

**Code Switching: A Close Study of Translating English Linguistic Terms into Arabic**

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**ABSTRACT**

Translating linguistic terms has taken little concern from translation researchers and scholars. This research paper discusses the attempts made by senior students of the English department, University of Benghazi, at EL-Marj Campus when they translate linguistic terms (or names of their department courses). In order to examine their translations, the researcher hypothesizes that if English undergraduate students at Benghazi University learn certain strategies which they use as tools when translating the list of their courses and they are aware of the equivalence of some of these courses' names, they will not find difficulties in translating these linguistic terms. To check this hypothesis and to achieve the aims of this study, translation test, questionnaire, and semi-structured interview are used as data collection in this study. A qualitative study is used to deal with twenty six senior students from the department of English, in the academic year 2018/2019. The results show that the students use code switching intentionally, as adding local color to when they speak. Others could not know their translation equivalents in the target, Arabic. Accordingly, they apply code switching in order to overcome their translation inability. The findings of the study also revealed that the most frequently used translation strategy is equivalence translation. This study will also be useful everywhere else.

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**1-INTRODUCTION**

Translation from one language into another is the oldest activity that humans use in order to communicate each other. It can be simply defined as a process occurs between any two languages. Throughout centuries, translation has been given a due attention by many scholars. Because it is the only mean by which we, as humans, communicate and promote cultures, norms, and ideas. Generally speaking, the term translation is the process of transferring the source text into the target text. In this process, "the role of a translator is to facilitate the transfer of the message, meaning, and cultural elements from one language into another and create an equivalent response to the receivers" (Nida 1964:13). So a translation must be accurate, natural and clear especially to the target language readers. Unfortunately, all of the translation researchers and theorists believe that there is no such perfect translation. As stated by Nolan (2005) who says "No translation is ever 'perfect' because cultures and languages differ". Therefore, in the process of translating a text from one language into another, the translator may have to resort to an explanation or other useful translation strategies, such as those suggested by several scholars, as will be discussed in the following section of this study.

However, the translation process from English to Arabic is often on the other hand hindered by problems. Nord (1991: 150-160) defines 'translation problems' as those points which prove a challenge or difficulty for all translators in a certain language, while she views 'translation difficulties' as originated from the individual translator as they may arise from his or her inability and a translation problem. The source of these problems and difficulties in the case from English to Arabic, even for experienced translators, involves the structural and lexical differences of the two languages. But it becomes more problematic when the lexical gap between the two languages widens due to cultural differences. For instance, when a target language has lacked lexical items that are found in an original language, translators frequently have to add, paraphrase, and/or even to remove source words to effectively communicate in the

target language. Most of these lexical problems arise from the problems of equivalences. That way, translators will have a chance to avoid literal misunderstandings of English items and suggest TL local equivalents that may work better in Arabic. Knowledge of the target culture is crucial for successful English to Arabic translation. Similarly, poor understanding of SL culture may arise from lack of insight into the target culture. As a result, translation cannot work, and is an illusion.

And in the matter of equivalence, scholars have done research on the concept of non-equivalence, which means that the target language has no similar correspondence for a term or expression found in the source language. Equivalence means, on the contrary, that the SL term or expression has its own counterpart in the target language. Even if a term is common and found in the TL this does not mean it is easy to translate. Faced with such challenges, the trainee translator has few resources at their disposal and usually ends up having to use his/her own competence and skills. This competence, as Chomsky's linguistic competence, which is the linguistic ability of the human translator that cannot be measured without his/her performance while mastering a text from and to his language. The task of finding a cultural or linguistic equivalent is difficult because she/he must use a lot of effort, determination, and skill in order to achieve a successful translation. The focus of this study lies within challenges that encounter Libyan EFL students in translating linguistic terms 'names of their English department's courses, which are a subclass of proper nouns. It also presents some translation techniques proposed by various researchers in this regard.

In response to these challenges, there is no doubt that one of the most effective solutions lies in training. And this is due to the fact that the translation task or the translator profession requires practice, experience, and training. Recently, however, translation programs at the undergraduate and postgraduate levels have become a common feature of Arab universities and academic institutes. These programs offer core training in the theory and practice of translation where students can practice written translation from English into Arabic and they also learn to use theories of translation to identify and solve their translation problems. More specifically, they aim to acquaint students with the main theoretical issues in translation studies and practice. Sometimes, the objectives of these courses have either been misunderstood or misled due to the above mentioned challenges.

The Libyan University of Benghazi is among those universities that provides an opportunity for English language students with theoretical and practical training or skill-based translation courses that enable the students to be translators after graduating. As pointed out by Gile (1995), "It is increasingly recognized that formal training in interpreting/translating schools is the most practical way to teach and test abilities to supply the market with reliable professionals". Due to the importance of the provided courses by the mentioned institution, many of the students reach highest semesters at the English department and they switch coding the courses' names while communicating each others or even contacting their instructors because they do not know the Arabic counterparts of their department subject names in Arabic. As we are university teachers of translation at Benghazi University, we discovered that our students fail to provide the right equivalents for many names of their department subjects although they have acquainted with translation strategies. Besides, they are learning translation skills and learning the second language simultaneously. In many instances, learners of English as a second language (ESL) and as a foreigner language (EFL) face problems of different kinds: lexical, grammatical, stylistic, phonological or cultural. As noted in this introduction, there is plenty of evidence that translation difficulties and trainee translators (or inexperienced translators) are correlated. For a long period of time, questions regarding the effect of learning challenges of translation in educational outcomes were very little in educational research. This is primarily the result of the presence of this empirical study that would allow us to investigate this issue. Therefore, this study is structured to answer the following questions:

1. What types of problems are encountered by the students at Benghazi University while translating their department courses' names from English to Arabic?
2. Which strategies do they use when they translate the names of these courses?
3. What are the causes behind the problems of code switching the names of department courses?

The study is assumed that the students learn certain strategies which they use as tools when translating these list of their courses and they are aware of the equivalence of some of these courses' names, they will do well in the translation test.

El Sheik (1990:77) assures the same point when stating that translation "has often been misused in foreign language testing as a test of everything connected with proficiency in a foreign language"; such tests were often used as a criterion for purposes "other than measuring translation itself". Evaluation is often used to determine the extent to which students reach the educational objectives set by the institution. As there are different criteria in evaluating students' ability of translating from English to Arabic, based on a test is developed for measuring eight semester students majoring in English, the current study attempts to examine the Libyan students' ability in translating linguistic terms including their department subjects' names and their translation strategy awareness. At the same time, as we shall see in the results of the study, and bearing in mind that our analysis is based on a retrospective reflection by the students after having a test, it is impossible to determine whether the strategies adopted by the students when faced with a translating problem are conscious and deliberate, or whether they are unconscious, spontaneous actions and reactions in response to a difficulty. This is while the findings of the article will hopefully contribute to the body of the knowledge of the translation studies and reveal some pertinent solutions to the mentioned problem.

## 2-STRATEGIES OF TRANSLATING LINGUISTIC TERMS

Before going to discuss the strategies of translation, it is a worthy to clarify the notion of the term. A term is generally defined as a single word or a multiword unit that contains linguistic characters, and systems (Ananiadou, 1994) or as a word or group of words often used to describe an official or technical subject (Cambridge Advanced Learners Dictionary, n.d.). A similar definition is offered by Oxford Dictionaries of English (n.d.) that "a word or phrase used to describe a thing or to express a concept, especially in a particular kind of language or branch of study". An influencing definition introduced by Bloomfield as "minimal free form" that means the smallest unit capable to constitute a complete utterance (Crystal, 2008). Hence, a term is, in addition to being a word or multiwords refer to a particular subject; the word is defined as "a unit which has universal intuitive recognition by native-speakers, in both spoken and written language" (Crystal, 2008:521).

In this paper, the general term 'term/name' refers to a word or group of words (a noun or compound noun) that are used to refer to a thing in the outside world that cannot be seen or touched, abstract name. Abstract noun (the name of an idea or a quality that is not a physical object) was purposefully used in this investigation instead of common noun (the name of an object or a thing). However, in the case of names of department courses (or the academic fields of study), the outside world means a name of a non-physical object, and they are nouns or compound words used in a specific context, a point of reference, either abstract or concrete. Because a term refers to a thing (e.g. objects, ideas, events or a state of affair) it represents that thing. The specialized terms used in this study of language all categories of terminology used in the field of linguistics. In the sample of the study, there are 22 linguistic terms (or names of English department courses) which are, completely classified as proper names (i.e being capitalized nouns), for that matter. This, also, will be explained further in the following sections.

As with translation, it has commonly been assumed that Arabic compound nouns and compound adjectives should be translated as a unit regardless of the class of the components of the compound. In other words, class shifts occur when the translation equivalent of a SL item is a member of a different class from the original item Catford (1965:79). The English equivalent to Arabic compound nouns should be a noun and to compound adjective should be a modifier. Sometimes the equivalent is a compound noun or a compound modifier and sometimes it is a single word.

In some compounds one element modifies the other. The modifying element may precede or it may follow it. In most English compounds the first element modifies the second where the second element modifies the first one as in the case of Arabic Language. For instance, when translating the compound or the English phrase 'French Language'; to Arabic phrase the second element (the head) becomes the first word and the second is the head, as in: 'اللغة الفرنسية', in addition to this, where the English adjective 'French' as a modifier (M) has its equivalence in Arabic adjective 'الفرنسية' as a qualifier (Q) although both of them are adjectives, they possess different functions as a modifier in English and as a qualifier in Arabic. Hence, the changes in the order of nouns in the underlined noun phrases are carried out to fit the structural system of Arabic concerning the genitive construct.

As we known, a translator uses a specific strategy when s/he poses a problem while attempting to translate a SL text; this means, translation strategies may not be needed if s/he translates the text literally. This kind of strategies is, on the one hand, often advisable to be avoided when translating between two languages of unrelated families and background

cultures like English and Arabic. Sometimes, translators need to adopt paraphrase strategy to deal with culture-specific concepts (CSCs) that are not lexicalized in the TL (Baker 1992: 38) or they sometimes opt to add some cultural, technical or linguistic information at the level of word, or phrase (Newmark 1988: 91). On the other hand, it can be the most applicable/useful in the case of translating between the two same related ones (Légaudaité 2010:96), or when the SL word and the TL word refer to the same concept and have similar associations (Newmark 1988: 69). It is undeniable fact that most English linguistic terms have clear and direct equivalents in Arabic, so most of them are easy to be translated into Arabic. The term 'equivalence', in Vinay and Darbelnet's classification, refers to cases where "Languages describe the same situation by different stylistic or structural means" (Munday, 2012:89). Hence, the strategy of equivalence is the most applicable one to translate Arabic linguistic terms due to existence of their Arabic counterparts. Besides, other strategies have been suggested by Baker (1992) and others like omission, illustration, or paraphrase do not seem to be applicable in getting the TL Linguistic terms due to the existence of TL counterparts (Abdellah, 2003:3). She (ibid) recommended coin new words strategy when translating such terms "[o]r work out etymologies of original Arabic words - that sound natural to the Arabic ear and, at the same time, be familiar with what the Arabic Language Academies have introduced into the linguistic terminology, especially when translating for an audience of linguists". Since the choice of the suitable translation strategy to deal with a particular concept or term is an individual decision that depends on the translators' skills, or they used to solve difficulties in translating as well as to prevent any distortions of meaning and errors which may be conducted by a translator especially students of English Department as student/novice translators. This study examines the strategies adopted by student translators of Benghazi University while translating the names of their department courses.

Occasionally, people often use some technical terms or words written in another language in a single conversation to avoid distorting the exact meaning and value of the word or term or for not having identical equivalents in their languages. In this case, they resort to transliterate or switch codes of these items in a single conversation for maintaining their exact meaning. With regard to code switching, Heller (1988) described it as a conversational strategy used for the aggravation or mitigation of requests, denials, topic shifts, elaborations, comments, validations, and clarifications. The term 'code switching' is also considered as "an alternating use of more than one language" (Auer, 1984:1), and it is a common phenomenon among bilingual and multilingual speakers from a variety of first language backgrounds as stated by many Arab researchers like (Alshalawi and Abal Hassan, 2000), (Alhazmi (2016) and (Akeel, 2016) and (Abdulmalik and Alsabri, 2018). They have also mentioned many linguistic and social reasons for occurring this mentioned phenomenon, such as conveying emphasis, elaboration purposes, technical and socio-cultural authenticity, specifying or excluding one or more addressees from a conversation, or the lack of proficiency in L1, easiest and most convenient way of saying something with the least effort and resources.

In the Libyan context, the English students who are used as a sample of this study, on the other hand, prefer utilizing both Arabic and English languages within a single conversation and even within a single utterance when they contacting their partners and teachers in the same department as stated in the introduction section by the researchers of the current research. Despite their situation is different because they are specialized in English language and their English courses have their Arabic equivalents, they deliberately use code switching to name their department subjects in English. By noticing this phenomenon by the two researchers of the present study, they decided to examine their students if they are able to or familiar with Arabic equivalents of their department subjects being switching them in English with Arabic expressions while communicating each other and their university teachers in Arabic, in a context where English is foreign language.

### 3- METHODOLOGY

The data of this study is a collection of courses names selected from department of English, EL-Marj Campus. The reason of choosing these courses are to test final semester students at the same department in order to know their abilities in providing equivalent translations of these courses in Arabic; and the causes behind the problems of code switching them. These courses will be translated from English into Arabic by final semester students. The translated courses will be discussed and analyzed in order to see whether they fully provided their equivalent counterparts in Arabic or not.

#### 4-PARTICIPANTS

As the aim of this article was to investigate the difficulties that pose final semester students from the Department of English Language – EL-Marj Campus, Benghazi University in Libya while translating the names of their department courses list, it focused on studying, reviewing and comparing the different translations made by twenty six male and female final semester students. All of the students are Libyans and they have been educated under the same educational system. They have been studying English since their preparatory schooling. Therefore, the researchers designed a test with twenty two selected English department courses list, a questionnaire with ten questions and semi structured interview questions. Then the students were asked to translate the list of their courses in the test and answer the questionnaire, and interview's questions. They were also told to answer the following questions:

Q1- Briefly, describe the problems that you encounter when translating the department courses list into Arabic?

Q2- What strategies did you use when translating the department courses list?

The purpose of these interview questions is to know the students' impressions about the translation of their courses. It is a worthy to mention, however, that most of the students did not give satisfactory translations. It also should be noted that only the students who answered the questions are mentioned in the analysis. The others could not answer; they only left answer space empty.

#### 5-RESULTS

Students are asked to translate these courses into Arabic without consulting dictionaries or asking help from teachers. The data collected from the interview and questionnaire will be analyzed. Furthermore, percentages and frequencies of the responses will be figured out. The methods used in the analysis of findings were quantitative, i.e. statistical, and qualitative, i.e. analytical. This included assessment of the results obtained from rendering English department courses list from English into Arabic (the test); or selecting the proper answer with the suitable base or node of each question (interview & questionnaire). Course names are discussed to show the type of obstacle encountered by participants.

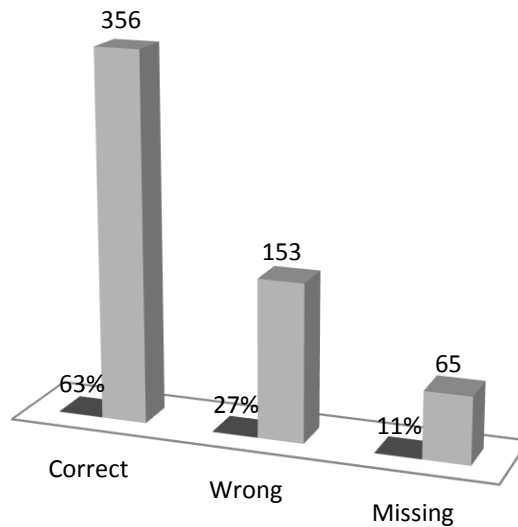
##### 5.1 Results of the test

Before proceed to the analysis of participants' translations attempts to answer the first and the second questions of the study, the significant statistical data will primarily be presented in a graphical format. The analysis of the strategies used for the rendition of the English linguistic terms resulted in the following categorization.

- i) Correct translation which relates to achieving the right equivalence.
- ii) Wrong translation which associates with rendering the names of department subjects literally from English into Arabic in terms of word-for-word translation without referring to the sense of linguistic term in the original language.
- iii) Missing or left untranslated where there is no translation.

Based on the previous three criteria, figure 1 displays that the frequencies and percentages of attempts made by the participants to translate the names of English department courses or the terms of the field of their study of was 574. Of these attempts, 365 were correct, 153 were wrong, and 65 were missed, i.e left untranslated.

As shown in the same figure below, the first category of correct rendition, i.e. the strategy of equivalence has been the most frequently employed by the majority of participants (63%), which validates hypothesis of the current study. In the case of wrong translation, less than half of them (27%) adopted the literal strategy while attempting to transfer the meaning of the English linguistic terms into their native language, Arabic. However, the lowest percentage was depicted for missing data of the translation test, at about 11%. These attempts will be analyzed in more detail below.



**Figure (1): Students Translations 'Attempts to Names of Studying Courses**

Some students find it difficult to provide correct translations and correct vocabulary for some courses that affect the translation. For example, the course name reads: *Phonetics and Phonology* (علم الأصوات والفونولوجي) *ilmu al-ṣwaṭ waalf uṇluji*. Students find it hard to understand, let alone to translate, the word such as the course (phonology) in the source text. Here, the department students opted for code switching in order to accomplish translation and cover their inability of giving its counterpart in English. Such translations affected the level of academic translation of the course.

Giving the exact term in Arabic instead of using code switching in the department in deed can play a decisive role in helping students to make their quality of translation very high. In case of the academic course that reads: *Syntax and Morphology* (النحو والصرف) *alnahṭ wassarf*. We can see that the level of translating of this course is very weak. It is rendered by most of the students as:

(علم تشكيل وتركيب الجملة) ، (دراسة الجمل) or it is left untranslated. The course name above consists of comparatively two words. It's translation by participants could not keep the same level equivalent as in English for reasons connected with that they use code switching when they name these courses. For example, one of participants says that he or she used to code switch courses names, commenting on the question number one argued that, "I do not find any difficulty in translating the courses names; however; I used to use code switching course names". Other participant pretends that there is no counterpart equivalent in Arabic for some courses' names. He / she say, "There are no equivalent terms in Arabic for some courses".

Another mistranslation problem that participants encounter is that when they translate the course name: *Semantics and Pragmatics*. (علم الدلالة واللفظ) *ilmudalalawallafdh*. Only eight out of twenty six of the participants provided good translation, which is: (علم الدلالة والألفاظ). The others either they commit translation errors or left untranslated. It seems that they have difficulty in giving equivalent counterpart in Arabic. It is difficult for them since the course is considered to be taught only one time at the department. Consequently, they were unsuccessful in giving the exact counterpart in Arabic. Consider some of their attempts: (دراسة استعمال اللغة), (دلالات), (علم الواقعية). The word (دلالات) that the participant provided is more or less right, but it does not convey the exact counterpart in Arabic. (علم الدلالة) would be a very suitable choice for the reason it is widely used among Arabic grammarians and Arabic linguistics scholars.

Another mistranslation course name can be found in the course name that reads: *Literary Readings*, (قراءات أدبية) *k\_ṛaṭadabiya*.. Participants experienced problems with their attempts to render the word (Literary) with sixteen out of twenty six of them render it into Arabic as, (حرفي), which means, (literal). This comes as no great shock due to the face they confuse between (literary and literal) since they confuse between them because they are likely similar to

each other. The word (literal), in the translation field, is used to represent the exact words of the original text. (Literary), on the other hand, concerns with the writing of literature. Consequently, their attempts were wrong as: (قراءات حرفية).

As it is shown above, many participants have chosen the wrong word in the target language as a result of their lack of knowledge of the meanings of the courses that they study at the department. They use this word because they are approximately but not definitely the same in writing and pronunciation. And both translate differently in the target, Arabic. A very suitable translation for this course name would be: (قراءات أدبية), which could not be distinguished unless the participants' pay more attention to the word spelling.

The number of wrong attempts suggests that it is difficult for participants to render the course name which reads: *1<sup>st</sup> and 2<sup>nd</sup> Language Acquisition* (اكتساب اللغتين الأولى والثانية), *ktisáb all ghtai:n al ólawathaniya*. Most of the participants proved a low level of awareness of the source text structures. This is resulted from the neglect of the target language structure, Arabic, where you have to put the noun first and then the adjectives. Since English structure prefers putting adjectives first and then the noun; Arabic, on the other hand, prefers adding the noun first and then adjectives. This claim is supported by (Othman 2013: 136) when he postulates, "there are differences in sentence structure between Arabic and English and this also applies to the placing of adjectives. Whereas in English, the adjective precedes the noun, the Arabic, the adjective cannot precede the noun to which it refers". What participants do here in their attempts to translate the above course into Arabic, they preserve the same structure of the English and transferred them literally into Arabic which caused high level of error as we can see in the following translation attempt: (الأولى (والثانية اللغة مكتسبة). It is very clear then that from the results of this paper that this wrong attempt as a result of participants' failure to differentiate between English and Arabic grammatical structures. Here, the participants' task becomes more complicated where the course name includes more than one adjective in one sentence. Furthermore, picking out the correct equivalent for the word according to its context in the course name is very crucial. Kussmaul (1995: 56) emphasized on selecting the appropriate word to fit its context. In this regard, he says, "to pick out the meaning of a polysemous word which fits into context is certainly the first step to a good translation". Most of the participants find it challenging to decide if they provided the exact word in the target language. A good example for this is the word (purposes) in the following course name: *English for Specific Purposes*, (اللغة الإنجليزية لأغراض خاصة), *Allugha al nj \_l \_ziya l \_aghradkhassah*. The different meaning of the word (purpose) can cause a serious confusion and participants resorted to the wrong choice of the semantic meaning that the course name intended to express. This may be because of their limited English vocabulary. Most of the participants rendered (purposes) as (أهداف). However, the appropriate choice is (أغراض) rather than (أهداف) which can be applied in other contexts. This shows the need for participants to use the context and use the Arabic translation of the course for the purpose of control. A few participants rendered (purposes) into Arabic as (أغراض), which provides the exact intended meaning of the course name. Hence, the translation would be: (اللغة الانجليزية لأغراض خاصة). This supports Sanchez's (2009: 79) viewpoint when he says, "the translator needs to look at the use of the two words in both languages...how native speakers use them in general".

## 5-2 Results of the questionnaire

### 5-2-1 Students' views about translation:

The results of the questionnaire about Students' Attitudes towards translation can be seen in Table 1 below

<b>II. Students' Views about Translation</b>			
<b>Question</b>	<b>Choices</b>	<b>Freq</b>	<b>Percentage</b>
1. Translation is an important subject.	Agree	25	96.2
	Disagree	1	3.8
2. Translation should be taught in all semesters.	Agree	13	50.0
	Disagree	13	50.0
3. Translation courses should be taught very deeply.	Agree	25	96.2
	Disagree	1	3.8
4. Translation is easy to practice.	Agree	13	50.0
	Disagree	13	50.0
5. Translation teachers are specialized in Translation.	Agree	19	73.1
	Disagree	7	26.9
6. Translation syllabi are suitable for students at the department.	Yes	12	46.2
	No	14	53.8
7. Intensive translation workshops could strengthen the students' translation abilities.	Agree	26	100.0
	Disagree	0	00.0
8. Translation theories are more difficult than practice ones.	Agree	12	46.2
	Disagree	14	53.8
9. The description of translation courses in the department.	Weak	7	26.9
	Good	14	53.8
	Very good	4	15.4
	Excellent	1	3.8

**Table (1): the percentages of participants' responses for their views about translation.**

The table uses nine semi-structured questionnaires to show the students' points of view towards translation. Overall, it can be seen that the encouragement of teaching translation deeply as well as practicing it was the highest among the other nine semi-structured questionnaires. To begin, the intensive translation practice could strengthen participants' translation abilities had the highest percentage. It has also a much higher percentages of students who agreed that translation is very important course and should be taught very deeply in the department, and the lowest percentage of participants who disagreed that translation is important, and it should be taught deeply. The percentage of that the description of translation courses in the department is excellent; and the disagreement of the importance of translation was significantly lower. The range of percentages for participants, who agreed that translation teachers are specialized in translation; and translation theories are more difficult than translation practice was completely similar. In addition, agreement and disagreement of that the translation is easy to practice; and should be taught at all semesters are parallel.



**5-2-2 Students' Attitudes towards translations of the courses names**

The following table shows the students' responses to the third question of this study providing the number of frequencies as well as the percentage for each theme.

Question	Choices	Freq	Perc
1. I use transliteration when I say our department's English courses.	Yes	16	61.5
	No	10	38.5
2. To what extent do you use code switching when you name an English course at the department?	Not at all	3	11.5
	Small extent	2	7.7
	Moderate extent	8	30.8
	Large	13	50.0
3. Do you use code switching when you speak to your mates and colleagues at department?	Always	5	19.2
	Sometimes	17	65.4
	Never	4	15.4
4. Do you use code switching when you speak to your teachers at department?	Always	7	26.9
	Sometimes	14	53.8
	Never	5	19.2
5. Do you know the exact equivalent in Arabic for each course name at the department of English?	Yes	6	23.1
	No	3	11.5
	Some of them	10	38.5
	Most of them	7	26.9
6. How often do your translation teachers ask you not to code switching the courses name?	Never	20	76.9
	Sometimes	6	23.1
	Always	0	00.0
7. Can you differentiate between nouns and adjectives when you say the course name? Ex: linguistic or linguistics.	Yes	18	69.2
	No	8	30.8
8. Having taken all the translation courses at the department, did not you think about avoiding code switching when you say the course name?	Yes	9	34.6
	No	12	46.2
	Sometimes	5	19.2

**Table (2): the percentages of participants' attitudes toward translating the courses names.**

The table above shows participants' attitudes towards the translation of courses' names. Generally, we can see that the participants who use code switching when they utter the department's courses name were slightly above the half; and they largely use it in their everyday conversations. In addition, almost quarter of them only who know the course counterpart in Arabic. Thus, many students resort to code switching in order to overcome their inability of producing

them in Arabic. In addition, almost three quarter of the participants claim that their teachers do not ask them to not to code switch the courses names, whereas, almost one quarter admit that their teachers ask them to do so. Conversely, almost half of the participants, who sometimes, use code switching when they speak with their teachers. Finally, nearly a quarter of the participants who finished the required translation courses in the department, think about avoiding code switching when they utter the courses names. The others, who make up the half, do not think to avoid the code switching after finishing all the required translation courses. However, participants who can differentiate between nouns and adjectives when they say the course names were fundamentally higher than those who could not. More generally, these basic findings show that participants are more or less prefer using code switching when they pronounce the English department courses names even though they have a background of their counterparts in Arabic.

## 6-DISCUSSION

It should be stressed that the interview questions and semi-structured questionnaires offered us the participants' views regarding the translation of the names of the courses. In spite of the fact that they (participants) provided correct translations for the basic courses, such as, grammar, reading, speaking, listening, writing, etc. however, most of them as we have seen through the questionnaire they tend to code switch the name of the courses. This basic finding is consistent with research of Alshalawi and Abalhassan (2000) showing that code switching is used as supplement during the process of speaking. They have examined the code switching behaviour of Arab speakers of English as a second language in the United States. Twelve Saudi graduate students were tape-recorded in two-hour informal meeting to investigate their code switching behaviour. The conversations were transcribed and translated. It has been noticed through this study that respondents used to insert English words in Arabic matrix. The Arabic respondents use their mother language, Arabic, for communications; and they supplement it with English were necessary.

It is also has been noticed that nearly above the quarter of the participants could not differentiate between the adjective and noun forms for the course name: *linguistic* and *linguistics*. In addition, they (participants) failed to produce the exact equivalent counterpart in Arabic. This result was broadly in line with Abdellah (2003) study, which investigates the difficulties of translating the term *linguistics*. She stresses,

The very name of the science Linguistics represents a difficulty when translated into Arabic. On the surface, the word is simply rendered علم اللغة (Ilm Al-Lugha= the science of Language). Arab linguists accept the simple translation اللغة علم but seek a more appropriate translation that carries the sense of the distinction of this science in the Arab culture (Abdellah, 2003:3).

The results demonstrated that many participants' inability to producing an Arabic equivalent for each course name at the department of English. One of participants, who is engaged in this study, argued, "I face difficulty to understand the meaning of the course itself." Another participant referred the problem of providing suitable equivalents in the target to the lack of equivalent word in Arabic "there is no equivalent for these courses in the target, Arabic". This corresponds with different previous studies that examine the difficulties of providing exact equivalents in the target language. Akeel (2016), and Abdulmalik and Alsabri (2018). Abdulmalik and Alsabri (2018) explored the types of code switching between Yemeni dialect and English language among Yemeni undergrad students at Sheba Region University. The study was done to investigate the reasons behind using code switching among students. They interviewed twenty undergraduate students from different faculties using semi-structured interviews. They specifically analyzed the intra-sentential code switching. The findings showed that Yemeni students used code switching due to the lack of proficiency in L1. Akeel attributes using code switching for elaborate purpose. She performed a similar series of investigations in the (2016) to show that code switching is vigorously used in her interview with two female Arabic participants in the context of hair and skin care. The study was conducted in Dubai. An informal conversation analysis is carried out order to understand purposes of code switching based on the participants' turns. The findings demonstrated that code switching is widely used by participants for elaborate purposes.

Another finding that has been noticed in this study is the participants' use for code switching of courses names when they speak to each other or speak to teachers in spite of that they have completed the translation theories and practice; and they admit that they would not avoid code switching. This finding is in accordance with findings reported by Alhazmi (2016), who examined the linguistic aspects of code switching among Arabic- English speakers who live in Australia. She used both, qualitative and quantitates analysis to conduct her research. Her data was a recording of free-flowing conversations from radio and Facebook. She concluded that the large numbers of switched elements were at

the nouns and noun phrases levels. After investigating the strategies used while translating the English department courses names, it is clear that Libyan student translators used the following strategies: equivalence and literal ones. The results also obtained from the students' questionnaires confirm our hypothesis about the students' problems from Arabic to English translation.

## 7- CONCLUSION AND RECOMMENDATIONS

The main purpose of this study was to investigate the use of the code switching among the department of English language and linguistics students, university of Benghazi, EL-Marj campus. Overall, it was obvious in this study that the students' responses towards the translating of the course names seem not easy. The main finding that has been deduced is that some participants use code switching deliberately, when they name the English courses, as adding local color to their conversations. Others could not comprehend their counterparts in the target, Arabic, and consequently, they resort to code switching. This suggests that the staff members in the department express tolerance when their students use code switching when they speak to them. They (teachers), especially translation teachers, need to examine the students' ability of providing the courses names' equivalents in Arabic in order to improve the translation process level of the students. This is where the researchers come across one of the most common problems in translation in general, where the students of English will retain this code switching notion when it comes to translating words or phrases into Arabic, which makes pieces and written translations come across as unnatural. As we can see, translating from English to Arabic is one of the biggest challenges that anyone working in translation will ever face. Besides to this, translating SL linguistic terms into Arabic is not an easy task since it creates big challenges and problems either linguistically and/or culturally. However, this study suggested that target – oriented strategies such as new coin term or equivalence should only be used with SL linguistic terms used as proper nouns such as names of the English language department subjects and it is also enhanced students' strategies awareness of translating or finding the right English language choices, structures and registers to depict the right or identical ones in Arabic. Translation teachers need to clarify the problems that face students when translating their courses' names of the English department. Students, on the other hand, need to know the translation of the names of these courses names in Arabic. It is also the responsibility of the university itself to avoid code switching when they provide undergraduate transcripts to their graduates or providing whole English transcripts at least to the graduates of the department of English. In crude terms, the university policy used to insert the course names in English within Arabic written certificates. This university's current policy might encourage students to code switch the course names. The role of English department is to recommend the university to provide whole English written transcripts at least to the English department graduates. These major challenges point to the dire need for whole systematic English-Arabic written transcripts to the English graduates of the department.

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**TRANSLITERATION SCHEME**

The following transliteration system has been employed in this paper. Material provided by participants was not transliterated to preserve confidentiality.

**1. Consonants:**

Arabic	LC	Arabic	LC
ء	a	ض	d
ب	b	ط	t
ت	t	ظ	z
ث	θ	ع	ʿ
ج	j	غ	gh
ح	h	ف	f
خ	kh	ق	q
د	d	ك	k
ذ	dh	ل	l
ر	r	م	m
ز	z	ن	n
س	s	ه	h
ش	sh	و	w
ص	ss	ي	y

**2. Vowels:**

Arabic Short Vowels	LC	Arabic Long Vowels	LC
اَ	a	إِ	á
اُ	u	وِ	ú
اِ	i	يِ	I: