



مزايا استخدام مهارات التفكير الناقد في ترجمة الشعر لتعلمي الترجمة في المستوى المتقدم

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ملخص البحث:

يلاحظ الباحث في هذا البحث فوائد التفكير النقدي ويحاول تطبيق مهاراته في ترجمة الشعر إلى اللغة الإنكليزية والعربية من قبل مجموعة من متعلمي الترجمة في المستوى المتقدم بعد شرح الموضوع لهم. الخطوة التالية هي مطالبة متخصصي الترجمة في قسم الترجمة في كلية الآداب جامعة البصرة بتقييم الترجمة ومدى الاستفادة من مهارات التفكير الناقد. حيث يقوموا بتقييم الترجمة من خلال الإجابة على استبيان أعده الباحث لهذا الغرض. وأظهرت النتائج وجود علاقة إيجابية وثيقة بين استراتيجيات التفكير النقدي وترجمة النصوص الأدبية بشكل عام والشعر بشكل خاص. وخلصت الدراسة إلى أن المترجم الذي يتمتع بقدرات أكثر سيكون أكثر نجاحًا في أداءه بالترجمة. تسلط النتائج الضوء على أهمية إدراك واستخدام مهارات التفكير النقدي من قبل المترجمين والطلاب على وجه الخصوص من أجل تقديم أفضل ترجمة.

الكلمات المفتاحية: التفكير الناقد، الترجمة الأدبية، ترجمة الشعر، الترجمة، المستوى المتقدم



Advantages of Using Critical Thinking Skills in Translating Poetry by Advanced Learners in  
Translation Department

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Abstract

Language learners and users must have a certain realization of the concept of critical thinking. Critical thinking is supposed to be the means of solving problems in translation in general and translating poetry in particular. In this paper, the researcher observes the benefits of critical thinking and tries to apply its skills in translating poetry into English and Arabic personally and by a group of advanced learners of translation after explaining the concept in detail to them. The next step is asking translation professionals and lecturers in the department of translation in the College of Arts, the University of Basra to evaluate translation and the benefit of critical thinking skills in the process of translating the mentioned texts. The professionals evaluate the translation by answering a questionnaire prepared by the researcher to cover the purpose of the study and evaluate students' responses. The findings showed a close positive relationship between critical thinking strategies and translation of literary texts in general and poetry in particular. The study concluded that the translator with more critical abilities will be more successful in translation performance. Results highlight the importance of realization and using critical thinking skills by translators and students in particular to perform good translated texts.

Keywords: Translation, critical thinking, literary translation, translating poetry, advanced level



## 1- Introduction

One may know what critical thinking is but when we try to be defined it, we get confused. It is a difficult concept to be defined and more importantly to use. The term "critical thinking" has various meanings in different contexts-whether informal logic courses where it has a precise meaning when applied to arguments or in casual discussions where the term is used more freely to simply mean good thinking. It also means sound thinking needed by practitioners in an academic discipline. Critical thinking is making decisions by applying purposeful, goal-directed thinking, which is based on evidence. It involves logical reasoning, in an ability to separate facts from opinions, examining things before accepting them. and asking oneself questions all the time (Wood, 2002). The first definition is given by Dewey (as cited in Fisher, 2001: 19). Dewey is considered the father of the new tradition of critical thinking; Dewey (1997) called critical thinking "reflective thinking" and defined it as "an active, persistent, and careful consideration of a belief or supposed form of knowledge in the light of the grounds which support it and the further conclusions to which it tends".

By defining it as an active process, Dewey is contrasting it with the kind of unreflective thinking - in which people 'jump' to a conclusion. Fisher (2001) stated that critical thinking is an active process of thinking and analyzing what we receive of information instead of simple acceptance of this information. The most widely used definition is that given by Ennis (1985) who defined critical thinking as "reasonable, reflective thinking that is focused on deciding what to believe or do" (Norris and Ennis, as cited in Fisher 2001). According to Facione (2001) critical thinking simply "can be put in contrast to illogical or irrational ways of thinking". However, it cannot be equated with argumentative types of thinking or making criticism. Critical thinking further involves reflective types of thinking; that is thinking about the activities we do (Dantas and Whitney, 2002). Norris (1985) defines critical thinking as "assessing the views of others and one's own views according to acceptable standards of appraisal." While Brookfield (1987) says that it is the process of detecting statements and facts to be aware of their meaning and context. Browne and Keeley (1990) define it as "our active, purposeful, and organized efforts to make sense of our worlds by carefully examining our thinking and the thinking of others to clarify and improve our understanding." There seems to be a consensus in these definitions that critical thinking is directed towards some end or purpose such as answering a question, making a



decision, solving a problem, resolving an issue, calculating likelihoods, formulating inferences, devising a plan or carrying out a project.

Besides being purposeful, critical thinking also refers to reasonable, reflective, self-monitored, responsible, and skillful thinking that is focused on constructing personal meanings. Scriven (1987:21) argued that critical thinking is an academic competency parallel to reading and writing and is of similarly fundamental importance. He defines it thus: 'Critical thinking is skilled and active interpretation and evaluation of observation and communications, information and argumentation.'

Critical thinking ability is not something inborn; so, it can be taught to the learners (Schafersman, 1991:8). It is a skill that can be improved and increased by practice (Wood 2002). It is a type of higher-order thinking which is not the mere memorization of materials but the use and manipulation of those learned materials in new situations (Pikkert & Foster, 1996: 26). Most studies define critical thinking as the basic dispositions and skills that a person has and uses to help make better decisions or better solve problems. The disposition toward critical thinking is the consistent internal motivation to engage problems and make decisions by using thinking. Critical thinkers usually do not take things for granted. They base their decisions on objective criteria and recognize their own bias and prejudice. They often rely on scientific inquiry, another form of critical thinking. Schafersman (1991: 16) characterizes a good critical thinker in terms of knowledge, abilities, attitudes, and habitual ways of behaving. Here are some of the characteristics of such a thinker:

1. uses evidence skillfully and impartially Organizes thoughts and indicates them concisely and coherently.
2. Distinguish between logically valid and invalid inferences.
3. suspends judgment in the absence of sufficient evidence to support a decision. understands the difference between reasoning and rationalizing, attempts to
4. anticipate the probable consequences of alternative actions.
5. applies problem-solving techniques in domains other than those learned

## 2- -Strategies of Critical Thinking



Kanik (2010: 127) states that there are several strategies of critical thinking which involve a comprehensive list of critical thinking skills, abilities and proficiencies, and dispositions. Ennis (1987: 63) offered one of the pioneering categorizations in the educational use of the concept of critical thinking. Brown & Kelley (1986: 41) declare that "when students are accustomed to being passive learners by merely memorizing and recalling information, it may be difficult at first to engage them in active learning situations that require critical thinking skills." So, Instructors should guide their students through the process to create a learning environment where students feel comfortable thinking through answers rather than simply having an answer. In 1990, a group of 30 experts convened in a Delphi study and determined that critical thinking is a process divided into skills and dispositions (American Psychological Association, 1990: 27). This is the most common definition of critical thinking to date and was used in the creation and assessment of the undergraduate course

### 3-The Teachability of Critical Thinking

The teachability of critical thinking skills and abilities was supposed by many researchers in this field. Evidence of two instructional programs offered by Halpern (1998) deal with the process of developing the skills and abilities of critical thinking of college students. There were two studies: In the first, students who were taught general problem-solving skills improved on pagination – inspired, measures of cognitive development. In the second study, college students instructed in a specific type of problem-solving strategy produced mental math representations that were more like those of experts than of novices. Kenned et al (1991) concluded that instructional interventions aimed at improving students' critical thinking skills have generally shown positive results. In a metaanalysis of 114 empirical studies examining the impact of instructional interventions on students' critical thinking skills and dispositions. Allen (1997) found that these interventions in general have a positive impact. He argues that students ((calibrate practice)) in exercising critical thinking skills and abilities. This type of practice can only occur when critical thinking is taught as a separate and explicit part of contexts by providing them opportunities to practice applying critical thinking skills in diverse contexts. Haplenne (2003) argues that instruction in general thinking skills thought as a broad-based disciplinary course, is the most effective way of teaching critical thinking.



The infusion approach entails in-depth instruction in the subject matter plus explicit instruction in general critical thinking principles. This critical thinking instruction is provided in the context of a specific subject matter. Ennis (1985) indicates that this approach is commonly seen across the curriculum movements. Although critical thinking skills and abilities are part of the content to be learned, critical thinking instruction is not made explicit. In other words, critical thinking skills and abilities are not the focus of direct and explicit instructions. Rather students are expected to acquire these skills as a natural consequence of engaging with the subject matter (Ennis, 1985)

#### 4-Critical Thinking Tasks

According to Beaumont. (2010), there are sequence tasks of critical thinking such as observing, identifying, assumption, understanding and organizing, interpreting, inquiring further, analyzing, and evaluating.

##### 4.1 Observing.

It is critical thinking which involves a fundamental level of analysis. This task type is a pre-text activity that simply asks students to look at or listen to a stimulus related to the main text and to identify what they see or hear. The skills involved in observing are looking, listening, noticing, and naming. Observing tasks is important because it brings focus on the lexical item and language structure (grammar) that help students to discover the topic activity in English. Moreover, students are introduced to the topic and get a chance to discover what they know about the topic. (Numrich's Sequence of Critical Thinking Tasks).

##### 4.2 Identifying assumptions.

This task happens before students encounter the main text. It focuses on the students' own realms of experience. In this task, the students react to what they see or hear. The assumption is a chance for students to share their backgrounds, express opinions, and clarify their current thinking or values on the topic.

##### 4.3 Understanding and Organizing.

These tasks shift the focus from students' world into the text. In these tasks, the students read a passage, listen to an interview, or look at an image and demonstrate their comprehension. When



understanding and organizing, students are first asked to identify main ideas and details. These types of responses are pulled literally from the text. Here, students can also take what they have read, heard, or seen in the text and put information to classify or categorize information and compare and contrast.

#### **4.4 Interpreting**

Unlike the black and white of the text understanding and organizing, interpreting is about the shades of gray. In this task, students still focus on reading, listening, or visuals. With interpreting, students are to look below the literal meaning of the text. They make inferences, interpret meaning and hypothesis about what they have heard or seen.

#### **4.5 Inquiring further**

It is clear that one source is rarely enough to produce a reliable decision. We need to look for as many sources as possible to reach reliable conclusions. We study, we consult experts. This task asks students to seek out new information or different understandings of the topic that they are exploring. With interpretation, students focused on the primary text. They mined it for main ideas and details and began looking at the relationships among ideas such as events, similarities and differences, and causes and effects. Then they looked between the lines to determine what else might be suggested by the collection of facts within the text.

#### **4.6 Analyzing and Evaluating.**

It is the stage in which students pull together the various texts they have collected over the course of the whole lesson. It may also be a time of introducing new related resources on the topic if the task of inquiring further was skipped.

### **5-Application of Critical Thinking in Translation**

Hodge (2012: 2) sees that translation studies can be an appropriate medium to integrate critical thinking into studying a foreign language. Students can apply their knowledge as well as critical thinking skills to identify new problems and ideas by comparing and contrasting translations of the same original, non-English text, selected by the instructor. These skills can then be applied to the unit's key out and their relevance compared to that of texts, offering opportunities for debt over the text's structure and content, as well as exercising students' abilities to assess unfavorable texts by critical thinking. By thinking critically students are generally directed to consider the



original voice of the writer, the tone, stylistic preferences, values, and one, or many, other translators' point views. The translation is a difficult procedure, governed by multiple, and often highly subjective criteria. including tone, language, imagery, meaning and structure. So, it would be helpful to demand students to make these analyses at such an early stage of study to improve the process of translation. By recognizing the scope for additional interpretations at an earlier stage in translation studies, students will be allowed to structure more aware readings of the given texts. Rather than suddenly being confronted with the instability of meaning and the question of what translates, students will be prepared to critically read texts. According to Wood (2002), some points critical thinkers must have: 1) logical fallacies 2) reasoning 3) separate facts from opinion 4) open-mindedness 5) asking questions 6) self-regulation 7) looking for the truth 8) using tools to (logic. research and experience) to explore the truth 9) clear something. Perhaps an important way to increase the quality of translation is critical thinking as Wilss mentioned that critical thinking affected on translation and solved translation problems; therefore, critical thinking has a relationship with translation and it associates with various cognitive and critical thinking abilities. Brodin (2007) tried to examine the relationship between the critical thinking ability of Iranian English translation students and their translation ability. The findings revealed a significant correlation between critical thinking and translation ability. It was concluded that critical thinking has a significant role in the translation of Iranian university students.

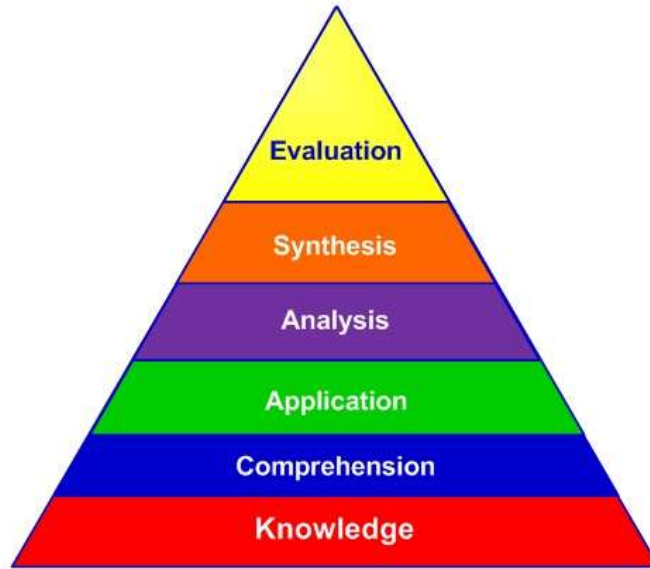
## 6- Theoretical Background

The theoretical framework of the current study is based on Bloom's taxonomy of the cognitive domain. Bloom (1948) with a group of other researchers works on developing a classification system for three domains: the cognitive, the affective, and the psychomotor. The domain of cognitive concerns mostly with using critical thinking skills and strategies for purpose of education whether teaching and learning and the applicability of these skills and strategies on the different field's science (Nasba and Shariati, 2011)





## Blooms Taxonomy



### 7- Poems selection

Each poem has been selected by the researcher according to certain reasons that put it as the best candidate for the current paper to achieve its purpose. This is going to be explained below for each poem:

#### 1- When We Two Parted

Baron Byron FRS (22 January 1788-19 April 1824), known simply as Lord Byron, was a British poet, peer, politician, and leading figure in the Romantic movement. The researchers selected this poem for two reasons: Firstly, it is the poem that attracted the researcher's attention to engage with the research topic. It was within one of the required texts to be translated in the course of literary translation. There were gaps between the SL and TL, following the analysis and interpretation process the researchers' students produced a well-translated text. Secondly, the ST includes cultural problems which need to be solved. So, critical thinking skills were the best instrument that can be applied to solve these problems

#### 2- مالي خلك Maaly xulk



This poem is by Kadim Jabbar Al Samarai (born September 12, 1957), better known by his artistic name Kadim Al-Saher, who is an Iraqi singer, composer, and songwriter. His work frequently features Iraqi folk instruments, rhythms, and melodies. The researchers selected this poem for social reasons. The problems that the poem tells are faced in our everyday life and it has a very close style to young. The researcher asked some young students some questions that related to their love and their conditions and most answers were "life is very difficult in this country so there is no place in hearts for love. So, this can be a condition to let them produce better translation for it.

### 3- Remember

This poem is written by Christina Georgina Rossetti (5 December 1830-29 December 1894), she was an English poet who wrote a variety of romantic, devotional, and children's poems. She is famous for writing "Goblin Market" and "Remember". The reason behind selecting this poem is to apply the translation strategy of "imitation", which is the most beneficial strategy in translating poetry. In this method, the translator keeps an eye on the ST content, conveys the meaning without being limited with its exact words. Besides the translator wants to prove that critical thinking skills and strategies were applied in rendering such kinds of texts. It is clear that there were some difficulties in translating this poem as at the opening line of the poem "remember me when I am gone away, Gone far away into the silent land" Which translated simply into: (uthkrini min amout we abte'd anak wa askin kaa' kharsah) اذكرني من أموت وابتعد عنك واسكن كاع خرسة

### 8 - Objectives of the study

The objectives of the current paper can be summarized in the following points:

1. Improving the process of translation of literary texts in general and in poetry in particular.
2. Using critical thinking skills to solve problems of literary translation and other difficult types of translated texts by both students and instructors in the department of translation.
3. Critical thinking has a better effect on the translation of poetry from engaging into Arabic and vice versa.



4. The study can present a good way for translating poetry that might help in composing new artistic work even if it is just a translated work

## 9- Hypotheses

The study hypothesizes the following:

1. There is a noticeable relationship between critical thinking skills and translation in general and translating poetry in particular.
2. Critical thinking can play a significant role in translating poems from English into Arabic and vice versa.
3. Critical thinking skills can solve problems of translation of different forms of a literary text in particular and other types of translation in general

## 10- Problems of the Study

The researcher observes that the output of many translation students or even senior or graduated students is not satisfactory due to the following problems: Bad translation; It is one of the essential reasons that lead to the current paper. Different mechanisms can be applied to improve translation at the front of which come critical thinking skills. Also: inconvenient translation, translation of any text should live up with the target reader expectations; otherwise, it will be inconvenient translation. In this paper, the researcher proves that critical thinking skills are helpful to make translation more satisfactory TT constitutes a major problematic area, especially, when the TT belongs to two completely different cultures. Poetry translation is one of the most difficult types of translation that requires the translator to be creative and genius. As Arabic translators, we mainly find that translation into Arabic is easier than into English which is of course because of our familiarity but still, they cannot produce a piece of literary material while translating into English needs the translator to be familiar with the syntactic, cultural, and stylistic aspects that make the translators in a much difficult process. The above problems and challenges encourage the researcher to apply such research.



## 11-Practical Part Description

In the first part of the practical aspect, the researchers explained in two academic lectures the concept of critical thinking and the strategies and tools of using it, in addition to the way of advantaging critical thinking strategies in translating poetry. Then students translated three poems two of which are translated into Arabic titled "when we two parted" by Lord Byron and "Remember" by Cristina Rossetti and on poem into English. The students are asked to follow critical thinking skills. The purpose of selecting such a type of literary work is to examine the possibility of making use of critical thinking theory in literary translation in general and in translating poetry in particular. Another group of students was asked to translate the same poems directly without having an idea about the usage of critical thinking skills in translation

The researcher selected poems from each language (English and Arabic) to provide accurate evidence of the effectiveness of applying critical thinking in translation in both languages which will help in producing a better translation. The researcher took enough time to translate the poems and improve them to live up to the reader's expectation. The poems were by the consultation of some teachers who are specialists in literary translation.

In the second part of the practical aspect, the researcher marked the translation of both groups and organized a questionnaire paper which was handed to some teachers in the department of translation. The teachers are specialists in different types of translation. The questionnaire includes six questions in a sheet of paper with some samples of students' translation to all the poems. Each question deal with issues related to skills of using critical thinking in translation. The answers of the teacher are considered as a criticism of the translated poems and identifying whether the students got benefit from critical thinking skills in such type of translation or not. The appendix includes a copy of the questionnaire including the specialists' answers. The researcher analyzed each answer independently.

## 12- Participants

The participants of this paper are:

1. The researcher as a translator and interesting in reading and writing poetry tried to produce aa good and ideal sample of translation



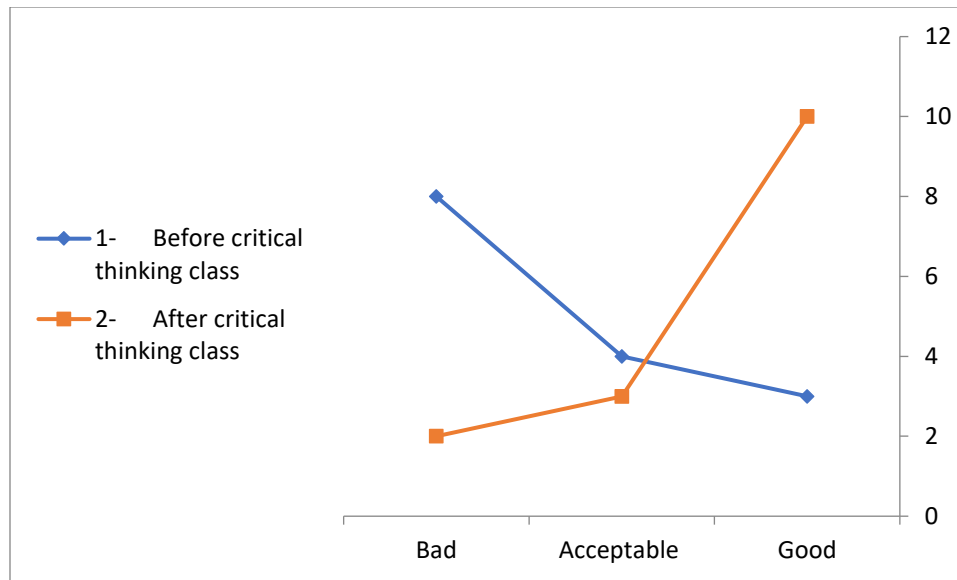
2. 30 students from fourth-year students for the academic year 2017-2018, who study literary translation as a basic course for their graduation
3. The second participants in the current paper are the participants of the questionnaire who are a group of instructors and specialists in translation from the department of translation, collage of Arts, University of Basrah. They have been selected according to their specialization and classes they taught in the department

### 13- Test Analysis

The test was the same for the two groups, those who took lessons about critical thinking skills and meant of applying it on translation in general and translating poetry in particular, and the other group who didn't receive any idea about the concept of critical thinking. Students were asked to translate two poems into Arabic because it is easier usually for Arabic native translation students to translate texts into Arabic rather than into English, for this reason, they were given one poem to translate into English. The students were from two sections, one of them got an explanation of critical thinking skills and asked to translate the three poems as homework in two days whereas the second section was asked to translate the poems as homework two without having any class about the skills of critical thinking and its applicability in translation. The researcher then collected the answers and marked either as good or acceptable or bad translation. Out of 15 students of the first section, 2 translations were marked as bad and 3 as acceptable, and 10 as good. On the other hand, of the 15 students of the second section, only 3 submitted good translations and 4 acceptable and 8 as bad translations. Samples of these answers were attached to the questionnaire which is the second part of the practical part for their evaluation too. The table and figure below can explain students' responses analysis to the test

Table 1: Analysis of Students' responses

No	Test Participants	Good	Acceptable	Bad
	Before critical thinking class	3	4	8
	After critical thinking class	10	3	2



#### 14- Questionnaire Analysis

The questionnaire was submitted by the researcher to translation professionals, it was collected within two days and the researcher analyzed their answers quantitatively. This quantitative data aims at investigating the professionals of translation opinions the translated poems in a side and examining the benefits of critical thinking skills in solving translation poetry problems on the other side.

The questionnaire included an introduction introducing the idea of critical thinking briefly to the instructors and stating the purpose of composing it. Each participant has been asked to write down his/her name and occupation which conveys a scientific degree of the instructors who participated in the research questionnaire. It also included the poems and their translation. Then it is followed by the questions which are the core of the questionnaire. These questions are six in number which can be explained below in detail.

##### 1. Is critical thinking significant for translating poetry?

This question aims to enhance the professor's connection of critical thinking with translating poetry and find out whether the specialists or instructors in the translation department realize that connection. Anonymously, all the participants agree that critical thinking is important and related



to the aim of producing good translated poems, but this strategy is not used because of the tendency for using the traditional ways of teaching. Some of them emphasized the importance of using critical thinking skills in translating poetry in their answers.

2. Is critical thinking useful in translating poetry into Arabic or into English?

This question aims at giving a shred of evidence that using critical thinking skills in translation helps the translator to produce good target poems whether the translator is translating into his own language or not. The answer of the majority was (yes) and they added that the translator produces new good poems here.

3. Can critical thinking solve problems of translating poetry?

The researcher inserted this question due to the complicated problems faced by translators in translating poems. The answers of all participants were (yes). Most of them said that by using critical thinking skills and strategies, the translators will be able to create second original poems.

4. (The researcher as a translator applied critical thinking strategies such as" interpretation and analysis" while translating the English and Arabic poems. Do you think that critical thinking strategies would help in translating poetry?)

Such a question is to show the influence of these two strategies on translation. The answer was totally (yes).

5. (If the previous is 'yes', so, which translated poem(s) has/have advantages from the application of critical thinking strategies? Why?)

The answers were governed by the interest of the participants but the majority of them went with Byron's poem (When We Two Parted).

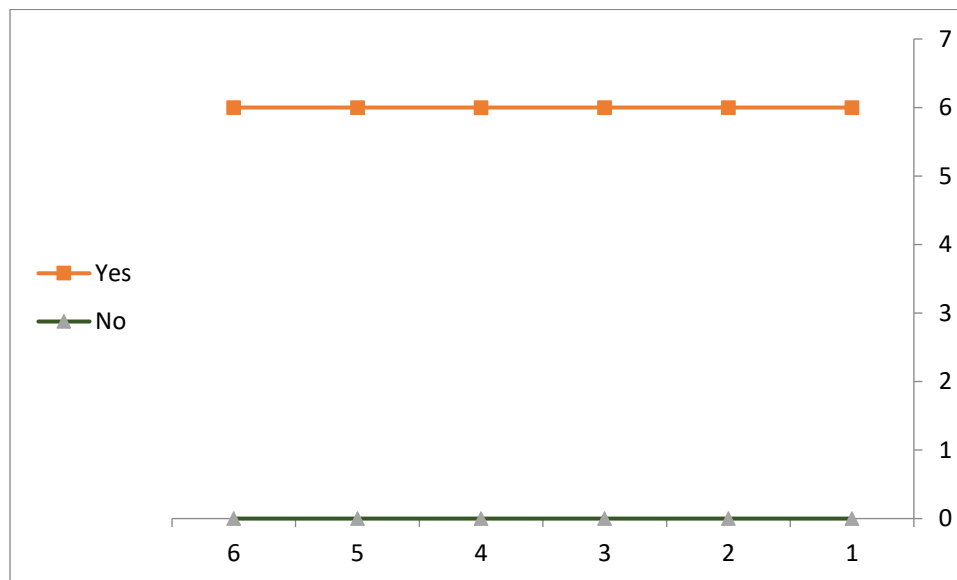
6. Do you like the idea of the project?



All the participants said 'yes' and wish to apply critical thinking strategies on the different courses within the translation study

Table 2: Questionnaire Responses

Question No.	Yes	No
1	6	0
2	6	0
3	6	0
4	6	0
5	6	0
6	6	0



## 15-Discussion

The results of this study confirm that the responses of the questionnaire by translation instructors and teachers were "Yes" to all the questions. This questionnaire was an evaluation and mean of distinguishing the advantages of critical thinking skills on advance students' translation of the





three poems. The investigation of this study shows that there is a significant relationship between critical thinking skills and translating poetry. Moreover, the critical thinking skills are better, translator quality is superior. Besides, the results of this study indicate that translators as students who used critical thinking skills had better performance in translation in general and they did not only translate TT better, but they also have the further ability in comparison to those who don't use these skills. It was also found that there is no significant difference in relation to critical thinking skills and their usage in Arabic to English or English to Arabic translation. Besides, this study found that the use of interpretation and analysis strategies is higher among good translations. Critical thinking is the ability to solve problems in each field, since translators are encountered with problems in this field, they must improve their critical thinking abilities and increase their ability to think deeply to solve problems.

## 15-Conclusion

While the current study investigated the effect of critical thinking skills on translating poems, it also looked for finding the difference between critical thinking ability and the translation of poetic texts from English into Arabic and from Arabic into English. Based on the results of this study were presented in detail in the test and questionnaire analysis, the research provided evidence that there is a significant influence on critical thinking skills in translating poetry and the improvement of translation skills of advanced learners of the translation department. As a result, the researcher who had studied critical thinking through the theoretical aspect of this study has better performance in translating poetry from English into Arabic and from Arabic into English and the output of the translated poems showed the ability to solve problems in this field by using critical thinking skills. These findings highlight the importance of teaching critical thinking strategies to future translators and translation students in particular. This study may provide a good base for other applications of critical thinking skills in other fields of transition. The researcher suggests applying these skills in different courses within translation studies as theoretical and practical



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Appendix: The Selected poems

1- WHEN WE TWO PARTED By George Gordon Byron, Lord Byron

WHEN we two parted  
In silence and tears Half broken-hearted  
To sever for years,  
Thy vows are all broken,  
I hear thy name spoken,  
And share in its shame.  
They name thee before me.  
A knell to mine ear;  
A shudder comes o'er me



Why wert thou so dear?  
They know not I knew thee,  
In secret we met  
In silence I grieve,  
That thy heart could forget.  
Thy spirit deceive. If I should meet thee  
After long years,  
How should I greet thee?  
With silence and tears.

2- Remember me by Cristian Rossetti Remember

Remember me when I am gone away.  
Gone far away into the silent land  
When you can no more hold me by the hand  
Nor I half turn to go yet turning stay.  
Yet if you should forget me for a while  
Remember me when no more day by day  
You tell me of our future that you plann'd  
Only remember me; you understand  
It will be late to counsel then or pray.  
And afterwards remember, do not grieve:  
For if the darkness and corruption leave  
A vestige of the thoughts that once had,  
Better by far you should forget and smile  
Then that you should remember and be sad

3- للشاعر والمطرب العراقي كاظم الساهر مالي خلگ

مالي خلک، احب واحترک  
نار العشک تحرک حرک  
احنه بوطن کله محن  
کله وجع کله فتن



والي يحكموا بهذا الزمن  
اتفقوا ان لا نتفق  
مالي خلك، احب واحترك  
متغربين بالعالمين، شمال ويمين  
دمع الحنين في كل عين  
رعد وبرق، الله المعين  
لكن حرام، وطن السلام  
يصبح حطام وهم ينسرق  
والله حرم، كلبي الصفي يبقى وفي  
مو طانفي يحب الخلك كل الخلك  
والي يحكموا بهذا الزمن  
اتفقوا ان لا نتفق ---- مالي خلك مالي خلك