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Think Aloud Protocol in Translating Sheikh Jassim bin Mohammed Al Thani's Poetry

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Abstract: *This study sets out to investigate the usability of Think Aloud Protocol (TAP) – in translating Sheikh Jassim Al Thani's poetry into English, which is an example of Nabati poetry. The study was conducted on two groups of MA graduates in translation studies: Qataris and non-Qataris. The approach used in this study is process-oriented, and therefore it illuminates the strategies that translators use to overcome challenges during the translation process. The analysis of the translation of the selected expressions is based on Gerloff's (1986) model of coding translation strategies. Selecting different translation strategies by each group demonstrates the nature of the encountered challenges. These challenges vary, as some are linguistic, while others are cultural. Finally, the study concluded that the employment of TAP in the process of translation is effective, guide translation specialists and help them to overcome any linguistic or cultural problems.*
Keywords: *Nabati poetry, Think Aloud Protocol, Process- oriented approach, Qatari translators, Translation*
الملخص: تعنى هذه الدراسة بالتحديات اللغوية والثقافية التي يواجها المترجم أثناء ترجمة الشعر النبطي وبالتالي الاستراتيجيات التي يلجأ لها المترجم لمواجهه هذه التحديات. تم اعتماد بروتوكول التفكير المسموع من قبل مجموعتين من المترجمين قطريين وغير قطريين أثناء قيامهم بترجمة أبيات شعرية مختارة للشاعر الشيخ جاسم بن محمد أل ثاني، مؤسس دولة قطر. الهدف من

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تطبيق هذا البروتوكول هو تحديد استراتيجيات الترجمة التي اتبعها المترجمون، حيث تم تسجيل هذه الاستراتيجيات الرئيسية والفرعية وفق النموذج الذي عرضته جيرلوف والذي ساهم في الوصول إلى معرفة نوع التحديات التي واجهتها كل مجموعة على حدة عن طريق معرفة استراتيجيات الترجمة التي اختار المترجمون الاستعانة بها. من النتائج التي وصلت لها هذه الدراسة هو فعالية تطبيق بروتوكول التفكير المسموع في تطوير استراتيجيات الترجمة للتغلب على العوائق اللغوية والثقافية في ترجمة الشعر النبطي إلى اللغة الإنجليزية.

الكلمات المفتاحية: الشعر النبطي، برتوكول التفكير بصوت عال، الطريقة التي تركز على الطريقة، المترجمين القطريين، الترجمة.

1. Introduction

Investigating the translation process has always been one of the translation scholars' concerns. It is difficult to know what is going on in the translator's mind during translation or what mental activities occur during this process. However, some scholars like Gerloff (1986) and Jones (2011) believe that asking the translator to speak aloud regarding what s/he is doing while translating can provide us with useful data. Some scholars refer to this as "Thinking-Aloud Protocol" (TAP), which is "self-report elicited directly from the user can explain the cognitive process underlying the linguistic behavior" (Gerloff, 1986, p. 243). Many researchers opt for this protocol in their linguistic studies, arguing that it "is a very useful tool in collecting data about the mental process in general and translation process in particular" (Lörscher, 1996). Therefore, TAP is utilized not only to reveal translation strategies used during the translation process, but also to recognize the associated mental processes as well.

All translators who participated in the study have Master of Arts of Translation Studies or Master of Audiovisual translation. They also have experience in literary translation as they practiced it during their study. It is known that literary transaltion, especially culture specific terms, is challengeable for translators (Chouit, 2019). The subjects' strategy selection would allow us to gain insight into the nature of the translation problem and generate data that lead the process of translation and how to address these challenges in the future.

2. Translation strategies coding model

While TAP is a useful process for understanding the general translation process, it is particularly important as a tool to determine the strategies utilized by translators when dealing with translation problems or challenges. Lörscher (1996, p. 27) defines translation strategies as "procedures which the subjects employ in order to solve translation problems." He further elaborates that:

> Translation strategies have their starting-point in the realization of a problem by a subject, and their termination in a (possibly preliminary) solution to the problem or in the subject's realization of the insolubility of the problem at given point in time. Between the realization of a translation problem and the realization of its solution or insolubility, further verbal and/ or mental activities can occur which can be interpreted as being strategy steps or elements of translation strategies.

Given all of this, Lörscher has proposed a model of translation strategies that consists of original and potential elements. Krings (1986, p. 267) offers the following procedures for a model of translation strategies:

- The subject's explicit statement of problems.
- The use of reference books (i.e. dictionaries).
- The underlining of source-language text items.
- The semantic analysis of source-language text items.
- Hesitation phenomena in the search for potential equivalents.
- Competing potential equivalents.
- The monitoring of potential equivalents.
- Specific translation principles.
- The modification of written target-language texts.
- The assessment of the quality of the chosen translation.
- Paralinguistic or non-linguistic features (e.g. groaning and sighing).

Gerloff (1986, p. 255) suggests another model of translation strategies. Her model is extremely helpful in detecting and decoding the translation strategies opted for by the translator during the process of translation. Not only that, her model also makes it possible to determine:

- The order of strategies used.
- The pattern and frequency of strategy changed.
- Individual subjects' preferred strategies.
- The effect of text on strategy choice.
- The number of strategies the subject used from each category and subcategory.
- The percentage of total strategy use comprised by each category.

Gerloff (1986, p. 253) offers a model that contains similar features to those in Krings' and Lörscher's models. Her model combines ST comprehension strategies and TT production strategies:

Strategy	Characteristic
Problem Identification	The translator identifies the word as unknown and identifies current difficulty due to mistranslated word from the previous paragraph.
Linguistic Analysis	The translator comments on syntactic structure or states a general rule of syntax. The translator identifies the word's part of speech or states a rule of grammar. The translator makes analogy to ready-known SL or TL linguistic unit.
Storage and Retrieval	The translator searches memory for SL or TL equivalent, identifies a word as remembered or never seen before, or waits for word to "emerge into conciousness". The translator's use of dictionary.

General search and Selection	The translator repeats pronounciation of lingistic unit in SL or TL, elaborates synonyms, generates alternative meaning or states tentative meaning. The translator uses fillers or skip them. The translator compares the two languages as language systems.
Inference and Reasoning Strategies	The translator uses general world knowledge or personal experience knowledge to question, hypothesize, or declare a meaning. The translator refers to author intent or author's usage of a term. The translator constructs explanantory context. The translator uses text structure.
Text Contextualization	The translator restates prior information obtained from the text. The translator uses sentence, paragraph or larger context.
Editing	The translator conducts self-correction before writing. The translator does congruity assesment before or after writing product. The translator checks punctuation. The translator does product quality assessment (e.g. good, bad, literal). The translator changes written product.
Entratexual or Language Use and Task Monitoring	The translator makes discovery comments or laughs. The translator offers personal opinion on information in the text. The translator declares own degree of certinaty about product or comment on self as a learner (e.g. "I always do that wrong"). The translator gives self-coaching , e.g. "now all I have to do is figure that out". The translator refers to exerimenter directly.

The mentioned strategies share many similarities and most differences are in the terminology. In this study, the researchers used the model suggested by Gerloff (1986) as they found it clearer and more applicable to the study. Gerloff's model enables a researcher to determine with ease the frequency of strategies used by translators and interpret that data accordingly to assess how translators overcome linguistic or other challenges during the translation process.

As the study is on poetry, the researchers did some refinements on the terminology to better fit the current case study. Specifically speaking, they replaced "sentence context" into "verse context", "paragraph context" with "stanza context" and "refer to author's intent" into "refer to poet's intent."

3. Methods and procedures

Six professional translators (three Qataris and three non-Qataris), who graduated from Translation and Interpretation Institute (TII) at Hamad Bin Khalifa University (HBKU) with Master of Arts in Translation Studies or Audiovisual Translation, were requested to translate ten stanzas of Nabati poetry and a total of 16 lines from Arabic into English. These stanzas were extracted from four poems by Sheikh Jassim, the founder of Qatar. The stanzas were chosen carefully and contain cultural references and metaphorical

expressions to provide greater insight into possible challenges of translating cultural expressions in Nabati poetry. In turn, using the TAP enables the researcher to observe the strategies used by the translators to overcome these challenges.

The subjects were then divided into two groups, three Qatari and three non- Qatari, to compare the strategies used in solving translation problems. Each group was presented the Nabati poetry stanzas separately and was requested to say aloud what they are doing while translating the stanzas. They were also requested to translate the stanzas individually. However, throughout the process, they were encouraged to raise any questions they might have to the examiner. The subjects were also allowed to use translation tools like dictionaries, encyclopedias, online resources, etc. After finishing the translation process, the subjects were asked to fill in a questionnaire about the strategies and sub-strategies they used during the translation process. To elicit as much as information about the subjects' mental processes, they were interviewed directly after completing the questionnaire to make sure that the information was still fresh in their minds. These interviews were audio-recorded.

To analyze the data, two procedures were employed; eliciting data and analyzing the translation process. The former was done through applying TAP and Gerloff's model of translation strategies. The analysis part of the study was held by the interpretive approach, which is a customary approach of analyzing data. The analysis aimed at identifying the differences and similarities in the translation process between the Qatari group, who might be more familiar with the cultural references contained within the metaphorical expressions and the non-Qatari group, who may not be familiar with Qatari Arabic or culturally specific references.

4. Results and Observations

4.1. *General Observations*

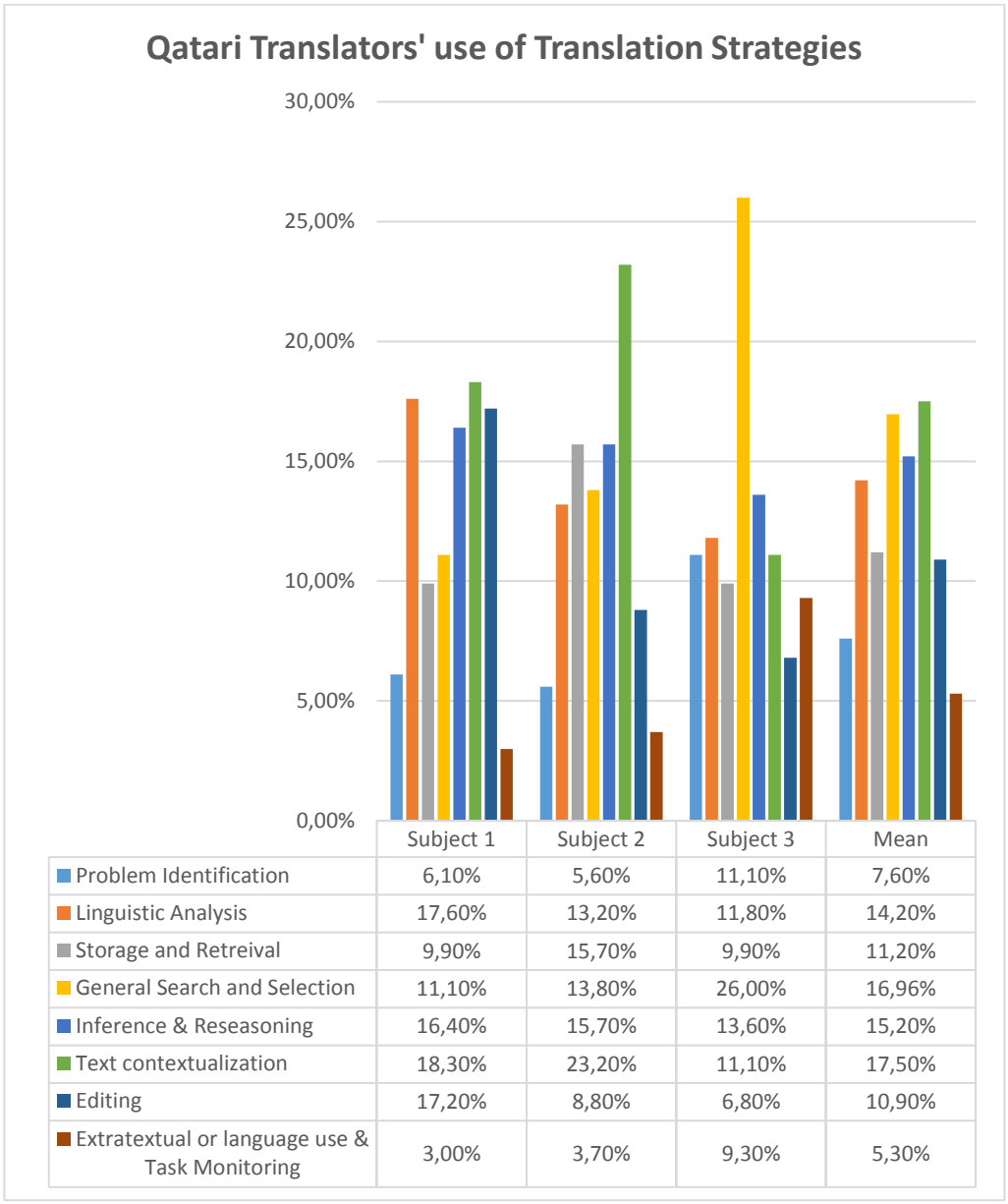
Through the audio recordings of the translation process, it was clear that both Qatari and non-Qatari subjects tend to apply various types of translation strategies while working on Source Text (ST) or Target Text (TT) segment. Most of them started with identifying the problem. Then, they applied ST processing strategies to comprehend the ST segments. For example, these strategies included repeating the linguistic units, generating synonyms or giving alternative meanings. Therefore, the translators identified some meaning choices and did immediate corrections. This was followed by checking the product and assessing its validity based on their personal experience or world knowledge.

These observations are consistent with Attari's (2005) observations. The translators also referred to the poet's intent and the sentence context for their choice reasoning. Finally, they accepted the selection or abandoned it. Translators tended to look backward to the TT segment they had already produced and compared it with ST segment.

In the translation process, the subjects often used retrospective strategies such as monitoring and rephrasing. Additionally, they often followed prospective process to solve problems. Thus, this process can "be compared to a chain of spirals." This non-linear translation process is more like "a chain of loops, with both retrospective and prospective elements". (Lörscher, 1986, p. 287)

4.2. *Specific Observations*

The following section of the study shows the numbers, percentages and types of the adopted strategies. Additionally, the most frequently used strategies and sub-strategies, either by Qatari or non-Qatari translators, are mentioned. Moreover, the least used strategies and sub-strategies are highlighted and discussed. In the findings, the translators' choices of translation strategies were analyzed and qualitative information were given through diagrams.



	Subject 1	Subject 2	Subject 3	Mean
Problem Identification	6,10%	5,60%	11,10%	7,60%
Linguistic Analysis	17,60%	13,20%	11,80%	14,20%
Storage and Retreival	9,90%	15,70%	9,90%	11,20%
General Search and Selection	11,10%	13,80%	26,00%	16,96%
Inference & Reseasoning	16,40%	15,70%	13,60%	15,20%
Text contextualization	18,30%	23,20%	11,10%	17,50%
Editing	17,20%	8,80%	6,80%	10,90%
Extratextual or language use & Task Monitoring	3,00%	3,70%	9,30%	5,30%

Figure (1). Qatari Translators' Use of Translation Strategies

Strategy used and its Sub-strategies	**Subject 1**		**Subject 2**		**Subject 3**	
	#	**%**	**#**	**%**	**#**	**%**
Problem Identification	16	6.1%	9	5.6%	18	11.1%
1. Question meaning of a word	16		5		13	
2. Question error, possible error, source of error	0		4		5	
Linguistic Analysis	46	17.6%	21	13.2%	19	11.8%
1. Syntactic analysis	16		5		2	
2. Grammatical analysis	6		0		4	
3. Lexical analysis	11		15		7	
4. Analogy to English	3		1		6	
Storage and Retrieval	26	9.9%	25	15.7%	16	9.9%
1. Memory search e.g. searches memory for Arabic or English equivalent, identifies a word to emerge into "consciousness"	10		15		9	
2. Dictionary use	16		10		7	
General Search and Selection	29	11.1%	22	13.8%	42	26.0%
1.Repeat linguistic unit	5		9		7	
2.Generate synonym	16		1		8	
3.Give alternative meanings	3		5		7	
4.Tentative meaning	0		3		1	
5.Filler words, skip item	0		0		9	
6.Compare Arabic & English	10		4		10	
Inference & Reasoning	43	16.4%	25	15.7%	22	13.6%
1.World knowledge	4		2		5	
2.Personal experience	8		10		7	
3.Refer to author intent	16		11		6	
4.Construct explanatory context	7		2		3	
5.Text structure	16		0		1	
Text Contextualization	48	18.3%	37	23.2%	18	11.1%
1.Restate prior information	0		2		4	
2.Use verse context	16		15		1	
3.Use stanza context	16		10		0	
4.Use larger context	16		10		13	
Editing	45	17.2%	14	8.8%	11	6.8%
1.Immediate correction	16		4		2	
2.Congruity assessment	0		2		5	
3.Punctuation check	16		0		0	
4.Product quality assessment	7		4		2	
5.Change written product	6		4		2	
Extratextual or language use & Task Monitoring	8	3.0%	6	3.7%	15	9.3%
1.Discovery comments	1		1		5	

2.Laughs	0		0		2	
3.Offers personal opinion	2		1		2	
4.Certitude comment Declares own degree of certainty about product	1		0		1	
5.Comments on self as a learner	1		2		1	
6.Engage in self-coaching	3		1		1	
7.Refer to experimenter	0		1		3	
Total	261		159		161	

Table (1). Qatari Translators' Use of Translation Strategies and Sub-strategies

It is obvious that the subjects used all eight strategies proposed by Gerloff (1986) either the Source Text comprehension strategies or the Target Text production strategies. As mentioned before, all subjects have a Master of Arts in Translation Studies and Master in Audiovisual Translation. As part of their educational training, they studied translation theories and they practiced translation of different genres like legal, commercial, literary, and media. Moreover, they had an intensive translation internship. Therefore, we may assume that the subjects were aware of the translation strategies and they most likely have practiced them during study and work.

Table (1) shows the Qatari translators' use of translation strategies and sub-strategies and demonstrates differences in the subjects' use of translation strategies (261 for Subject 1, 159 for subject 2 and 161 for subject 3). The table does not only show the frequency of these translation strategies, but also the frequency of the use of the sub-strategies. The mean of Qatari translators' use of translation strategies shows that the most used strategy was **Text Contextualization** with 17.50%. As such, the translators' dominant strategy method was searching the text for context clues first. The most dominant sub-strategy of **Text Contextualization** followed by the subjects falls under the heading of **Use larger context**. All subjects used **Larger Context** to comprehend the source text. The sub-strategy **Restates Previous Information** was not used by subject 1 and was the least used sub-strategy by subject 2, while subject 3 did not use **Stanza Context.** As we can see, most Qatari translators generally chose to search the text for context clues.

The second most dominant translation strategy was **General Search and Selection** with 16.96 %. The **Compare Arabic and English** sub-strategy was the most frequently used one. The subjects used this sub-strategy to compare between the two languages as different language systems, and to check how equivalent their choices are in the English language. Then, the subjects employed the **Generate synonym** sub-strategy. For example, when subject (2) gave two synonyms to the term حمايم : She identified it as **pigeons** and **doves**; however, she decided to translate it as **doves**. The three subjects also repeatedly pronounced certain linguistic units in Arabic and English. This allowed them to achieve two objectives. The first one is about the Source Text comprehension. It appears that the subjects read and repeated some verses to understand their meaning properly. On the other hand, the other objective was related to target text production. Our participants employed this sub-strategy to tease out an idea, to check the accuracy and equivalence of

their choices. The Subjects attempted to avoid **Filler words**, such as **"**blah blahblah, or whatever" (Gerloff, 1986, p.253) or **Skipping unknown items.** Due to the responsibility feelings to convey this great source of Qatari history to the world is behind the avoidance to use this sub-strategy by Qatari Translators. **Generating alternative meaning** sub-strategy came next in the use frequency. For example, subject (2) translated الجفن, literally "eye-lid" as "eye" and she selected this option as she found it to be the most accurate translation. The least frequently used sub-strategy of **General Search and Selection** was **Stating tentative or general meaning.** Although our subjects tried to translate the verses precisely, they faced some challenges as some terms are unfamiliar to them and are not used nowadays i.e. سهى **.**This term was used in Qatar in the last century and early years of this century to refer to **stars.** Due to language change, the translators could not comprehend the meaning of this term even though they came from the same region as the poet. The reason behind this is due to language change over time and that change is not limited to spoken language only. It affects all areas of language (Hock, 2009). Using dictionaries and addressing examiner for clarification helped in solving this challenge. It is worth noting that the Qatari translators reviewed their translation before moving on to the other verse, which reflects their recognition of the value of the ST.

The third most used strategy by Qatari subjects was inferencing and reasoning with 15.20 %. Within this strategy, only one sub-strategy, text structure**,** was not used by one subject, whereas the other five strategies were used by the three subjects. The most frequently used sub-strategy is referring to poet's intent and personal experience. These findings should not surprise us as the three subjects are Qataris and were familiar with the poet, his position, the wars he fought and his enemies. Thus, they were able to refer to his intention and the meaning behind these verses. For example, when he said كعبة المضيوم, the subjects understood the meaning of this image and to whom it referred as they knew the historical event inspiring this poem. In addition, they used their personal experience to comprehend the Source Text as they experienced, or at least were familiar with, most of the cultural images in the extracted verses. Living and experiencing the same environment of the poet (despite the time gap) gave them the privilege of referring to their personal experience as reason for their choices.

The mean shows that the next most frequent strategy used is the linguistic analysis with its sub-strategies with a percentage of 14.20 %. The least used sub-strategy was grammatical analysis, as the subjects did not give attention to identifying the part of speech of the words, while the most used one was lexical analysis.

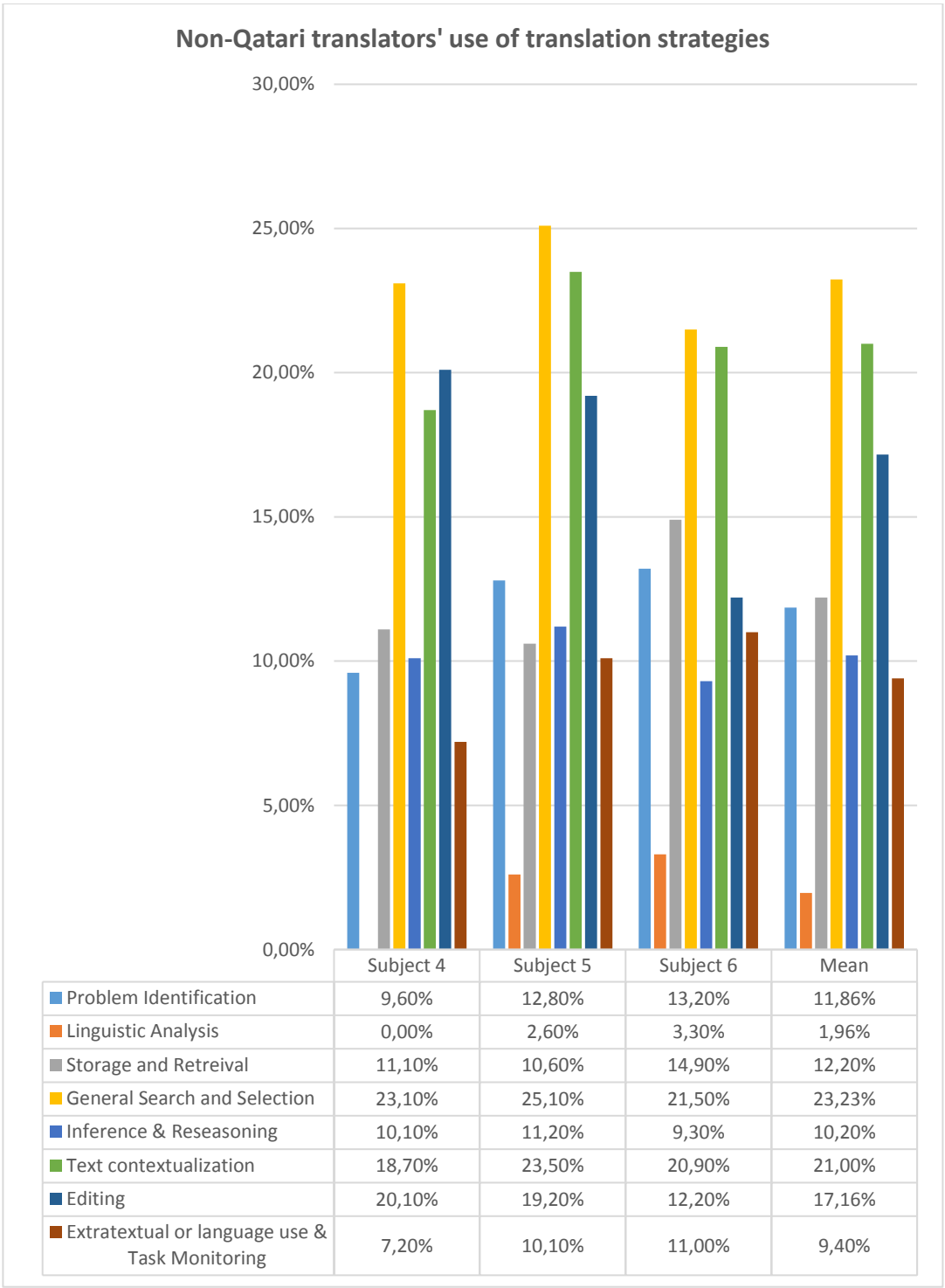
According to the mean of the translation's strategies used by Qatari translators, the fifth highest used strategy by Qatari subjects was storage and retrieval which includes two sub-strategies, memory search and dictionary use**.** In fact, the frequency of the use of these two sub-strategies was very close to each other. Subjects applied memory search for classical Arabic equivalent of the colloquial term and then for an English equivalent. The dictionary was mostly used to search for an English equivalent.

The sixth most frequent strategy was editing**,** which includes immediate correction, congruity assessment, punctuation check, product quality assessment and change written product. This strategy in general had less interest. However, the most frequent sub-strategy

of editing used by the translators was immediate correction as they generated self-correction before writing (Gerloff, 1986). Some authors explain this as, "*this explains why translators may have different semantic, syntactic and stylist problems in their translation"* (Al-Harahsheh, 2019, p. 11). Subjects (2) and (3) made considerable use of congruity assessment, which can be used for both comprehension and production purposes. This sub-strategy served the comprehension purpose by verifying whether the word choice fit in the context and made sense to the subject herself. On the other hand, it is notable that two Qatari subjects did not apply punctuation check of the TT.

Problem identification was one of the least used translation strategies. This strategy includes questioning the meaning of a word. Subjects tended to look for a word by searching memory or by looking for it in a dictionary. They also addressed the investigator to confirm their comprehension of some words.

The least used translation strategy was extratextual and task monitoring "which included what were termed "nonstrategic" comments or behaviors was developed to provide a general indication of subjects' level of personal involvement with the text and their degree of task performance monitoring and self-assessment" (Gerloff, 1986, p. 252). Through the audio recordings, it was noticed that the subjects used discovery comments during the process of translating verses. They also offered personal opinions on information in the text. Furthermore, subjects (2) and (3) made some certitude comments that showed their own degree of certainty about a product. For example, the audio recordings demonstrated that the subjects commented on their translation products with: "I think that it is the best translation of this word", "I am not sure about this" and "That could do the job." They also commented on themselves as learners**,** for example, "I am used to do[ing] it that way." Moreover, engagements in self-coaching were also demonstrated by the subjects. They gave themselves instructions like "now I have to find out the meaning of مضيوم" or "do I have deliver the same image or the same meaning?" Finally, the subjects referred to me as an examiner to share some comments or to assure their understanding of some images in the poems. Subject (3) showed more involvement with the task which was indicated by getting the highest score of 15 in extratextual and task monitoring strategy.



	Subject 4	Subject 5	Subject 6	Mean
Problem Identification	9,60%	12,80%	13,20%	11,86%
Linguistic Analysis	0,00%	2,60%	3,30%	1,96%
Storage and Retreival	11,10%	10,60%	14,90%	12,20%
General Search and Selection	23,10%	25,10%	21,50%	23,23%
Inference & Reseasoning	10,10%	11,20%	9,30%	10,20%
Text contextualization	18,70%	23,50%	20,90%	21,00%
Editing	20,10%	19,20%	12,20%	17,16%
Extratextual or language use & Task Monitoring	7,20%	10,10%	11,00%	9,40%

Figure (2). Non-Qatari Translators' Use of Translation Strategies

Strategy used and its Sub-strategies	**Subject 4**		**Subject 5**		**Subject 6**	
	#	**%**	**#**	**%**	**#**	**%**
Problem Identification	20	9.6 %	24	12.8 %	24	13.2 %
1. Question meaning of a word	20		18		22	
2. Question error, possible error, source of error	0		6		2	
Linguistic Analysis	0	0 %	5	2.6 %	6	3.3 %
1. Syntactic analysis	0		0		0	
2. Grammatical analysis	0		0		0	
3. Lexical analysis	0		5		5	
4. Analogy to English	0		0		1	
Storage and Retrieval	23	11.1 %	20	10.6 %	27	14.9 %
1. Memory search e.g. searches memory for Arabic or English equivalent, identifies a word to emerge into "consciousness"	3		2		5	
2. Dictionary use	20		18		22	
General Search and Selection	48	23.1 %	47	25.1 %	39	21.5 %
1.Repeat linguistic unit	5		8		7	
2.Generate synonym	10		5		8	
3.Give alternative meanings	6		3		2	
4.Tentative meaning	3		7		1	
5.Filler words, skip item	11		9		5	
6.Compare Arabic & English	13		15		16	
Inference & Reasoning	21	10.1 %	21	11.2 %	17	9.3 %
1.World knowledge	7		2		3	
2.Personal experience	1		0		2	
3.Refer to author intent	13		10		9	
4.Construct explanatory context	0		7		3	
5.Text structure	0		2		0	
Text Contextualization	39	18.7 %	44	23.5 %	38	20.9 %
1.Restate prior information	13		16		16	
2.Use Sentence context	13		10		9	
3.Use paragraph context	13		12		13	

4.Use larger context	0		6		0	
Editing	42	20.1 %	36	19.2 %	22	12.2 %
1.Immediate correction	10		14		10	
2.Congruity assessment	13		7		0	
3.Punctuation check	0		0		0	
4.Product quality assessment	13		4		8	
5.Change written product	6		11		4	
Extratextual or language use & Task Monitoring	15	7.2 %	19	10.1 %	20	11.0 %
1.Discovery comments	0		0		3	
2.Laughs	0		0		0	
3.Offers personal opinion	2		5		5	
4.Certitude comment Declares own degree of certainty about product	4		6		5	
5.Comments on self as a learner	1		0		4	
6.Engage in self-coaching	0		1		3	
7.Refer to experimenter	8		7		0	
Total	208		187		181	

Table (2). Non-Qatari Translators' Use of Translation Strategies

As shown in Table (2), there are individual variations in the frequency of translation strategies and sub-strategies used by non- Qatari translators. The three non- Qatari subjects also hold a Master of Arts in translation studies or Master in Audiovisual translation. A further analysis was undertaken to uncover the translation problems that the subjects faced, and the translation strategies used to solve these problems.

From table (2), it is obvious that the subjects used all the translation strategies except subject (1) who did not employ any linguistic analysis strategies. Two basic features were illustrated in the audio recordings of the subjects: the existence of translation problems and the use of variable translation strategies to solve these problems. Monitoring by strategy use means the highest used strategy was general search and selection and its sub-strategies, as the mean was 23.23 %. Non-Qataris subjects (NQS) repeated linguistic units differently more than the Qataris who used this sub-strategy to stimulate the conscious and to have an English equivalent to the Arabic word to emerge in the process. Moreover, the NQS applied this sub-strategy to understand the ST as well. They also tried to generate synonyms to set up potential equivalents when they could not recall interlingual word associations (Krings, 1986). For example, NQS1 gave synonyms to the term هضبة يأمن بها.

She suggested the noun "shelter" and the verb "secure" and finally translated it into "we secure who sought refuge." However, "synonyms seem to be problematic for the subjects as there are no complete synonyms in any language but there are near-synonyms" (Al-Harahsheh, 2019, p. 8). Subjects gave alternative meanings and tentative meanings to advance the translation process and keep checking its validity through the revision process. The questionnaire showed that the subjects admitted skipping some items; however, their translations did not show any signs of filler words. It was also noticed that the main subject's endeavors after understanding the ST is to compare the TT with the ST to check the equivalence of their final choices.

Text contextualization was the second most frequently used translation strategy by the subjects with 21.0 %. Restating prior information was the most frequently used sub-strategy. The subjects tended to build on previous information obtained from the poems to try to comprehend the intended term, while this sub-strategy was the least used one by Qatari subjects. The next sub-strategies of text contextualization strategy used by NQS included referring to stanza context and then verse context to find a clue for solving a problem. Subjects tended to find a solution to a translation problem within a smaller context. Therefore, using larger context was the least used sub-strategy and was used only by subject (5).

Next, comes editing the TT strategy with 17.16 % that included immediate corrections, congruity assessment, punctuation check and product quality assessment. Subjects tended to apply immediate corrections before writing. Forty-three out of 70 was the total number of frequencies of immediate correction sub-strategy. The audio recordings showed also that congruity assessments were undertaken before and after writing the product to check if the translation made sense or not, while product quality assessments were done on the product by making an explicit reference to the product's quality (e.g. bad, good or literal translation). However, none of the subjects applied the punctuation check sub-strategy. This might be due to the nature of the text itself, which is a poem in this case. The subjects did not use punctuation because they think there is no need for punctuation check in poetry. However, punctuation marks play an essential role in poetry. They are used to help the reader in marking the length of pause when a poem is read aloud. This role proves the affinity between punctuation marks and spoken or performed poetry (Tartakovsky, 2009). That explained the unemployment of punctuation check as the subjects did not intend to produce a performed or spoken product.

Monitoring by means, storage and retrieval strategy came next in use with a mean percentage of 12.20 %. This strategy "normally refers to a learner's conscious attempt to recall a known lexical item especially in the case of recall problem" (Krings, 1986, p. 270). Unsurprisingly, it is found that all subjects made immediate use of electronic dictionaries, both monolingual and bilingual. However, a wide range of strategies could be illustrated by the way these dictionaries were used and the type of dictionary used. It was noticed that the non- Qatari translators used monolingual Arabic dictionaries such as Almaani more than the Qatari translators. Moreover, they used some search engines like Google Translate to look for some Arabic colloquial terms like عسفناه which means, "we tamed him" in English and also to look for a similar image of the ST or an image that could convey the same meaning, even with a different sense. On the other hand, it was observed that the other sub-strategy, memory search was less used. Subjects did not rely

on their own memories to comprehend the ST or to produce the TT. The possible explanation of the absence of this sub-strategy could be the lack of information regarding the culture- specific linguistic units.

The next most frequent strategy is problem identification with 11.86 %. This strategy includes two sub-strategies: Questioning meaning of a word and questioning error, possible error or a source of error. The three subjects used the first sub-strategy more than the other one. They all identified the words as unknown while they identified a difficulty as being due to a misunderstanding word from a previous verse or stanza less.

According to the mean of translation strategies use, Inference and Reasoning strategy came next with 10.20 %. In understanding this, "inferencing appeared whenever for some reasons the use of reference books was impossible or turned out not to be helpful" (Krings, p. 270). In this case, it is monolingual dictionaries that are used for understanding the ST. When that was the case, subjects made use of general world knowledge to look for a solution. When they fail, they try to work out with other inference and reasoning sub-strategies. As expected, non-Qatari subjects did not rely on their personal experience to comprehend the ST, as most of the terms are culture-specific. Coming from different cultures and speaking a different Arabic dialect might be the reason behind not using this strategy. Subjects also referred to the poet's intent or the intended meaning more than any other sub-strategy of Inference and Reasoning strategy with 32 frequencies out of 59 of this strategy. On the other hand, constructing explanatory context and using text structure were the least used sub-strategies for inference.

Extratextual or language use and Task Monitoring strategy with 9.40 % came next. This strategy included discovery comments, laughs, offering personal opinion, certitude, comments, commenting on self as a learner, engaging in self-coaching and addressing the examiner. In general, this strategy was one of the least used translation strategies. The subjects tended to use certitude comments to declare their degree of certainty about the product. For example, when NQS 2 said "I think I have got that right", she (ANQS 2) expressed her satisfaction of the TT. Subjects also offered their personal opinion on information in the text. Moreover, subjects (2) and (3) demonstrated engagement in self-coaching. The NQS3 audio recordings showed that he said "Now, I have to find out the meaning of وزا بنا in standard Arabic and its English equivalent."

The least used strategy was linguistic analysis strategy, which included syntactic analysis, grammatical analysis and lexical analysis and analogy to English. This strategy's mean was 1.96 % and the most frequently used sub-strategy was lexical analysis just like the Qatari subjects with a difference of frequency. Surprisingly, grammatical analysis was not utilized by any of the three subjects. NQS 1 did not employ the Linguistic Analysis strategy with any of its sub-strategies. While NQS 2 employed only lexical analysis and NQS 3 worked on lexical analysis to find out an equivalence that included finding fixed expressions, metaphors or idioms that are equivalent to the Arabic one. For example, the audio recordings demonstrated NQS 1 sought an equivalent metaphor and it was also immediately apparent that the subjects did not focus on analogy to English as only NQS 3 applied it only once.

5. Conclusion

Several factors can influence the different strategies used by Qatari and non-Qatari translators such as cultural and dialectal familiarity that may affect the translators' approaches in encountering various challenges during the translation process. The findings indicated how a translator's background influences the translation process in general. Therefore, we can argue that the translation process does not happen on its own or in a vacuum.

The analysis of the data derived from the study demonstrated a significant difference between Qatari and non-Qatari subjects in translating the verses taken from the poetry of Sheikh Jassim Al Thani. Qatari translators focused more on the Target Text production of the target text and this was demonstrated through their excessive use of these strategies. Additionally, Qatari subjects relied on their prior knowledge and cultural context to overcome some of the challenges that arose during the translation process while non-Qataris relied on literal meaning of the verses due to their lack of knowledge in Qatari dialect and culture.

The study recommends that more emphasis should be placed on various linguistic and literary translation courses, as well as other related specialized workshops, which will help translators overcome cultural and dialectal challenges in translation. Further studies may combine both the process-oriented and the product-oriented approaches to obtain a more comprehensive picture of the process of translation.

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