

Translating Persuasive Speech Acts in Iraqi Private School

Advertisements: Challenges and Strategies

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Abstract

Translation is the communication of meaning from a source language text by means of an equivalent target language text. The main problem of translation is meaning, so it is very important to determine whether the source text meaning has been transferred into the target text accurately. To achieve an appropriate translation in promotional discourse, the translator should have a good background knowledge about the source and target cultures. Taking into consideration the functional approach is essential, as it is one of the most important approaches that translate the text according to the function it performs in the target language. The aim of this study is to identify the key linguistic and cultural challenges encountered by Iraqi MA translation students when translating persuasive speech acts in private school advertisements. It also aims at examining the translation strategies predominantly employed by these students and evaluating their effectiveness in maintaining the persuasive force of the original English slogans within the Iraqi context. To fulfill the above aims, the current study hypothesizes that English private school advertisements rely heavily on implicit persuasive speech acts, which pose significant challenges to student translators. It is also hypothesized that a reliance on literal or form-based strategies reduces the persuasive effectiveness of the target text, while function-oriented translation strategies lead to higher levels of persuasive equivalence. To prove these hypotheses, two procedures are used. The first procedure is collecting the research

data, which consists of fifteen (15) English slogans purposefully selected from the official websites and Facebook pages of prominent Iraqi private schools in various governorates, including Baghdad, Mosul, and Erbil. These slogans were given to ten (10) MA students at the Department of Translation, Faculty of Arts, University of Tikrit, to render them into Arabic. The second procedure is analyzing these texts according to a hybrid model that integrates the taxonomy of speech acts by Searle (1979) and the functional text typology by Reiss (1971) alongside Skopos Theory by Vermeer (1989). The study concludes that successful rendering of promotional discourse depends on the translator's ability to prioritize the Skopos or the communicative purpose over formal accuracy. The findings suggest that adopting functional translation strategies is the most viable approach for preserving the persuasive impact and the illocutionary force of educational advertisements in the target culture.

Keywords: (Translation, Promotional Discourse, Speech Acts, Skopos Theory).

تحديات واستراتيجيات ترجمة أفعال الكلام الإقناعية في إعلانات المدارس الأهلية العراقية

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الملخص

تُعد الترجمة عملية نقل للمعنى من نص اللغة المصدر عن طريق نص معادل في اللغة الهدف. وتكمن المشكلة الرئيسية للترجمة في "المعنى"، لذا فمن الأهمية بمكان تحديد ما إذا كان معنى النص المصدر قد نُقل إلى النص الهدف بدقة أم لا. ولتحقيق ترجمة مناسبة في الخطاب الترويجي، يجب أن يمتلك المترجم خلفية معرفية جيدة عن ثقافتَي اللغة المصدر والهدف. كما أن مراعاة المنهج الوظيفي أمر ضروري، كونه أحد أهم المناهج التي تترجم النص وفقاً للوظيفة التي يؤديها في اللغة الهدف. تهدف هذه الدراسة إلى تحديد

التحديات اللغوية والثقافية الرئيسية التي يواجهها طلبة الماجستير العراقيون (تخصص الترجمة) عند ترجمة أفعال الكلام الإقناعية في إعلانات المدارس الأهلية. كما تهدف إلى فحص استراتيجيات الترجمة التي يستخدمها هؤلاء الطلبة بشكل أساسي، وتقييم فعاليتها في الحفاظ على القوة الإقناعية للشعارات الإنجليزية الأصلية ضمن السياق العراقي. ولتحقيق الأهداف المذكورة، تفترض الدراسة الحالية أن إعلانات المدارس الأهلية الإنجليزية تعتمد بشكل كبير على أفعال الكلام الإقناعية الضمنية، مما يفرض تحديات كبيرة على الطلبة المترجمين. كما تفترض أن الاعتماد على الاستراتيجيات اللفظية أو الشكلية يقلل من الفعالية الإقناعية للنص الهدف، بينما تؤدي استراتيجيات الترجمة الموجهة نحو الوظيفة إلى مستويات أعلى من التكافؤ الإقناعي. ولإثبات هذه الفرضيات، تم اتباع إجراءين: الأول هو جمع بيانات البحث التي تتكون من خمسة عشر (١٥) شعاراً إنجليزياً اختيرت بدقة من المواقع الرسمية وصفحات الفيسبوك لمدارس أهلية عراقية بارزة في محافظات مختلفة شملت بغداد والموصل وأربيل، حيث قُدمت هذه الشعارات إلى عشرة (١٠) من طلبة الماجستير في قسم الترجمة بكلية الآداب بجامعة تكريت لنقلها إلى اللغة العربية. أما الإجراء الثاني فهو تحليل هذه النصوص وفقاً لنموذج هجين يدمج بين تصنيف أفعال الكلام لـ "سيرل" (١٩٧٩) وتصنيف أنواع النصوص الوظيفية لـ "رايس" (١٩٧١) إلى جانب نظرية السكوبوس لـ "فيرمير" (1989) " خلصت الدراسة إلى أن النجاح في نقل الخطاب الترويجي يعتمد على قدرة المترجم على إعطاء الأولوية لـ "السكوبوس" أو الغرض التواصلية على الدقة الشكلية. وتشير النتائج إلى أن تبني استراتيجيات الترجمة الوظيفية هو المنهج الأكثر جدوى للحفاظ على التأثير الإقناعي والقوة الإنجازية للإعلانات التعليمية في الثقافة الهدف. الكلمات المفتاحية: (الترجمة، الخطاب الترويجي، أفعال الكلام، نظرية السكوبوس).

1. Introduction

Similarly, there is a broad examination of previous findings associated with the concepts central to this research. In general, this first chapter describes the relationship between communication and persuasion within private school advertisements in relation to education in Iraq. Next, the focus shifts to Speech Act Theory, exploring its various taxonomies and how these linguistic acts function to achieve influence

upon a specific audience. Furthermore, this chapter examines the translation of promotional discourse and the evolution from literal equivalence toward a more functional approach to translation. The core of this discussion centers on Skopos Theory, providing an explanation of its principles and how it functions as a part of the process of achieving effective communication goals through translation. Ultimately, a review of the existing literature demonstrates the research gap this study addresses how the translations of private school advertisements located in Iraq inform this project.

2. The Concept of Persuasion in Communication

Persuasive communication is rooted in Aristotle's (n.d.) three pillars: Ethos (credibility), Pathos (emotion), and Logos (logic). Private school advertisements strategically employ these modes; for instance, the slogan "LEARNERS TODAY, LEADERS TOMORROW" (International Academy of Iraq, n.d.) reflects pathos by appealing to parents' future aspirations. Modern communication is viewed as a problem-solving process rather than a linear activity (Leech, 1983). This is illustrated in the phrase "A PATH TO AN EDUCATED SOCIETY" (Barz Private School, n.d.), where the words 'path' and 'society' serve as a strategy to achieve communicative objectives through goal-oriented interaction. Halmari and Virtanen (2005) further describe persuasion as an interactive process between the communicator and the audience. Schools utilize the interpersonal function of language to foster partnership, as seen in "Your child's journey to success begins with us" (Cadmus International School, n.d.). Finally, to maximize impact, schools apply the Interest Principle through bold assertions like "Best choice for your lovely kids" (Al Awael Private British International School, 2022), aligning the message with parents' priorities and emotional commitments.

3. Speech Act Theory (SAT)

The Speech Act Theory represents a significant departure from the traditional view of language as a formal system to view language under the perspective of a utility or tool for achieving social action. Traditionally, many researchers followed a view that Austin (1962) identified as an error in describing language, where it was assumed that the main purpose of any sentence is simply to state a fact as true or false. However, Austin (1962) suggested that a number of declarations he referred to as functional acts do not merely describe reality but also give rise to it. Communication can therefore be considered an act or “doing” something in the traditional sense, as opposed to merely “saying” things. The effectiveness of a statement is evaluated on a contextual basis rather than on a literal basis in terms of how effective it is (Austin, 1962). Integrating these early insights, Searle (1969) organized the theory by proposing that the speech act is the basic unit of communication. According to Searle, using a language is a form of behavior governed by specific rules where the production of a statement under certain conditions constitutes an act (Searle, 1969). At the core of Searle's theory is the assumption that everything we want to say can be represented using language. It connects the intention of the speaker with the methods they use to accomplish that intention. According to Searle, the meaning is based on how the speaker's intentions relate to achieving a given impact upon the audience and that they will be somewhat aware of this intention. (Searle, 1969). This theory gives a clear conceptualization of how advertising works, specifically as a planned form of persuasion. In creating their advertisement, schools are not merely presenting information about themselves; they also create an extremely sophisticated act of speech that has the greatest possible effect upon how parents will think and

behave. An example of this is the use of the phrase, "Creating the future leaders of Iraq" (Baghdad British International School, n.d., Website). A school does more than relay basic information to parents about their kids, it also provides an action to develop trust by giving a verbal commitment for performance. The use of a slogan helps determine the degree of deliberation in developing a slogan's purpose. The goal of any institution using language as a tool will be met by applying this understanding to their means of operating and establishing connection with their audience.

4. Components of Speech Acts: Locution, Illocution, and Perlocution

Austin (1962) suggests three simultaneous layers in a speech act. The first is the locutionary act, the physical act of saying something with clear meaning. In school advertisements, this is the literal text. For example, in "Cultivating success among our students" (The English International School Baghdad, n.d.), the locutionary act is the literal linguistic structure (Austin, 1962). The illocutionary act defines what is accomplished through the utterance and conveys a specific "force" (e.g., a promise or invitation). It depends on social rules and speaker intent. For instance, "Your child's journey to success begins with us" (Cadmus International School, n.d.) performs the illocutionary act of making a commitment, successful only if parents recognize it as a formal assurance (Austin, 1962). The perlocutionary act emphasizes the outcomes or effects on the audience, such as building trust or motivating action. Austin (1962) distinguishes between promise-making (illocutionary) and persuading (perlocutionary). A slogan like "Reimagining Education" (Rise International School, 2024) aims to change how parents view education; the illocution is the school's claim, while the perlocution is the audience's resulting conviction (Austin,

1962). In translation studies, the challenge lies in effectively conveying these layers across cultures.

5. Searle's Taxonomy of Illocutionary Acts and Their Persuasive Functions

Searle (1975) categorizes these types of actions based on their intent into five distinct categories, which helps clarify the process of analyzing the type of act. Understanding these categories will greatly help in understanding how schools use different types of linguistic strategies to influence their audience:

1. **Assertives:** These acts commit the speaker to the truth of a claim to establish credibility. For example, "LEARNERS TODAY, LEADERS TOMORROW" (International Academy of Iraq, n.d.) acts as an assertive statement about the students' future status.
2. **Directives:** These aim to get the listener to take action. This category is highly persuasive; an example is the slogan "Empower learning" (The American International School, n.d.), which functions as a directive to parents.
3. **Commissives:** The speaker commits to future actions, which is the basis of promotional promises. For instance, "Your child's journey to success begins with us" (Cadmus International School, n.d.) is a clear commissive act.
4. **Expressives:** These reflect the speaker's psychological state or attitude to foster relationships. A slogan like "Best choice for your lovely kids" (Al Awael Private British International School, 2022) appeals to parents' emotions.
5. **Declarations:** These provide an immediate change in status. While less frequent in slogans, they are seen in formal processes, such as the official act of admitting a student, which changes their status to a registered member.

6. Persuasion from Arabic Cultural Perspectives

The pragmatic distribution of sentences in Arabic can be analyzed through Al-Mutawakkil's (1985) functions of Topic (*Al-Mubtada'*) and Focus (*Al-Bu'ra*). The Topic establishes shared knowledge, while the Focus carries the primary persuasive weight. For instance, in the slogan "تلاميذ اليوم هم قادة الغد", the Topic (تلاميذ اليوم) sets the current state, while the persuasive Focus is strategically placed on (قادة الغد) to highlight the promised future transformation. Furthermore, modern advertising persuades by establishing Common Ground with the audience (Hadi & Rasheed, 2026). This is evident in the slogan (معنا تبدأ رحلة نجاح طفلك); placing the word (معنا) at the beginning emphasizes the institution as a partner in parents' aspirations, creating shared values within the Iraqi educational context.

Arabic discourse also gains effectiveness through Semantic Shift (*Inziyah*), where language departs from literal meaning (Al-Harbi, 2025). A prime example is the metaphorical rendering of "Cultivating success" as (ترسيخ النجاح في طلابنا). This translation utilizes the Arabic rhetorical tradition of equating education with "planting" (*Zira'a*), transforming complex academic goals into an emotionally resonant image for the target audience. Ultimately, Arabic persuasive advertising achieves harmony by integrating English communicative acts with Arabic cultural depth. Unlike Western approaches that emphasize maintaining social balance through politeness (Leech, 1983), the Arabic perspective focuses on resonance and shared cultural values.

7. Reiss's Text Type Model

According to Katharina Reiss (2014), the translator must determine the source text's main purpose before translating. Her model is based on

three functions: representing factual information, expressing emotions, and persuading an audience. Reiss classified texts into:

1. Content-Focused Texts (Informational): Primarily intended to communicate factual data. In school advertisements, a slogan may provide basic information like curriculum or location. For example, "New year. New goals. New opportunities" (Basra Ishik Schools, n.d.). Reiss (2014) states that the main concern here is semantic accuracy and clarity.
2. Form-Focused Texts (Expressive): These emphasize aesthetics and artistic nature using devices like rhythm and metaphor. An example is the slogan "Empower learning" (The American International School, n.d.), where the verb "empower" is stylistically weighted. Reiss (2014) argues that translators should produce a similar artistic form in the target language rather than a literal translation.
3. Appeal-Focused (Operative) Texts: Crucial for advertising, these are structured to achieve a purposeful result, such as persuading parents to enroll children. Reiss (2014) views commercial advertising as a perfect example where persuasive qualities outweigh content. For instance, "Thinking about the future... Doing it today" (Bahlool British International Schools, 2025) aims to elicit an immediate reaction. Translators must replicate the persuasive quality, even if they alter the original form to be culturally appropriate.

8. The Concept of Equivalence: Functional vs. Formal

Nida (2000) distinguishes between formal equivalence, which focuses on reproducing the linguistic structure and meaning of the source text, and dynamic (functional) equivalence, which emphasizes the receptor's response. In functional equivalence, the translator aims for a naturalized translation that fits the target culture rather than a literal

reproduction. Nida's theory is based on equivalent effectiveness, meaning the relationship between the target recipient and the message should be identical to that of the original audience. In advertising, success is measured by the translation's ability to generate a matching degree of persuasion and emotional appeal, which often requires significant changes in form. Subsequent advancements acknowledge equivalence as a relative phenomenon. Munday (2016) notes a shift toward a directional relationship where the communicative purpose determines equivalence. Similarly, Baker (2018) argues that conveying an equivalent message requires capturing what is implied or intended (implicature) rather than just what is explicitly stated. In school advertisements, this evolution is crucial. For instance, translating "LEARNERS TODAY, LEADERS TOMORROW" (International Academy of Iraq, n.d.) through formal equivalence results in a literal rendering like (متعلمو اليوم، قادة الغد). However, achieving dynamic equivalence requires adjustments to ensure the message is equally persuasive. This is also evident in "BETTER EDUCATION FOR A BETTER LIFE" (Maarif Schools Baghdad, 2020), where the functional goal is to link academic quality with prosperity. Using Nida's Three-Stage System, the translator ensures the slogan is successful based on its ability to persuade the audience rather than a mere word-for-word match.

9. Research Methodology

This study adopts a mixed-methods approach, combining qualitative descriptive research with quantitative measures to evaluate persuasive speech acts in school advertisements. The qualitative aspect explores emotional tones, rhetorical devices, and cultural influences (Saldanha & O'Brien, 2014), while the quantitative side utilizes frequencies and percentages to enhance the results' trustworthiness (Creswell &

Creswell, 2017). The data corpus consists of fifteen (15) English advertising slogans from major private schools across Iraq (Baghdad, Erbil, Mosul, Basra, and Duhok), collected between 2017 and 2025 via official school websites and Facebook pages. From this corpus, ten (10) translations were purposively selected for analysis based on their clarity and relevance, excluding incomplete or significantly erroneous samples. The target texts (TTs) were produced by ten (10) MA translation students from the Department of Translation, Faculty of Arts, University of Tikrit, chosen through purposive sampling for their theoretical background in linguistics. The study employs an integrated multi-dimensional framework for evaluation, incorporating Speech Act Theory (Austin, 1962; Searle, 1969) to identify persuasive acts, Reiss's Text Typology (1971) to classify slogans as operative texts, and Skopos Theory (Vermeer, 1984) to assess functional effectiveness. Finally, frequency tables are utilized to calculate the occurrence of translation patterns and strategies systematically.

10.Data Analysis

This study evaluates persuasive speech acts and operative functions in English school slogans translated into Arabic by ten M.A. students from the University of Tikrit. Applying Searle's (1969) speech acts, Reiss's (1971) typology, and Skopos theory (Vermeer, 1984), the analysis assesses how persuasive intent is preserved through formal and dynamic equivalence (Nida, 1964). It further identifies lexical, cultural, and grammatical challenges, measuring the functional success of each translation in the Iraqi context through qualitative discussion and quantitative frequency tables.

Sample No. 1

ST

TT

Your child's journey to success begins with us

١. تبدأ رحلة نجاح طفلك معنا.
٢. رحلة نجاح طفلك تبدأ معنا.
٣. رحلة طفلك نحو النجاح تبدأ معنا.
٤. معنا تبدأ رحلة نجاح طفلك.
٥. تبدأ معنا رحلة طفلك نحو النجاح.
٦. رحلة أبنائكم للنجاح تبدأ معنا.
٧. رحلة طفلك للنجاح تبدأ معنا.
٨. تبدأ معنا رحلة طفلك للنجاح.
٩. مسيرة طفلك إلى النجاح تبدأ معنا.
١٠. نحو النجاح رحلة طفلك تبدأ معنا.

Discussion

The examination of ST2 shows that it is an operative text , and a hidden commissive promise. The purpose of the advertisement is to prove to the parents that this is an excellent place for their children's success; this is the main Skopos of this text. For the ten translations , there are four appropriate translations and six inappropriate translations.

The Appropriate translations (1, 4, 5, and 10) utilized Function-Based strategies. These students grasped the message's intent well and selected a convincing word order such as beginning with a verb or using the phrase "معنا" which resonated effectively with the target audience. On the other hand, the Inappropriate translations (2, 3, 6, 7, 8, and 9) support Hypothesis 2 regarding the tendency to use Form-Based strategies. These students closely followed English word order

by starting with the noun phrase "رحلة طفلك". Since the literal translation is unable to represent the dynamic and professional nature of the opening as indicated in the original English text, this results in a substantial loss of Illocutionary Force.. Additionally, Translation 9 contained a grammatical and lexical error (تبدأ معنا), while Translation 6 changed "child" to "أبنائكم" (plural), which shifted focus from an individual perspective and weakened its personal appeal.

To sum up, the main issue for the majority of students taking ST2 is that they have no way to accurately identify which specific language structure is most persuasive for creating a translated text that represents the intended speech act. As a result, translations are virtually identical to the words and phrases of the original advertisement, but do not carry the same rhythmic impact.

The Analysis of ST1

Translation	Appropriate	Partially appropriate	Inappropriate	Strategy		Problem of Translation			
				Function-Based	Form-Based	Lexical	Cultural	Grammatical	Loss of Illocutionary Force
1	+	-	-	+	-	-	-	-	-
2	-	-	+	-	+	-	-	-	+
3	-	-	+	-	+	-	-	-	+
4	+	-	-	+	-	-	-	-	-
5	+	-	-	+	-	-	-	-	-
6	-	-	+	-	+	+	-	-	+
7	-	-	+	-	+	-	-	-	+
8	-	-	+	-	+	-	-	-	+
9	-	-	+	-	+	+	-	+	+
10	+	-	-	+	-	-	-	-	-

Sample No. 2

ST

A revolutionary way to educate

TT

١. نهج ثوري في التعلم.
٢. بوابة جديدة لنهج تعليمي متطور.
٣. طريقة ثورة في التعليم.
٤. طريقة ثورية للتعليم.
٥. ثورة في أساليب التعليم.
٦. منهاج ثوري للتعليم.
٧. طريقة تعليم ثورية.
٨. طريقة ثورية في التعليم.
٩. طريق ثوري نحو التعليم.
١٠. طريقة ثورية للتعلم

Discussion

The examination of ST3 shows that it serves as an operative text meant to highlight the school's unique and creative teaching methods. The main purpose of the Skopos is to portray the institution as a leader in contemporary educational practices via a strong speech act. Of the ten translations, three (3) are deemed Appropriate; two (2) are categorized as Partially Appropriate; and five (5) are designated as Inappropriate. The Appropriate translations (1, 2, 5) effectively used Function-Based strategies. These students understood the purpose and incorporated professional terms like "نهج" or creatively rephrased it to "بوابة جديدة لنهج تعليمي متطور". Translations four and ten were both found to be partially appropriate, although they both were grammatically correct. The term "طريقة" (way), however seems to take away from the strength of the term and does not convey sufficient academic weight for use in an educational slogan. The Inappropriate translations (3, 6, 7, 8, 9) support Hypothesis 2 about the preference for Form-Based strategies. Numerous students employed words that represent a direct equivalent (like ثورة or ثورية) in addition to nouns that are entirely literal in Arabic as part of their educational slogans. By using such a direct approach, the Illocutionary Force associated with these words has been significantly diminished due to their failure to express a sense of dynamic innovation, which is inherent in the original English source. For example, Translation 3 has a grammatical mistake (طريقة ثورة), while Translation 9 uses "طريق", which is not suitable for educational contexts. In conclusion, the biggest problem observed in ST3 had to do with a large number of students focusing only on the literal definition of the word "Revolutionary". As a result, there were a lot of poorly translated advertisements that were translated based on the form of the advertisement instead of how it works in its original language and the

professional effect that the original advertisement produced in an advertising..

The Analysis of ST2

Translation	Appropriate	Partially appropriate	Inappropriate	Strategy		Problem of Translation			
				Function-Based	Form-Based	Lexical	Cultural	Grammatical	Loss of Illocutionary Force
1	+	-	-	+	-	-	-	-	-
2	+	-	-	+	-	-	-	-	-
3	-	-	+	-	+	+	-	+	+
4	-	+	-	+	-	+	-	-	+
5	+	-	-	+	-	-	-	-	-
6	-	-	+	-	+	-	-	-	+
7	-	-	+	-	+	-	-	-	+
8	-	-	+	-	+	-	-	-	+
9	-	-	+	-	+	+	-	-	+
10	-	+	-	+	-	+	-	-	+

Sample No. 3

ST

TT

BETTER EDUCATION FOR A BETTER LIFE

١. تعليم أحسن لحياة أحسن.
٢. التعليم الأفضل يقود نحو الحياة الأفضل.
٣. تعليم أفضل من أجل حياة أفضل.
٤. جودة التعليم تضمن جودة الحياة.
٥. تعليم أكثر تحسناً لحياة أفضل.

٦. من أجل تعليم أرقى لحياة كريمة.
٧. تعليم أفضل يفتح أبواب حياة أفضل.
٨. تعليم جيد جداً لحياة جيدة جداً.
٩. استثمار في التعليم لرفاهية الحياة.
١٠. تحسين مستوى التعليم للحياة.

Discussion

The analysis of ST4 demonstrates that it serves as an operative text in the sense of it constituting an implied commissive promise. The main Skopos of the text is to create a relationship between the quality of the school and the future success of the students at that school. The assessments of the ten translations indicate that four translations are rated as Appropriate, two translations are rated as Partially Appropriate, and four translations are rated as Inappropriate. The Appropriate translations (2, 4, 6, 7) effectively used Function-Based strategies. These students recognized that the aim was not just to translate "Better," but to create a sense of prestige. For instance, phrases like "جودة التعليم تضمن جودة الحياة" or "تعليم أرقى لحياة كريمة" The audience is able to connect with the message because of the use of sophisticated Arabic in the messages. Translations 3 & 10 both are determined to be partially acceptable translations because they are essentially direct translations without adequate creativity to make them stand out individually, and therefore aren't good candidates for use as slogans.

The Inappropriate translations (1, 5, 8, 9) support Hypothesis 2 regarding the prevalence of Form-Based strategies. Some students chose weak or casual words like "أحسن" or "جيد جداً", which do not fit an institutional slogan. This choice significantly diminishes Illocutionary Force because it fails to convey the dynamic and professional promise

intended by the original English text. For example, Translation 5 has awkward wording (أكثر تحسناً), while Translation 8's use of "جيد جداً" sounds more like a student's grade, and Translation 9 fails to capture the intended Skopos by using the word "رفاهية". The primary problem with the students in ST4 is that they are unable to locate professional Arabic equivalents for the comparative adjective 'better'; hence, the translations produced in this category often sound overly elementary or stylistically poor.

The Analysis of ST3

Translation	Appropriate	Partially appropriate	Inappropriate	Strategy		Problem of Translation			
				Function-Based	Form-Based	Lexical	Cultural	Grammatical	Loss of Illocutionary Force
1	-	-	+	-	+	+	-	-	+
2	+	-	-	+	-	-	-	-	-
3	-	+	-	+	-	-	-	-	+
4	+	-	-	+	-	-	-	-	-
5	-	-	+	-	+	+	-	+	+
6	+	-	-	+	-	-	-	-	-
7	+	-	-	+	-	-	-	-	-
8	-	-	+	-	+	+	-	-	+
9	-	-	+	-	+	+	-	-	+
10	-	+	-	+	-	-	-	-	+

Sample No. 4

ST

TT

A CHOICE FOR A BRIGHTER FUTURE

١. اختيار لأجل مستقبل بَرّاق .
٢. خيار نحو مستقبل أفضل .
٣. خيار لمستقبل المشرق أكثر .
٤. بصمة أمل لمستقبل واعد .
٥. انتقال لمستقبل لامع .
٦. خيار لمستقبل ساطع .
٧. قرارك لمستقبل مشرق .
٨. اختيار لأجل مستقبلاً ساطع .
٩. اختيار يضيء دروب المستقبل .
١٠. قراركم لمستقبل أبهى .

Discussion

ST5 functions as an operational text in the form of assertive speech acts that present the school as the best option for a child's educational future. The Skopos, or purpose, of this translation is to establish trust in long-term educational outcomes. For the ten translations analysed, three (3) are appropriate, one (1) is partially appropriate, and six (6) are inappropriate.

The Appropriate and Partially Appropriate translations (2, 4, 7, 9) successfully applied Function-Based strategies. These students went beyond just translating the words to capture the essence of the slogan, using impactful terms like "واعد" (promising) and "مشرق" (bright). On the other hand, Translation 2 was labeled as Partially Appropriate; even though it is grammatically correct and carries a positive meaning, changing "Brighter" to the more general term "أفضل" (better) takes away from the vivid imagery of the original text, making it less stylish

and reducing its specific persuasive impact. The Inappropriate translations (1, 3, 5, 6, 8, 10) strongly support Hypothesis 2 regarding the prevalence of Form-Based strategies. Many students had trouble with the comparative adjective "Brighter," leading them to make literal choices like "براق" or "لامع." These words are stylistically unsuitable for an educational vision in Arabic because they refer more to optical brightness or physical light than to metaphorical success and academic excellence. This straightforward approach causes a significant loss of Illocutionary Force since it fails to convey the dynamic and hopeful message present in the English source text. Additionally, Translations 3 and 8 include grammatical mistakes (such as *المشرق أكثر* and *مستقبلاً* ساطع), which further weaken the appeal of the advertisement. In summary, the primary challenge that emerges from ST5 is balancing the literal meaning with the metaphorical meaning. It is often difficult to see that 'brighter' refers to something illuminated, but in a professional and educational context, it means providing hope and professional accomplishments. Therefore, translations present difficulties with the target culture as well as the professional language of ST5.

The Analysis of ST4

Translation	Appropriate	Partially appropriate	Inappropriate	Strategy		Problem of Translation			
				Function-Based	Form-Based	Lexical	Cultural	Grammatical	Loss of Illocutionary Force
1	-	-	+	-	+	+	+	-	+
2	-	+	-	+	-	-	-	-	+
3	-	-	+	-	+	-	-	+	+
4	+	-	-	+	-	-	-	-	-
5	-	-	+	-	+	+	+	-	+
6	-	-	+	-	+	+	+	-	+
7	+	-	-	+	-	-	-	-	-
8	-	-	+	-	+	-	-	+	+
9	+	-	-	+	-	-	-	-	-
10	-	-	+	-	+	+	+	-	+

11. Conclusion

Translators face many challenges in translating English school advertisements into Arabic; only 34% of the translations meet some standard of success. A great number of translators place an excessive reliance on literal methods, which leads to a loss of the original illocutionary force of advertising. A functionalist approach (Skopos Theory) is the main framework used to maintain the persuasive function of school advertisements. The difficulty in obtaining total fidelity is primarily due to the reliance of advertisements on emotional appeal and cultural nuance. Translators with a strong cultural social

background tend to be better at finding the proper functional equivalent to maintain the original communication goals.

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