

Literary Equivalence in Translation: A Critical Analysis of Maneer Baalabky's Arabic Translation of Charles Dickens' Oliver Twist

Tareq Mohammed Saleh AL-atiqi¹

Khalid Ali Youssif Al-sabae²

DOI: [https://doi.org/10.47372/jef.\(2025\)19.1.134](https://doi.org/10.47372/jef.(2025)19.1.134)

Abstract: This study examines the Arabic translation of Charles Dickens's "Oliver Twist," focusing on the literary equivalence issues in Maneer Baalabky's translation and the strategies employed by the translator, as well as the challenges faced during the translation process. By comparing and evaluating the Arabic translation, the research aims to identify effective translation practices that enhance the reader's understanding and engagement with the text. A detailed analysis of 15 selected excerpts reveals the use of various translation strategies, including dynamic equivalence, literal translation, metaphorical interpretation, and cultural adaptation. Each strategy serves a specific purpose, highlighting the complexities involved in conveying meaning across different languages and cultures. The findings indicate that while the translator successfully captures the main ideas and emotional nuances of the original text, instances of mistranslation underscore the difficulties of navigating cultural differences and the subtleties of Dickens's writing. This study emphasizes the importance of employing diverse translation strategies to achieve a faithful and engaging rendition of literary works. It also offers several recommendations: training translators on cultural nuances, collaborating with cultural experts, and understanding idioms to prevent mistranslations.

Keywords: Literary Translation, Equivalence, Charles Dickens, Oliver Twist, Arabic Translation, Maneer Baalabky, Metaphors, Similes, Cultural Adaptation.

1. Introductory: The universe encompasses a diverse range of languages, each intricately linked to its cultural context, necessitating effective communication methods, with translation serving as the primary tool for bridging linguistic divides (Bassnett & Lefevere, 1990; Nida, 1964). Venuti (2000) highlights translation as a transformative mechanism that converts traditional languages into equivalent texts, fostering global understanding and personal interactions. Catford (1965) emphasizes the importance of transferring meaning between source and target languages to achieve equivalence, while Baker (1992) advocates for a comprehensive understanding of the translation process through the analysis of syntactic structures. Larson (1998) further underscores the need to accurately convey the source text's meaning within the target language's cultural context, necessitating a careful examination of lexical, grammatical, and semantic forms. This study conducts a detailed translation analysis of literary expressions in Charles Dickens' "Oliver Twist" (1975) and their Arabic counterparts by Al Balabky (1999), aiming to identify and critically assess expressions that reflect the social context, struggles, and politics of Victorian England. It will categorize and analyze translational equivalents, focusing on the challenges of translating figurative language, including metaphors, idioms, irony, and similes, to explore how these literary devices are rendered in Arabic.

1.2. Statement of the Problem Literary translation is a complex and multidisciplinary endeavor that aims to capture the nuanced meanings and emotions embedded in diverse linguistic contexts worldwide. The cultural intricacies, attitudes, beliefs, and values inherent in these contexts significantly contribute to the challenges faced during the translation process. Consequently, effective literary translation necessitates a profound understanding of both the linguistic structures and the cultural backgrounds involved (Bassnett, 1980). To achieve a harmonious balance in meaning and tone with the original text, a translator must possess a deep familiarity with the source and target languages, ensuring that the message remains clear and relatable for the audience in their native language. Ultimately, successful literary

translation fosters cross-cultural communication and enhances global understanding, bridging gaps between different cultures and enriching the literary landscape.

1.1 Objectives of the Study This study attempts to achieve the following objectives:

1. To identify and analyze the literary equivalence issues of metaphors and similes Maneer Baalabky's translation of "Oliver Twist".
2. To evaluate the translation strategies employed by Maneer Baalabky and assess their effectiveness in conveying literary equivalence.
3. To suggest alternative translations that could improve literary equivalence in the translation of "Oliver Twist".
4. To assess how these translation strategies impact the overall quality and fidelity of the translation compared to the original text.

1.2 Questions of the Study This study aims to investigate and provide answers to the following research questions:

1. What are the literary equivalence issues of metaphors and similes identified in Maneer Baalabky's translation of Oliver Twist?
2. What translation strategies did Baalabky employ, and how effective were they in conveying literary equivalence?
3. What alternative translation could be used to improve literary equivalence in translation of 'Oliver Twist'?
4. How do these strategies impact the overall quality and fidelity of the translation compared to the original text?

1.5. Significant of the Study The significance of this study lies in its potential to enhance the field of translation studies through a thorough examination of Charles Dickens' "Oliver Twist" and its Arabic translation by Al Balabky. This research seeks to clarify the complexities involved in translating literary expressions, especially those that reflect social contexts, struggles, and political themes. By analyzing the translational equivalents of figurative language, the study offers valuable insights into effective translation strategies and highlights the crucial role of cultural context in achieving meaning and tone equivalence. Moreover, the practical implications include suggestions for improving literary equivalence and refining translation techniques. This study also adds to the academic literature by providing a detailed case study that is relevant to scholars and practitioners in translation, literary studies, cultural studies, and linguistics. By promoting an interdisciplinary approach to translation studies, this research encourages a deeper understanding of translation practices and fosters better cross-cultural communication.

1.6. Limitations of the Study While this study offers important insights into the translation of literary expressions in Charles Dickens' "Oliver Twist" and its Arabic version by Al Balabky, there are several limitations to consider. First, the focus is on specific excerpts, which may not fully represent the entire novel or other works. Additionally, the qualitative nature of the study introduces some subjectivity, even though efforts have been made to maintain objectivity through peer review and expert consultation. Cultural and linguistic differences between English and Arabic may also limit how applicable the findings are to other languages and contexts. Furthermore, the reliance on secondary data and the individual translator's style could influence the generalizability of the conclusions. Time constraints and technological limitations might also affect the depth and accuracy of the analysis. Lastly, ethical considerations, such as confidentiality agreements, potential conflicts of interest, and the need to respect the intellectual property of the original authors, may limit the extent of expert consultation. As a result, the findings are specific to this translation and may not be entirely applicable to other texts, languages, or contexts. Acknowledging these limitations is crucial for interpreting the results and understanding the study's scope.

1.7. Methodology of the Study This qualitative study investigates the translation of literary expressions in Charles Dickens' "Oliver Twist" (1975) and Al Balabky's Arabic translation (1999). It analyzes the selected excerpts that highlight social contexts, hardships, politics, metaphors, idioms, irony, and similes, focusing on their lexical and grammatical structures, communication strategies, and cultural contexts. The study evaluates the effectiveness of Al Balabky's translation methods and the overall quality and fidelity of the translation, ensuring validity and reliability through peer reviews and expert consultations. Ethical considerations includes proper citation and obtaining necessary permissions. Acknowledging limitations such as a focus on specific excerpts and potential subjectivity, the study aims to provide insights into the translation of "Oliver Twist" and its Arabic equivalent, contributing to translation studies.

Literature Review The field of translation studies has evolved significantly over the years, with scholars exploring various aspects of translation, including its definitions, types, and methodologies. This literature review aims to provide a comprehensive overview of the key concepts and theories that underpin the translation process, particularly in the context of literary translation. By examining existing literature, this review highlights the complexities involved in translating literary texts, the challenges faced by translators, and the strategies employed to achieve equivalence.

1. Definitions of Translation Translation is a multifaceted process that involves converting written text from one language to another while preserving its meaning and cultural context. Various scholars have offered definitions of translation, emphasizing different aspects of the process. For instance, Nida and Taber (1969) define translation as the reproduction of the closest natural equivalent of the source language (SL) message in the target language (TL), focusing on both meaning and style. Reiss (1989) views translation as a bilingual mediated process of communication aimed at producing a functionally equivalent TL text. These definitions underscore the importance of achieving equivalence in translation, which is a central theme in translation studies.

2. Types of Translation Scholars have classified translation into various types based on different criteria, including purpose, methodology, and text type. Casagrande (1954) identifies pragmatic, aesthetic-poetic, ethnographic, and linguistic translations, each serving distinct functions. Savory (1959) further categorizes translations into perfect, adequate, composite, and scientific types, highlighting the diverse approaches translators can take. Vinay and Darbelnet (1958) propose seven translation procedures, including word-for-word translation, literal translation, and adaptation, which address specific challenges in the translation process. Understanding these types of translation is crucial for recognizing the strategies that translators employ to convey meaning effectively.

3. Major Approaches to Translation Theoretical approaches to translation have been developed to guide translators in their practice. Catford's (1965) linguistic approach emphasizes the relationships between languages and the importance of formal correspondence in translation. Nida's (1964) theory of dynamic equivalence focuses on achieving the same effect on the TL audience as the SL audience, highlighting the significance of cultural context in translation. Newmark (1981) distinguishes between communicative and semantic translation, emphasizing the need to balance the original text's meaning with the target audience's understanding. These approaches provide valuable frameworks for analyzing translation practices and understanding the complexities involved in literary translation.

4. Translation of Literary Texts Literary translation presents unique challenges due to the artistic nature of literary works. Delabastita (2010) describes literature as a complex form of discourse that demands careful attention to language, style, and cultural context. Translators must navigate the intricacies of figurative language, idioms, and cultural references while preserving the original text's aesthetic qualities. Windle (2011) emphasizes the importance of drama translation, noting that it requires consideration of various elements, including spoken word, delivery style, and audience interaction. The translation of literary texts serves as a testing ground for translation theories, allowing scholars to evaluate the effectiveness of different strategies in conveying meaning across languages.

5. Concept of Literary Equivalence The concept of literary equivalence is central to translation studies, as it addresses the relationship between the SL and TL texts. Various scholars have proposed definitions and classifications of equivalence, highlighting its relative nature. Pym (1992) notes that equivalence is often poorly defended and debated, with numerous definitions proposed by theorists. Nida (1964) argues that absolute correspondence between languages is impossible, emphasizing the need for translators to strive for the closest natural equivalent in the TL. This perspective underscores the importance of cultural, semantic, and stylistic considerations in achieving equivalence in literary translation.

6. Types and Approaches to Equivalence: The analysis of equivalence types reveals the complexities of translation practices. Formal equivalence focuses on maintaining the original text's form and content, while dynamic equivalence prioritizes the effect on the TL audience. Textual equivalence emphasizes the relationship between specific texts, and pragmatic equivalence considers the context and coherence of the translation. Each type of equivalence offers unique insights into the challenges translators face in conveying meaning across linguistic and cultural boundaries.

Research Methodology: This section outlines the research methodology employed in this study, which focuses on analyzing the translation of literary expressions in Charles Dickens' *Oliver Twist* and its Arabic version by Al Balabky (2002). The methodology is designed to provide a comprehensive understanding of the challenges inherent in translating literary works, particularly those rich in figurative language and cultural nuances. The chapter details the data collection methods, the analytical framework, the data analysis process, validation techniques, and ethical considerations. By adopting a qualitative research design, the study aims to explore the complexities of literary translation, with a particular emphasis on figurative language and cultural context. Additionally, this chapter discusses the measures taken to ensure the reliability and validity of the findings, as well as the ethical guidelines adhered to throughout the research process.

1. Data Collection: The data collection process for this study centers on primary data, specifically selected excerpts from Charles Dickens' *Oliver Twist* and their corresponding translations in the Arabic version by Al Balabky. These excerpts were chosen for their extensive use of figurative language, including metaphors, idioms, irony, and similes. The selection process involved a thorough reading of both the original and translated texts to identify passages that exemplify the use of literary devices. The criteria for selection included the frequency and complexity of figurative language, as well as the significance of the passages in conveying the novel's themes and social context. Once selected, the excerpts were organized according to the type of figurative language they featured, enabling a structured comparative analysis.

2. Primary Data The primary data for this study consists of carefully selected excerpts from *Oliver Twist* and their Arabic translations by Al Balabky. These excerpts were chosen based on their richness in figurative language, which includes metaphors, idioms, irony, and similes. The selection process involved a detailed reading of both the original and translated texts to identify passages that exemplify the use of literary devices. The criteria for selection included the frequency and complexity of figurative language, as well as the significance of the passages in conveying the novel's themes and social context. The selected excerpts were then organized into categories based on the type of figurative language they represented, facilitating a systematic comparative analysis.

3. Analytical Framework The study employs a comparative analysis framework to examine the translational equivalents of the selected literary expressions. This framework involves a detailed comparison of the source text (ST) in English and the target text (TT) in Arabic to identify how figurative language is rendered in the translation. The analysis is guided by established translation theories, including those proposed by Nida (1964), Venuti (2000), and Baker (1992), to evaluate the effectiveness of the translation strategies employed.

4. Data Analysis The data analysis process involves multiple steps aimed at thoroughly and systematically examining the chosen excerpts and their translations. These steps are designed to provide a clear understanding of how figurative language is translated and the effects these translations have on the overall narrative and thematic aspects of the text.

5. Identification of Literary Expressions The selected excerpts undergo a detailed analysis to uncover literary expressions that are rich in figurative language. This process requires a careful close reading of both the original and translated texts to identify metaphors, idioms, irony, similes, and other literary devices. Each expression found is documented along with its context and significance within the narrative, laying the groundwork for further comparative analysis.

6. Comparison and Evaluation Each literary expression identified is compared with its Arabic counterpart to assess the translation's accuracy and effectiveness in preserving the original meaning and tone. This comparison is performed through a side-by-side analysis, highlighting any shifts in meaning, tone, or cultural references. The evaluation criteria focus on fidelity to the source text, cultural sensitivity, and the overall impact on the reader. This step aims to determine how effectively the translation conveys the nuances of the original figurative language. The comparison and evaluation process involves several stages:

Literal Comparison: A direct comparison of the source and target texts to identify any changes in meaning or tone.

Contextual Evaluation: An assessment of the cultural and contextual factors influencing the translation choices.

Impact Analysis: An evaluation of the overall impact of the translation on the reader, including its effectiveness in conveying the original message and emotional tone.

7. Categorization The identified expressions are organized based on the type of figurative language they represent, such as metaphors, idioms, irony, and similes. This categorization allows for a structured analysis by grouping similar literary devices together. Each category is examined individually to identify patterns and common challenges in translating various types of figurative language. This step aids in understanding the specific strategies and difficulties associated with each category. The categorization process involves several steps:

Classification: Grouping the identified expressions into categories based on their type.

Pattern Identification: Identifying common patterns and challenges within each category.

Strategy Analysis: Analyzing the translation strategies used for each category and evaluating their effectiveness.

8. Contextual Analysis The translation choices are influenced by various cultural and contextual factors, which are explored to grasp the challenges and strategies necessary for achieving equivalence. This involves examining the socio-cultural backgrounds of both the source and target texts, along with the translator's methods for cultural adaptation. Analyzing the context sheds light on how cultural differences affect translation decisions and how the translated text is received. This step emphasizes the significance of cultural context in literary translation and its impact on the overall narrative.

Data Analysis This section serves as a practical step in presenting the data collected from the source text (ST) of Charles Dickens' *Oliver Twist* and its corresponding Arabic translation by Al Balabky. The analysis focuses on examining and discussing the gathered data, with a particular emphasis on the translation of literary expressions, including metaphors and similes. The comparison process between the ST and the translated texts incorporates evaluation criteria to assess the quality of the translation. In some instances, the researcher proposes alternative translations when the translator fails to achieve the primary objective of the translation or selects an unsuitable option that does not align with the text's requirements. This approach aims to enhance the understanding of translation effectiveness and ensure that the translated text meets the intended communicative goals.

1. A Text Type of Analysis Once the text type identified, the analysis focuses on the semantic level, which encompasses two key components: metaphor and simile. To streamline the analysis process, certain abbreviations are employed to enhance clarity and efficiency:

ST: Source text quote, with target words highlighted in bold.

TT: Translated text by Mounir Al Balabky (2002)

2. The Semantic Level At this stage of analysis, the Arabic text is compared with the original text to understand how the translator incorporates the Arabic equivalents of the original content. This enables an analysis and evaluation of the following categories:

3. Analysis of Metaphors In this analysis, the Arabic translation is examined to explore how the translator effectively conveys the meaning of metaphors found in *Oliver Twist*. The focus is on the techniques and strategies employed by the translator to capture the nuances of the original text. The translation is assessed based on specific criteria, including fidelity to the source material, cultural relevance, and the overall impact of the metaphors in the Arabic context. The evaluation highlights both the strengths and potential shortcomings of the translation in conveying the author's intended meaning.

Example:

ST: "The charity-boy, in continuation."

TT: "ربيب المدارس الخيرية"

The translation of "The charity-boy, in continuation" to "ربيب المدارس الخيرية" presents an interesting case of literary equivalence. While the original phrase captures the essence of a boy associated with charitable institutions, the Arabic translation introduces a term that may evoke a broader context. The word "ربيب" implies a sense of being raised or nurtured, which could enrich the understanding of the character's background but may also lead to a loss of specificity regarding the boy's direct association with charity. Alternative translations, such as "فتى المؤسسات الخيرية" (Boy of charitable institutions), "الصبي الخيري" (The charitable boy), and "الولد المتبنى من قبل الخيرية" (The boy adopted by charity), could enhance literary equivalence by providing options that more accurately reflect the original meaning.

Example:

ST: "Till his teeth chattered in his head."

TT: "حتى لقد تصادمت اسنانه في راسه"

The translation of "Till his teeth chattered in his head" to "حتى لقد تصادمت اسنانه في راسه" raises questions about the use of metaphor and imagery. The original phrase effectively conveys the involuntary action of teeth chattering, often associated with cold or fear, creating a vivid sensory experience. In contrast, the Arabic translation uses "تصادمت" (collided), which implies a more violent or forceful action that may not accurately reflect the original's intent. Alternative translations, such as "حتى بدأت أسنانه تصطك في فمه" (Until his teeth began to chatter in his mouth) or "حتى اهتزت أسنانه في فمه" (Until his teeth shook in his mouth), could better capture the original meaning and maintain the expressive quality.

Example:

ST: "His eye bright and vivid."

TT: "والتمعت عينه وقدحت شرشرا"

The translation of "His eye bright and vivid" to "والتمعت عينه وقدحت شرشرا" presents a notable challenge in conveying the original imagery and emotional resonance. The phrase "bright and vivid" suggests clarity, liveliness, and intensity, evoking a strong visual image. In contrast, the Arabic translation uses "والتمعت" (and sparkled) and "وقدحت شرشرا" (and sparked), which introduces a different connotation that may not fully capture the essence of brightness and vividness. Alternative translations, such as "وكانت عينه متألقة" (And his eye was shining and lively) or "وكانت عينه ساطعة وواضحة" (And his eye was bright and clear), could better reflect the original meaning while maintaining the expressive quality.

4. Analysis of Similes In this analysis, the Arabic translation of *Oliver Twist* is examined to illustrate how the translator conveys the meaning of similes. The focus is on specific similes from the original text and their rendering in Arabic, highlighting the translator's choices. Key aspects of the assessment include

fidelity to the original meaning, cultural adaptation for Arabic-speaking audiences, clarity and readability, preservation of Charles Dickens's literary style, and the overall impact on the novel's themes.

Example:

ST: "Against the wall were ranged, in regular array, a long row of elm boards cut in the same shape: looking in the dim light, like high-shouldered ghosts with their hands in their breeches pockets."

TT: "وازاء الجدار وصفت، في نسق نظامي، مجموعة كبيرة من ألواح الدردار مقطوعة على تلك الشاكلة نفسها: لقد بدت في ذلك النور "الباهت أشبه ما تكون بأشباح مرتفعة الأكتاف واضعة أيديها في جيوب بناطيلها القصيرة"

The translation captures much of the original imagery, particularly with "أشباح مرتفعة الأكتاف" (high-shouldered ghosts), which effectively conveys the haunting quality. However, the phrase "جيوب بناطيلها" (pockets of their short pants) introduces a slight deviation from the original, as "breeches" typically refers to a different style of trousers, which may alter the visual image intended in the original text. Alternative translations, such as "جيوب سراويلها" (pockets of their trousers), could maintain the intended imagery without introducing ambiguity.

Example:

ST: "This sounded so like a falsehood, that the old gentleman looked somewhat sternly in Oliver's face."

TT: "وقع هذا الكلام في أذني السيد العجوز مثل ما وقع الكلام المكذوب، فحدق في شيء من التهمج إلى وجه أوليفر"

The original phrase emphasizes the perception of dishonesty, with "sounded so like a falsehood" directly indicating the old gentleman's skepticism. In contrast, the Arabic translation uses "وقع هذا الكلام في أذني" (this speech fell into the ears of the old gentleman), which introduces a more passive construction that somewhat dilutes the immediacy of the old gentleman's reaction. Alternative translations, such as "بدت هذه" (these words sounded like a lie to the old gentleman, so he looked sternly at Oliver), could better preserve the original's intent and emotional weight.

Example:

ST: "Well, then, keep quiet," rejoined Sikes, with a growl like that he was accustomed to use when addressing his dog, 'or I'll quiet you for a good long time to come.'

TT: "حسن، فالزمني الهدوء إذن، وإلا عمدت أنا إلى إلزامك إياه دهرًا طويلًا"

The original text captures Sikes's threatening demeanor, comparing his growl to how he would speak to his dog, which emphasizes his roughness and the seriousness of his threat. The Arabic translation, while maintaining the directive to "keep quiet," uses "إلزامك إياه" (force you to do it) instead of a more direct equivalent of "quiet you," which somewhat softens the impact of the threat. Alternative translations, such as "أو سأجعل منك صامتًا لفترة طويلة" (or I'll make you silent for a long time), could better preserve the original's threatening tone and clarity.

5. Translation Quality Statement An analysis and comparison of the selected excerpts from the Arabic translation indicate that inconsistencies exist in certain areas at the "semantic level," particularly in the use of similes and metaphors. Consequently, the translator employed various translation methods to ensure clarity by seeking appropriate meanings or equivalents to effectively convey the message in the TT. Nonetheless, there are instances of good translations, better translations, and mistranslations present in the work. The evaluation highlights the importance of balancing fidelity to the source material with cultural adaptation and readability to ensure that the translation effectively conveys the intended meaning, ultimately impacting the overall quality and coherence of the text.

This section has provided a detailed analysis of the translation of metaphors and similes in *Oliver Twist*, highlighting the strengths and weaknesses of the Arabic translation. The next chapter will present the conclusions and recommendations based on the findings of this analysis.

Conclusions and Recommendations

This section consists of two sections. The first section presents recommendations. The second section offers a general conclusion of the study.

Recommendations: In the course of the current study, several recommendations can be presented as follows:

1. Enhanced Training for Translators: It is essential to provide translators with comprehensive training that emphasizes cultural nuances, historical context, and the author's background. This will help them better understand the text and convey its meaning more accurately.
2. Collaboration with Cultural Experts: Translators should consider collaborating with cultural experts or literary scholars to gain deeper insights into the source material, which can enhance the quality of the translation.
3. Focus on Contextual Meaning: Translators should prioritize understanding the context of idiomatic expressions and culturally specific references to avoid mistranslations that may arise from a literal interpretation.
4. Incorporating Reader Feedback: Engaging with target readers to gather feedback on translations can provide valuable insights into the effectiveness of the translation and help identify areas for improvement.
5. Utilization of Technology: Leveraging translation software and tools can assist translators in maintaining consistency and accuracy, especially when dealing with complex texts.
6. Continuous Professional Development: Translators should engage in ongoing education and professional development to stay updated on best practices, emerging trends, and new methodologies in translation.
7. Emphasis on Literary Style: Translators should strive to preserve the literary style and voice of the original text while ensuring that it remains accessible to the target audience, thereby reflecting the author's unique style.

General Conclusion of the Study After recommending, several conclusions and results have been noted: these findings highlight the effectiveness of the proposed strategies in addressing the identified challenges. Additionally, they underscore the importance of ongoing evaluation and adaptation to ensure sustained success in implementing these recommendations.

1. Mistranslations Identified: It is noted that the translator exhibits some mistranslations in the chosen excerpts, indicating challenges in accurately conveying the events and themes of the novel. These difficulties may stem from the cultural differences between the source and target languages, as well as a lack of familiarity with the author's lifestyle.
2. Effective Conveyance of Main Ideas: The translator effectively conveys the main ideas of the novel and attempts to incorporate cultural dimensions to some extent. Many events in the novel resonate with the audience's experiences, as they reflect aspects of real life. This familiarity aids the translator in his work, although some mistranslations still occur.
3. Overall Faithfulness and Accuracy: Overall, the translator can be characterized as faithful and accurate to a significant degree. He employs various methods to convey appropriate meanings to Arab readers, making the task of transferring the text's meaning practical and effective. The translator's ability to navigate the complexities of language and culture is commendable, though there remains room for improvement in certain areas.

Conclusion: This section presents the general results of the study by comparing and evaluating the Arabic translation of Charles Dickens's "Oliver Twist" to identify effective translation practices. It offers recommendations and suggestions for further research while providing a comprehensive analysis of the Arabic translation, focusing on the strategies employed by the translator and the challenges encountered during the translation process.

Through a detailed examination of 15 selected excerpts, it becomes evident that the translator utilized a variety of strategies, including dynamic equivalence, literal translation, metaphorical interpretation, and cultural adaptation, each serving a specific purpose and reflecting the complexities of conveying meaning across languages and cultures. The findings underscore the importance of a thoughtful and informed approach to translation, one that respects the original text while making it accessible and engaging for the target audience.

References

1. Abdul-Raof, H. (2006) *Arabic Rhetoric: A Pragmatic Analysis*. London and New York: Routledge.
2. Anderman, G. (Ed.). (2007). *Voices in translation: Bridging cultural divides*. Multilingual Matters.
3. Baker, M. (1992). *In other words: A coursebook on translation*. Routledge.
4. Baker, M. (2000). Towards a methodology for investigating the style of a literary translator. *Target*, 12(1), 1-20.
5. Baker, M. (2011). *In other words: A coursebook on translation* (2nd ed.). Routledge.
6. Bassnett, S., & Lefevere, A. (1990). *Translation, history, culture: A sourcebook*. Routledge.
7. Bassnett-McGuire, S. (1980). *Translation studies*. Methuen.
8. Bassnett-McGuire, S. (2002). *Translation studies*. Routledge.
9. Black, M. (1962) Models and Metaphors. *Studies in Language and Philosophy* Ithaca, NY: Cornell University Press.
10. Boase-Beier, J. (2006). *Stylistic approaches to translation*. St. Jerome Publishing.
11. Bosseaux, C. (2007). *How does it feel?: Point of view in translation: The case of Virginia Woolf into French*. Rodopi.
12. Cambridge Advanced Learner's Dictionary (3rd ed.). (2008). Cambridge University Press.
13. Casagrande, J. (1954). The ends of translation. *International Journal of American Linguistics*, 20(4), 335-340.
14. Catford, J. C. (1965). *A linguistic theory of translation*. Oxford University Press.
15. Center for Health Literacy. (2010). *Translation: A must-have guide*. MAXIMUS, Inc.
16. Collins COBUILD English dictionary. (2006). HarperCollins.
17. Darwish, A. (2010). *Elements of translation: A practical guide for translation* (2nd ed.). Writescope Pty Ltd.
18. Dejica, D. (2010). *Thematic management and information distribution in translation*. Editura Politehnica.
19. Delabastita, D. (2010). Literary studies and translation studies. In Y. Gambier & P. van Doorslaer (Eds.), *Handbook of translation studies* (Vol. 1, pp. 1-10). John Benjamins.
20. Fawcett, P. (1997). *Translation and language: Linguistic theories explained series*. St. Jerome.
21. Fowler, R. (1991). *Language in the news: Discourse and ideology in the press*. Routledge.
22. Gentzler, E. (2001). *Contemporary translation theories* (2nd ed.). Multilingual Matters.
23. Ghazala, H. (2008). *Translation as problem and solutions*. DAR EL-ILM LILMALAYIN.
24. Halverson, S. (1997). The concept of equivalence in translation: Much ado about something. *Target International Journal of Translation Studies*, 9(2), 207-233.
25. Hatim, B. (2001). *Teaching and researching translation*. Longman.
26. Hatim, B., & Munday, J. (2004). *Translation: An advanced resource book*. Routledge.
27. Hickey, L. (1998). *The pragmatics of translation*. Multilingual Matters.
28. House, J. (1977). *A model for translation quality assessment*. Gunter Narr.
29. House, J. (2015). *Translation quality assessment: Past and present*. Routledge.
30. Jakobson, R. (1959/1971). On linguistic aspects of translation. In R. Jakobson (Ed.), *Selected writings II: Word and language* (p. 261). Mouton.
31. Johnston, T., & Schembri, A. (2007). *Australian sign language (Auslan): An introduction to sign language linguistics*. Cambridge University Press.
32. Joos, M. (1967). *The five clocks: A linguistic excursion into the five styles of English usage*. Harcourt Brace.
33. Kearns, G. (1984) *English and Western Literature*. New York: Macmillan Publishing Company.
34. Koller, W. (1979/1989). Equivalence in translation theory. In A. Chesterman (Ed.), *Readings in translation theory* (pp. 99-104). Finn Lectura.
35. Landers, C. (2001). *Literary translation: A practical guide*. Multilingual Matters.
36. Larose, R. (1989). *Théories contemporaines de la traduction* (2nd ed.). Presses de l'Université de Québec.
37. Larson, M. L. (1998). *Meaning-based translation: A guide to cross-language equivalence* (2nd ed.). University Press of America.

38. Larson, M. L. (1998). *Meaning-based translation: A guide to cross-language equivalence* (2nd ed.). University Press of America.
39. Leech, G., & Short, M. (2007). *Style in fiction* (2nd ed.). Longman Pearson.
40. McArthur, T. (1992). *The Oxford Companion to the English Language*. New York: Oxford University Press.
41. Newmark, P. (1979). Sixty further propositions on translation (Part 1). *The Incorporated Linguist*, 18(1), 10-15.
42. Newmark, P. (1981). *Approaches to translation*. Pergamon.
43. Ngugi wa Thiong'o. (1986). *Decolonising the mind: The politics of language in African literature*. James Currey.
44. Nida, E. A. (1964). *Toward a science of translating*. E. J. Brill.
45. Nida, E. A. (2000). Principles of correspondence. In L. Venuti (Ed.), *The translation studies reader* (pp. 126-140). Routledge.
46. Nida, E. A., & Taber, C. (1969). *The theory and practice of translation*. E. J. Brill.
47. Nord, C. (2005). *Text analysis in translation: Theory, methodology and didactic application of a model for translation-oriented text analysis*. Rodopi.
48. Pungă, L. (2016a). Omission and addition in online translated versions of *Jack and the Beanstalk*. In D. Dejica & P. Sandrini (Eds.), *Language in the digital era: Challenges and perspectives* (pp. 109-119). De Gruyter Open.
49. Pungă, L. (2016b). Rewritings of fairytales: Parodies and translations. In D. Percec (Ed.), *A serious genre: The apology of children's literature* (pp. 42-66). Cambridge Scholars Publishing.
50. Punter, D. (2007) *Metaphor*. London and New York: Routledge.
51. Pym, A. (1992). *Translation and text transfer: An essay on the principles of intercultural communication*. Peter Lang.
52. Pym, A. (2014). *Exploring translation theories* (2nd ed.). Routledge.
53. Rasinski, T., & Zutell, R. (2010). *Go figure! Exploring figurative language, levels 2-4*. Shell Education Publishing.
54. Reiss, K. (2000). Type, kind and individuality of text: Decision making in translation. In *Translation studies: An interdisciplinary approach* (pp. 1-20).
55. Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of applied linguistics and language teaching* (4th ed.). Pearson.
56. Ruuskanen, D. (1996). The effects of pragmatic factors on the definition of equivalence in translation. *Language Sciences*, 18(3-4), 883-895.
57. Salama-Carr, M. (2007). *Translating and interpreting conflict*. Rodopi.
58. Sapir, E. (1921). *Language: An introduction to the study of speech*. Foreign Language Teaching and Research Press.
59. Savory, T. H. (1957). *The art of translation*. Jonathan Cape.
60. Seargeant, P., & Greenwell, C. (2013). *From language to creative writing: An introduction*. Bloomsbury Academic.
61. Shuttleworth, M., & Moira, C. (1997). *Dictionary of translation studies*. St. Jerome Publishing.
62. Thakur, P. K. (1999). *Appreciating English poetry: A practical course and anthology*.
63. Van Deth, J. W. (Ed.). (1998). *Comparative politics: The problem of equivalence*. Routledge.
64. Venuti, L. (Ed.). (2000). *The translation studies reader*. Routledge.
65. Vinay, J. P., & Darbelnet, J. (1958). *Stylistique comparée du français et de l'anglais*. Didier.
66. Vinay, J. P., & Darbelnet, J. (1995). *Comparative stylistics of French and English*. Benjamins Translation Library.
67. Wilss, W. (1982). *The science of translation: Problems and methods*. Gunter Narr Verlag.
68. Windle, K. (2011). The translation of drama. In K. Windle & K. Malmkjaer (Eds.), *The Oxford handbook of translation studies* (pp. 153-168). Oxford University Press.
69. Your Dictionary. (n.d.). *Language style*. Retrieved from <http://www.yourdictionary.com/language-style>
70. Yule, G. (1996). *Pragmatics: Oxford introductions to language study*. Oxford University Press.

التماثل الأدبي في الترجمة: تحليل نقدي لترجمة منير بالبكي لرواية أوليفر تويست لشارلز ديكنز

طارق محمد صالح العتيقي¹

خالد علي يوسف السباعي²

الملخص: تتناول هذه الدراسة ترجمة رواية أوليفر تويست لشارلز ديكنز إلى اللغة العربية، مع التركيز على قضايا التماثل الأدبي في ترجمة منير بالبكي والاستراتيجيات التي استخدمها المترجم، بالإضافة إلى التحديات التي واجهها خلال عملية الترجمة. من خلال مقارنة وتقييم الترجمة العربية، تهدف هذه الدراسة إلى تحديد ممارسات الترجمة الفعالة التي تعزز فهم القارئ وتفاعله مع النص. يكشف التحليل التفصيلي لـ 15 مقطعاً مختاراً عن استخدام استراتيجيات ترجمة مختلفة، بما في ذلك التماثل الديناميكي، الترجمة الحرفية، التفسير الاستعاري، والتكيف الثقافي. تسلط النتائج الضوء على أهمية استخدام استراتيجيات ترجمة متنوعة لتحقيق ترجمة أمينة وجذابة للأعمال الأدبية.

يشمل الكون مجموعة واسعة من اللغات، كل منها مرتبط ارتباطاً وثيقاً بسياقها الثقافي، مما يستلزم وسائل اتصال فعالة، مع الترجمة التي تعمل كأداة رئيسية لسد الفجوات اللغوية. تُظهر الترجمة كآلية تحويلية تُحوّل النصوص التقليدية إلى نصوص مكافئة، وتعزيز الفهم العالمي والتفاعلات الشخصية.

الكلمات المفتاحية: الترجمة الأدبية، التماثل، شارلز ديكنز، أوليفر تويست، الترجمة العربية، منير بالبكي، الاستعارات، التشابهات، التكيف الثقافي.