stylistic rules reject the idea of asyndetic coordination. Ibrahim, Aydelott & Kassabgy (2000) assert that asyndeton is an impossible case in Arabic (102). Abdul-Raof (2001), however, cites examples of asyndeton or "the lack of conjunctions

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inter-sententially" in modern Arabic literature (139). These examples prove that writers have adopted asyndeton in Modern Standard Arabic (MSA) to create a similar aesthetic effect as can be achieved in English by the use of this rhetorical device, despite the fact that this is not native to the Arabic language and many would still believe that its use is unnatural.

In contrast, polysyndeton is not structurally the norm in modern English, though it is used frequently used as a rhetorical device. On the other hand, it is a norm in Arabic and as such is not conceived as a rhetorical device. Arabic uses coordinating conjunctions which connect words, phrases, and more complex structures; the most commonly used of which are *wa*, *thumma*, and *auw* (او ,ثم ,و), meaning *and*, *then*, *or*, respectively. Furthermore, the rhetorical style that aims at coordinating clauses or phrases to achieve semantic and stylistic parallelism and which is most evident in Arabic is parataxis. Khalil (2011) points out that, if authors intend to create a semantic or stylistic balance, they will conjoin phrases or clauses to achieve equal prominence (12). These paratactic constructions, however, do not exist in Arabic without coordinating conjunctions. Therefore, since parallel structures are quite common in Arabic (Johnstone, 1987), particularly in prose (Beeston, 1983: 180-85), antithesis, anaphora, and tricolon—all are rhetorical devices utilizing parallelism on the word, phrase, or sentence level—can be found.

Abdul-Raof (2006) considers antithesis as a semantic embellishment and discusses its different types (244-46). Antithesis cannot only be found in modern Arabic literature such as asyndeton, but reaches as far back in the history of Arabic as the Umayyad period (Meisami & Starkey, 1998: 633, 659). Antithesis is a far more complex rhetorical device in both English and Arabic than asyndeton and polysyndeton or anaphora, for example. Thus, one expects that students have more problems with this device than with other simpler ones, which means that complexity of the structure is an issue.

Anaphora is another quite commonly used rhetorical device in English. Many orators, particularly political figures, have used and continue to use anaphora to achieve a powerful effect of force when delivering their speeches. In Arabic, the majority of available research on anaphora has been done in the context of pronominal reference expressions (Russell, 1984; Al-Haq, 1992; Abdellah, 2007; Al-Sabbagh & Elghamry, 2007; Al-Mashkoor, 2014, amongst others). Although rhetorical repetition has been studied in literature, little attention has been paid to anaphora in translation studies. Dickins, Hervey & Higgins (2002) dedicate a section of their book to grammatical and rhetorical anaphora where they explain that, very much like English, Arabic can use lexical repetition to build emotional force (129). They also confirm that lexical repetition is the most common form of rhetorical anaphora in Arabic, but it occurs in a denser way in rhetorical Arabic texts than in English ones (131). Jawad (2009) discusses the strategies translators tend to use in translating lexical repetition occurring in literary texts and concludes that some English-Arabic translations of literary works fall short of relaying some important stylistic aspects and eventually misrepresent the original author

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(768). Accordingly, rhetorical repetition may pose a problem for student translators despite its presence in Arabic.

Finally, tricolon is a rhetorical device achieving parallelism which has been given attention in biblical and other religious texts, but has been ignored to a large extent in English-Arabic translation studies. Morphological and syntactic parallelisms in Arabic have been stylistic features of classical Arabic since pre-Islamic times (Holes, 1995). Research on the use of parallelism in the English-Arabic-English translation of literary texts and the Quranic text has been done mainly focusing on grammatical parallelism (Mehawesh, 2013; Dror, 2016). On the other hand, Jawad (2007) discusses the translation strategies used in rendering parallelism as a textual feature in the translation of literary texts (207-8). The excerpts he presents include an example of three coordinated clauses. Tricolon *per se*, however, was never mentioned. The study concludes that one of the functions parallelism serves is rhetorical in addition to having organizational significance. The translated texts show that translators tend to shift the ST structures to fit the TL norms. This is a significant finding as it helps us understand how students render tricolon into Arabic. The following section provides details of the study.

3. The study

Given the importance and complexity of some rhetorical devices, especially the *schemes*, there is a noticeable paucity in studies researching translation students' ability to translate these devices from English into Arabic. Research on American presidential rhetoric and its purposes, influence and significance is available, but studies investigating the translation of US presidential rhetoric into Arabic are noticeably rare. To our knowledge, no study has so far investigated the difficulties Omani graduate translation students encounter when translating presidential speeches from English into Arabic.

Hence, the purpose of this study is to investigate to what extent Omani translation majors at the graduate level are able to identify *schemes* used in English political discourse and translate them properly into Arabic. Specifically, the study investigates whether students in the English Translation Master's program at Sultan Qaboos University are able to correctly render into Arabic a number of rhetorical devices used by president Obama in his first inaugural speech delivered in 2009. In addition, the research identifies and classifies student translators' problems and explains where they encounter major difficulties in their translations. The paper addresses the following: 1) the extent to which students can properly render rhetorical devices into Arabic; 2) the challenges which they encounter in translating these devices, and 3) the strategies they utilize in translating them. The results of the study are expected to help EFL and translation teachers in Oman and in the Arabic context to understand the nature of the problems translation graduates face when encountering rhetorical devices in political

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discourse. The research also sheds more light on the complexity of rendering some rhetorical devices used in political speeches from English into a language which is significantly different from the source language, not only linguistically, but also culturally.

3.1. Methodology
3.1.1. Participants

The participants for this study were chosen from among the MA translation students registered for a translation course, Advanced Workshop in Translation, offered by the English Department at (SQU). 13 students who had registered in this workshop over two consecutive semesters participated in the study; 8 had enrolled in the fall semester of 2014/2015 and 5 in the fall semester of 2015/2016. At the time of the task, the students were in their penultimate semester of the program and had already taken several theoretical and practical courses in translation. They were familiar with the different types of rhetorical devices.

3.1.2. Materials and procedures

The translation course Advanced Workshop in Translation is required of all translation majors and is a senior class in the graduate program. In one of the course assignments, these students were asked to translate Obama's first inaugural speech. The text of the speech was given to the students as a take-home assignment.

To use as a reference point in grading the students' work, the researchers identified, highlighted and classified the most commonly and frequently used rhetorical devices used in the source text. To ensure reliability in identification and classification of these devices, the speech text was also given to two colleagues in the English Department at SQU to identify and classify the stylistic devices in the text. There was 92% interrater reliability in the classification of the different devices used in the speech. Five commonly used rhetorical devices were chosen and identified in the text. These are the following *schemes*: tricolon, asyndeton, polysyndeton, anaphora and antithesis. The researchers collaboratively translated the source text focusing on the stylistic devices and gave it to two specialists in translation for verification of the translation. Following the colleagues' feedback, the researchers modified their translation incorporating the feedback and reaching a final reference translation for each instance of the rhetorical devices used in the speech.

Students were given the source text and asked to translate it assuming that at this level they will be able to identify all textual characteristics, including the stylistic devices, and produce a proper translation. Students' translations of the stylistic devices were tabulated resulting in 13 tables, one for each student. Each table contained the stylistic devices in one

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column and the student's translation in another. Then, each of the students' translations of a rhetorical device was compared to the reference translation.

3.1.3. Data analysis and results

Analysis of students' translation of the rhetorical devices used in Obama's speech focuses on the most frequently used *schemes*: tricolon, polysyndeton, asyndeton, anaphora and antithesis. The following section will focus on examining students' translation of these devices compared to the reference translation.

3.1.3.1. Tricolon

Tricolon is a rhetorical figure which repeats a textual construction three times to achieve a rhetorical effect. The repetition could be at the word, phrase, or sentence level. In the translation of tricolon, it is noticed that students were able to render some tricolon structures into Arabic without major difficulties. Careful analysis of the data indicates that, when the tricolon structure involves simple constructions (V+V+V or N+N+N), the rendition is by and large correct; however, when the structure is more complex, students tend to simplify the structure when rendering it into Arabic, instead of preserving the structure as it appears in the source text. Consider the following examples:

Source text 1:

Time and again these men and women **struggled and sacrificed and worked** till their hands were raw so that we might live a better life. They saw America as bigger than the sum of our individual ambitions; greater than all the differences of **birth or wealth or faction** (*parallel verb or noun structures*).

Case #1

ومرة تلو الأخرى، عانى هؤلاء الرجال والنساء وضحوا وعملوا حتى كلت أيديهم من أجل أن نعيش حياة أفضل. و رأوا أمريكا   أكبر من طموحاتنا الفردية وأعظم من كل فوارق المولد والثروة والطائفة.

Case #2

لقد كافح هؤلاء الرجال والنساء وضحوا وعملوا مرارا وتكرارا حتى كلت أيديهم حتى نعيش حياة أفضل. لقد رأوا أمريكا أكبر من مجموع طموحاتنا الشخصية ،و أعظم من كل اختلافات الميلاد والثروة والطائفة.

Case #3

كافح هؤلاء الرجال والنساء مرارا وتكرارا وضحوا وعملوا حتى تورمت أيديهم لكي نعيش نحن حياة أفضل. ورأوا أن أمريكا أكبر من طموحاتنا الفردية وأعظم من اختلافات الجنس والمال والطوائف

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Case #4

مرارا و تكرارا كافح هؤلاء الرجال والنساء و ضحوا و عملوا حتى تقرحت أيديهم ؛ كل هذا من أجل أن يوفروا لنا الفرصة من أجل حياة أفضل. فقد أمنوا بأن أمريكا أكبر من مجموع كل طموحاتنا الفردية و أعظم من كل اختلافاتنا سواء اكانت اختلافات في الأصل أو الثروة أو الانتماء

The tricolon construction in the above example is at the word level, involving the use of three coordinated verbs (V+V+V) and three coordinated nouns (N+N+N) at the end of the sentence. In translating these constructions, the student translators managed to preserve the rhetorical construction in English while maintaining the target language syntactic rules. In English, the structure consists of S+V and V and V. In the Arabic translation, student translators used the coordinator '*wa*' (and) to connect the three parts of the tricolon construction, but moved the subject after the first verb in line with Arabic syntactic rules. This is in line with Jawad's study (2007), in which suggests that the parallel ST structures tend to be shifted to fit the TL norms. Structures like these do not seem to pose any difficulty to Arab students. However, cases which involve more complicated conjoined structures (e.g., phrases or full sentences) seem to pose a challenge to the student translators. Consider the following cases which involve adjectival phrases, partially reduced clauses, full sentences, infinitival phrases:

Source text 2:

I stand here today **humbled by the task before us, grateful for the trust you have bestowed, mindful of the sacrifices borne by our ancestors** (*adjectival phrases*).

Case #1

أقف أمامكم اليوم يملئني التواضع لحجم المسؤولية الملقاة على عاتقي، شاكرا لكم الثقة التي انعمتم بها علي، وواضعا نصب عيني التضحيات المقدمة من أسلافنا

Case #2

أقف اليوم بينكم وكلي تواضع أمام ما ينتظرنا من عمل جاد، ممتنا للثقة التي أوليتموني اياها ومعترفا بالتضحيات التي بذلها أسلافنا

Case #3

.أقف هنا اليوم بتواضع أمام المهمة التي تنتظرنا، ممتنا للثقة التي منحتموني إياها ومدركا للتضحيات التي قدمها أسلافنا

Case #4

اقف امامكم اليوم وانا اشعر بالتواضع امام المهمة التي تنتظرنا و الامتنان للثقه التي منحتموني اياها و التقدير للتضحيات التي تحملها اسلافنا

Source text 2 shows a tricolon construction with three parallel adjectival phrases. The students translators in all of the above examples have failed to preserve the rhetorical construction in their renditions, especially in the first part of the construction. They have adopted dif-

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ferent strategies to translate it. In case 1, the student used a full sentence, starting with a verb (common in Arabic which is a predominantly VSO language), followed by two adjectival phrases for the other two parts of the tricolon construction. The student in case two adopted a similar strategy, using a full nominal sentence as the first part of the construction. In the third case, the student used a prepositional phrase as the first component, followed by two adjectival phrases. The fourth case represents a dramatic shift in strategy as the student merged the three parts of the tricolon construction as part of a verbal sentence where he conjoined them as N+N+N. Similarly, the situation with partially reduced parallel clauses, as shown in source text 3, reveals even greater difficulty in rendering this type of construction, as shown below.

Source text 3:

Homes have been lost, jobs shed, businesses shuttered (*partially reduced parallel clauses*).

Case #1

فقد فقدت منازل، وخسرت وظائف واعمال

Case #2

فالمنازل قد فقدت والوظائف أُغلقت والتجارة كسدت

Case #3

فقد الكثير بيوتهم، وتقلصت أعمال ووظائف وأغلقت مؤسسات تجارية

Case #4

فقد الكثير منازلهم ووظائفهم وأغلقت الكثير من الأعمال التجارية

In the case of partially reduced parallel structure, such as shown in source text 3 above, the verb phrase is reduced in part two and three of the tricolon structure in order to avoid redundancy. Thus, the auxiliaries (have + been) are deleted under identity in the second and third parts of the parallel structures. Transferring this structure into Arabic, students encountered some problems trying to preserve the original structure with its rhetorical features and producing a grammatically and semantically accepted structure in Arabic. Case #1 shows several problems: first, the translator merged the second and third part of the tricolon structure; second, he preserved the passive structure, resulting in an unacceptable collocation (خسرت وظائف). In case #2, the student preserved the tricolon structure but failed partially to maintain the exact passive structure in the English text, as the translator used the passive voice in the first two parts and switched to active voice in the last. In case #3, in an attempt to preserve the full sentence structure in the first part of the English parallel structure, the student used an active voice sentence, thereby changing the passive voice in the source text. However, the translation reveals another problem, as the translator used a transitive verb in the first part of the tricolon structure, then an intransitive verb in the second and third. All of this resulted in

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a structural breach of the tricolon structure in that the first part is an active structure with a transitive verb while the third part is passive and the second part is active using an intransitive verb. In case #4, the parallel structure of the source text is only partially preserved. The student changed the voice pattern of the whole sentence and made notable changes to the construction; the translator changed the first part into active voice, merged the first and second parts together using coordination and, finally, passivized the third part. This type of difficulty is also evident when the construction involves three full phrases, as can be seen in source text 4.

Source text 4:

...the God-given promise that **all are equal, all are free, and all deserve a chance** to pursue their full measure of happiness (*parallel clause within one sentence*).

Case #1

الوعد الإلهي بأن كل الناس سواسية و أحرار و يستحقون فرصة في المطالبة بأقصى قدر من السعادة

Case #2

الوعد الإلهي بأن جميعنا متساوون وجميعنا أحرارا ونستحق جميعنا فرصة لممارسة أقصى قدر من السعادة

Case #3

وعد الله بأننا كلنا متساوين، كلنا أحرارا، والكل مستحق فرصة لكي يصل لأقصى قدر من السعادة

Case #4

الله أراد لنا أن نكون كلنا متساوون، كلنا أحرارا، وكل منا يستحق أن ينال الفرصة لكي يسعى في تحقيق أكبر قدر من السعادة

Case #5

ما وعدنا الله بها أن نكون كلنا سواسية وأحرارا، ولنا الحق بالحصول على فرصة لتحقيق أقصى قدر من السعادة

In case #1 above, when combining sentences in English, deletion under identity maybe applied. In Arabic, this is not possible. The full structure needs to be retained. The student combined the last two structures into one and failed to maintain the tricolon structure by combining the phrases. In case #2, the student broke the tricolon structure by failing to maintain the correct structure when using a synonym (جميعنا) in place of (كلنا) in one of the phrases. A similar strategy is used in cases #3 and #4, where the translators replaced (كلنا) with (الكل). It is true that in translation training, and in writing in general, students are encouraged to avoid lexical repetition; however, the original text utilized the tricolon structure for a specific purpose, thus failing to preserve to that structure means that the intended emphasis is probably lost in translation. The student restructured the sentence and eliminated repetition completely. In case #5, the translator failed to maintain the tricolon structure by merging the first and second phrase together, rending the second phrase as a coordinated adjectival phrase added to the complement of the first phrase. Such difficulty in the proper rendition of the tricolon con-

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struction involving three phrases is also apparent in the translation of the same construction involving three infinitival phrases, as can be seen in the translations of source text 5 below.

Source text 5:

The time has come **to reaffirm our enduring spirit; to choose our better history; to carry forward that precious gift,** that noble idea, passed on from generation to generation... (*infinitival phrase*).

Case #1

لقد حان الوقت للتأكيد على صمود ارواحنا. لكي نختار تاريخنا الأفضل. لنمضي قدما بتلك الهدية الثمينة، تلك الفكرة النبيلة التي تنتقل من جيل إلى جيل

Case #2

لقد حان الاوان لاستعادة روحنا المتجددة ولكي نصنع تاريخا أفضل لنا ولكي نحمل معنا في مسيرتنا تلك الهبة العظيمة وتلك الفكرة النبيلة التي انتقلت عبر الأجيال

Case #3

لقد آن الأوان لنعيد إحياء روحنا الدائمة، لنختار تاريخا أفضل لنا، كي نحمل تلك الهبة الثمينة ونمضي بها قدما.

Case #4

قد جاء الوقت لنؤكد مجددا قوة أرواحنا الجلدة. لنختار تاريخنا الأفضل. لننقل عبر الأجيال تلك الهدية القيمة

In the translation of the tricolon construction, as shown in cases #1, #2 and #3, the translators failed to preserve the original meaning. They used the second part of the tricolon structure as a resultative phrase that explains the first part. This has resulted in a change in the intended message; thus, there is a semantic breach of the message intended by the tricolon structure. The same problem is evident in case #6, where the translator used the third part of the tricolon construction to explain the second part, thus rendering an inaccurate message. While case #4 is similar in rendition, absence of the coordinator "*wa*", makes the rendition less accurate as this coordinator is obligatory between coordinated items in Arabic. All these cases corroborate our initial assumption that translators, in general, encounter no difficulty when translating tricolon structures comprising simple constructions and that the difficulty arises only when they translate cases involving more complicated constructions.

3.1.3.2. Polysyndeton & asyndeton

Both are stylistic devices which are used to join successive words, phrases or clauses; however, polysyndeton and asyndeton involve opposite structural processes and yield different functions. Whereas polysyndeton utilizes several coordinating conjunctions, asyndeton re-

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places the conjunctions with commas. Both create a completely different effect: while poly-syndeton slows down the *tempo* or rhythm of speech and makes it moderate, asyndeton speeds up the rhythm. In English, polysyndeton structures mainly use the conjunctions *and*, *or*, *but* and *nor*. These conjunctions are even used in cases where they are not necessary; thus, polysyndeton is not the norm in Standard English, as coordinating conjunctions are usually used before the last item in a successive list of items separated by commas. Arabic, by contrast, requires the use of coordinating conjunctions between conjoined items while deletion of the conjunction is not allowed. Thus, it is predicted that translators would not encounter any difficulties in translating cases involving polysyndeton, while they might do in translating cases of asyndeton. The following examples illustrate this:

Source text 1:

Our minds are no less inventive, our goods and services no less needed than they were **last week,** or **last month,** or **last year.**

Case #1

عقولنا ليست بأقل ابتكارا، و بضائعنا و خدماتنا لا تزال مرغوبة مثل ما كانت الاسبوع الماضي أو الشهر الماضي أو السنة الماضية

Case #2

عقولنا لا تقل قدرة على الابتكار، وسلعنا وخدماتنا لم يقل الطلب عليها عما كان عليه في الأسبوع الماضي أو الشهر الماضي أو العام الماضي

Case #3

وعقولنا ليست أقل ابتكارا، وبضائعنا وخدماتنا لا تزال مطلوبة كما كانت الاسبوع الماضي أو الشهر الماضي أو السنة الماضية

In the above cases, the conjunctions are maintained in the target language, thus preserving the stylistic device of polysyndeton. As predicted, in all translations above, the conjunctions are transferred accurately in the TL, and translators did not encounter any difficulty with the construction. However, in translating cases with asyndeton, students inserted conjunctions which are absent in the English source text, in order to preserve Arabic syntactic requirements. Consider the following examples:

Source text 2:

Rather, it has been **the risk-takers, the doers, the makers of things...**

Case #1

في الواقع، كانت رحلة المجازفين، و المنفذين، وصانعي الاشياء

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Case #2

وإنما كانت سبيل المغامرين محبي المخاطر، والفاعلين، وصانعي الأشياء

Case #3

بل كانت مسيرة المغامرين و الكادحين والصانعين

Case #4

بل كانت مسيرة المغامرين المخاطرين صانعي المواقف

Source text 2 can be interpreted in two different ways, where the three highlighted coordinated NPs (NP+NP+NP) can be understood as referring to three different nouns (risk-takers, doers, makers of things) or as one NP (risk-takers) followed by two syntactically embedded modifiers (the doers, the makers of things), meaning that the risk-takers are the doers and makers of things. In these cases, we find that the first three translators adopted the first interpretation and, thus, inserted the conjunction in all cases. This is because while English allows the deletion of the coordinating conjunction between each two coordinated items, Arabic does not allow it. So, we may assume that the students maintained the rhetorical device by using the structural patterns of the target language. In case #4, the student adopted the second interpretation.

3.1.3.3. Anaphora

In literary criticism, anaphora is seen as a repetitive device, involving the repetition of one or more words at the start of consecutive phrases or clauses (Corbett, 1999: 390). This device is known as rhetorical anaphora used for emphasis and maintaining parallelism and unity of topic. Anaphora is often used by orators to convey and reinforce their messages. Obama relies heavily on this device in his inaugural speech to stress his points throughout different themes. The students' translations of anaphora varied from successful rendition to less successful translations. Consider the following examples:

Source text 1:

On this day, we gather ... **On this day,** we come ...

Case #1

... إننا نحتشد في هذا اليوم، وإننا نجتمع لكي

Case #2

... إننا نحتشد في هذا اليوم ... وقد اجتمعنا في هذا اليوم

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Case #3

... نحن نجتمع اليوم ... ولقد جئنا في هذا اليوم

Case #4

... إننا نجتمع في هذا اليوم ... ولقد أتينا اليوم

In the original sentence, the prepositional phrase (on this day), functioning as an adverb of time, is topicalized because of the significance of the day itself; however, in the students' translation, we notice that all translators failed at two levels: they failed to show the anaphoric balance and, then, they relegated the anaphora to a prepositional phrase at the end of the sentence. For example, in case #2, the translator failed to maintain the anaphoric structure by deleting the second component and, at the same time, failed to place the prepositional phrase accurately, thus failing to highlight it as is intended in the original speech. In reality, all translators failed to grasp the importance of the topicalization of the prepositional phrase. In all the above cases, the translators either failed to maintain the proper anaphoric structure, or managed to render it properly, but failed to convey the intended message as a result of not topicalizing the prepositional phrase.

Source text 2:

Our health care is too costly; **our** schools fail too many...

Case #1

...وارتفعت أسعار الخدمات الصحية، وفشلت مدارسنا عدة مرات

Case #2

وأصبح نظام الرعاية الصحية مكلف للغاية وباءت مدارسنا بالفشل

Case #3

أصبح نظام الرعاية الصحية مكلّف للغاية، وانحدر مستوى المدارس

Case #4

ونظامنا الصحي مكلف جدا، ونظامنا التعليمي يفشل باستمرار

Case #5

كما أن نظام رعايتنا الصحي مكلف جدا ومدارسنا تخيب آمال الكثيرين

Cases #1, #2 and #3 show that the translators failed to produce the anaphoric structure. This could be due to their lack of understanding of the nature of this rhetorical device. In case #1, for example, the translator did not produce the pronoun 'our' in the first part and kept it in

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the second. The anaphora is completely removed in case #3. Only in cases #4 and #5 did the students realize this and produced the correct translation. This shows that, in reality, there is no difficulty in translating the text, but the translators fail to identify the rhetorical device and, therefore, fail to produce the correct translation.

Source text 3:

For us, they packed up their few worldly possessions and travelled across oceans in search of a new life. **For us,** they toiled in sweatshops and settled the West; endured the lash of the whip and ploughed the hard earth. **For us,** they fought and died...

Case #1

من أجلنا، حزموا متاعهم الدنيوي القليل ورحلوا عبر المحيطات بحثا عن حياة جديدة. من أجلنا، كدوا في مصانع تستغل العمال، واستقروا في الغرب وتحملوا جلد السياط وحرثوا الأرض القاسية. من أجلنا، حاربوا وماتوا

Case #2

فهم من أجلنا حزموا متاعهم الدنيوي القليل ورحلوا عبر المحيطات بحثا عن حياة جديدة. هم من أجلنا كدّوا في محلات الحلويات وساهموا في استقرار الغرب وتحمّلوا جلد الاسواط وحرثوا الأرض القاسية. من أجلنا حاربوا وماتوا

Case #3

لأجلنا، طوى هؤلاء ما يملكون في هذه الدنيا وجابوا البحار بحثا عن حياة جديدة، ولأجلنا كدحوا في عملهم الشاق وأرسوا دعائم الاستقرار للغرب، تحملوا جلد السياط وحرثوا الأرض الصلبة. ولأجلنا خاضوا الحروب وماتوا

Case #4

فلأجلنا حملوا القليل من ممتلكاتهم الدنيوية وارتحلوا عبر المحيطات بحثاً عن حياة جديدة ، ولأجلنا كدحوا في أماكن العمل الشاق واستقروا في الغرب وتحملوا ضرب السياط وحرثوا الاراضي الصعبة ، ولأجلنا قاتلوا وماتوا

The anaphoric structure in the source text is a very common construct in the target language and is evidently easily identifiable; therefore, the translators did not have any problem in providing the proper rendition of the text. They maintained the exact anaphoric structure at the beginning of each phrase in Arabic. This is also evident in the next example.

Source text 4:

This is the price and the promise of citizenship. **This is the** source of our confidence – the knowledge that God calls on us to shape an uncertain destiny. **This is the** meaning of our liberty and our creed...

Case #1

هذا هو الثمن، هذا هو وعد المواطنة.وهذا هو مصدر ثقتنا؛ علمنا بأن الله يدعونا للمشاركة في تحديد هذه المصائر الغامضة. هذا هو معنى حريتنا و عقيدتنا

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Case #2

هذا هو الثمن وهذا هو وعد المواطنة. هذا هو مصدر إيماننا، معرفة أن الله يدعونا أن نرسم مصيرا غير مؤكد. هذا هو معنى حريتنا وعقيدتنا

Case #3

هذا هو ثمن الوطنية ووعدها. هذا هو مصدر ثقتنا- معرفتنا بأن الله يدعونا بأن نصوغ مصيرا غير مؤكد. هذا هو معنى حريتنا وعقيدتنا

Case #4

هذا هو الثمن وهذا هو وعد المواطنة. كما أن هذا هو مصدر إيماننا بمعرفتنا أن الله أوكل إلينا مهمة تحديد المصائر الغامضة، هذا هو معنى حريتنا وعقيدتنا

Since the equivalent anaphoric structures for (for us, this is the…) (لأجلنا، هذا هو الـ) are commonly used in the target language, the majority of translators did not have any apparent problem in identifying and rendering them correctly.

3.1.3.4. Antithesis

Antithesis is a parallel structure and is used mainly to highlight contrast. Wales (2014: 25) explains that antithesis "effectively contrasts ideas by contrasting lexical items in a formal structure of parallelism". This device is usually used to highlight contrasts and make them more memorable. Consider these examples and their translations:

Source text 1:

To those leaders around the globe who seek to sow conflict, or blame their society's ills on the West – know that your people will judge you **on what you can build, not what you destroy.**

Case #1

فليعلم أولئك القادة الذين يبحثون عن نشر الصراع أو يلقون اللوم فيما يتعلق بسلبيات مجتمعاتهم أن شعوبهم ستحكم عليهم من خلال ما يبنون لا من خلال ما يدمرون

Case #2

ولأولئك القادة حول العالم الذين يسعون لزرع النزاع والذين يلومون الغرب على أمراض مجتمعاتهم فأننا نقول لهم بأن شعوبكم ستحكم عليكم حسب ما تستطيعون بناءه لا بحسب ما تستطيعون تدميره

Case #3

ولأولئك القادة حول العالم الذين يسعون لزرع النزاع والذين يلومون الغرب على أمراض مجتمعاتهم فأننا نقول لهم بأن شعوبكم ستحكم عليكم حسب ما تستطيعون بناءه لا بحسب ما تستطيعون تدميره

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Case #4

ولكل القادة حول العالم الذين يسعون إلى غرس بذور الخلافات أو يُحمِّلون الغرب مشكلات مجتمعاتهم أقول لهم: أعلموا
أن شعوبكم ستحاسبكم على ما تستطيعون بناءه لا على ما تهدمون.

In most cases, the translators maintained the contrast which is involved in antithesis, as in cases #1, #2 and #3. However, in some cases, such as #4, the students failed to maintain the parallel structure which is a very important component of antithesis. In general, antithesis as a rhetorical device is very common in Arabic discourse. Therefore, translators do not seem to have any evident difficulty rendering it properly, though they sometimes may have an issue with the parallel component contained within antithesis. This is apparent in the next example:

Source text 2:

The success of our economy has always depended **not just on the size of our Gross Domestic Product, but on the reach of our prosperity.**

Case #1

إن نجاح اقتصادنا لم يعتمد دائما على مجرد حجم إجمالي إنتاجنا المحلي وحسب بل وعلى مدى انتشار رخائنا.

Case #2

إن نجاح اقتصادنا لم يعتمد دائما على مجرد حجم إجمالي إنتاجنا المحلي وحسب بل وعلى مستويات الرخاء.

Case #3

فنجاح اقتصادنا لا يعتمد دائما على حجم الناتج المحلي الإجمالي فحسب وإنما يعتمد على نجاحنا في العمل من أجل
الوصول إلى مستويات الرخاء والازدهار.

All these examples show that antithesis, in general, does not pose a serious challenge to translators as they have overall succeeded in maintaining antithesis and preserving the intended rhetorical function. This is due to the commonality of the structure in the target language.

4. Conclusion

Rhetorical devices are frequently manipulated in political speeches to strike a balance between the obvious and obscure (Corbett, 1999), to add an aesthetic element to the speech, and to achieve a multitude of communicative functions, such as increasing the audiences' emotional involvement and their acceptance of the arguments delivered within the speech. Data analysis of the translations produced by the students shows that many of the rhetorical devices used in Obama's speech were kept intact in the target text, while others were missed entirely or modified to suit the linguistic patterns and references of the target language. Translators

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adopted different strategies, such as rewriting, reorganizing, adding and deleting, with varying degrees of success. In many cases, such strategies have led to the distortion of rhetorical devices in both form and function. Furthermore, analyses of translators' renditions into the target language reveal that the translators' lack of awareness of the rhetorical devices used in the speech also led to a failure in reproducing the intended effect or the original message.

In translating rhetorical devices, the structure is an important factor, as is shown in the analysis of tricolon, where simple tricolon structures were noticeably easier to render into the target language than more complex ones. In these cases, the translators failed to produce parallel structures equivalent to those used in the source text and, in many cases, merged two parts together, thus eliminating the tricolon structure. In some other cases, the tricolon structures were weakened by changing voice and transitivity, thus eliminating parallelism, which is an essential component in tricolon structures. The dismissal of parallelism in a number of translation cases is a strong indicator that second language training may have led to a misrepresentation of this rhetorical device. EFL students are taught to avoid repetitive structures to improve their quality of writing; therefore, it is not surprising that, in translating tricolon structures, students merged two or more parts of the tricolon structure to avoid repetition.

In the translation of polysyndeton, the translators, as predicted, did not encounter any difficulty in translating cases involving polysyndeton, because the structural norm in Arabic is to use coordinators between each two coordinated elements. On the other hand, in translating cases involving asyndeton they tended to insert the coordinators between two conjoined elements, which is in line with Arabic writing patterns. This has resulted in changing asyndeton constructions into polysyndeton, thus eliminating its intended rhetorical effect.

As to anaphora, it is found that when this device involves a minimal structure, such as a pronoun, translators seem to overlook it and as a result have failed to render it correctly; however, when the anaphora involves a highly identifiable structure, they do not seem to face any noticeable difficulty in rendering the anaphora correctly in the target language.

Overall, it is found that, when the *schemes*, such as antithesis, is common in the target language, the translators generally do not encounter any apparent difficulty in rendering it properly. It is noticed that, in many cases, as the translator tried to keep the source text forms and structure intact, they produced unacceptable lexical combinations or collocations in target language. They also showed a tendency to break up structural patterns, especially in translating tricolon structures.

Stylistic and rhetorical devices are functionally, communicatively and semantically important. Translators, therefore, must recognize their importance and need to identify them correctly in the source text, before embarking on the actual act of translation. This will help them render these devices properly and maintain the intended message and effects of the source text.

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